

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, MAY 7, 2007 EDUCATION CENTER BOARD ROOM 4850 Pedley Road, Riverside, CA - 5:00 P.M.

OPEN PUBLIC SESSION - 5:00 P.M.

Call to Order in Public Session

(President Harris)

Roll Call: Mr. Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez

HEARING SESSION - 5:00 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 - 5:00 P.M.

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

<u>STUDENT DISCIPLINE</u>: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases: #07-304, #07-300, #07-303, #07-257, #07-270, #07-274, #07-290, #07-310, #07-288, #07-292, #07-293, #07-297, #07-307, #07-003.

<u>PUBLIC EMPLOYMENT</u>: 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 layoff of business assistant, outreach workers, secretary, and activity facilitators.

<u>LABOR NEGOTIATIONS</u>: 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.

CLOSED SESSION - 5:00 P.M. (Continued)

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

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 (Mrs. Burns)

& Moment of Silence for Vianna Lopez, a Glen Avon Elementary Preschool Student.

1. Welcome

- a. Welcome Students from Camino Real Elementary School (Dr. Jindra 10 Minutes) This evening, students from Mrs. Gonzalez' class at Camino Real Elementary School will perform the various dances which include Folklorico dances they have been working on for the celebration of Cinco de Mayo. Information only.
- b. 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. 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."

3. Board Member Comments

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

5/07/07

(President Harris)

4. Administrative Reports and Written Communications

* a. Review 2007 Graduation and Promotion Exercises

(Mr. Duchon – 5 Minutes)

The supporting documents include the 2007 Graduation and Promotion Exercises chart. The chart in the supporting documents shows the names of Board members and which ceremony they plan to participate in. <u>Information only</u>.

b. Hear Update on District School Liaison Team (DSLT)

(Dr. Jindra – 5 Minutes)

This evening, Dr. Susan Jindra, Assistant Superintendent Education Services, will provide a quarterly report on the progress being made on the implementation of the Local Educational Plan (LEP) addendum and its alignment to the Blueprint for Learning. Information only.

c. Hear Presentation on District Facilities

(Mrs. Lauzon – 5 Minutes)

At a previous Board meeting, Mr. Chavez asked for a presentation on the maintenance and work completed on District facilities. This evening, staff will provide a presentation on the status of all modernization and landscape renovation projects. Information only.

d. Review Approval of 2006/2007 Interim Financial Report

(Mrs. Lauzon – 2 Minutes)

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

e. Other Administrative Reports and Written Communication

(Mr. Duchon)

HEARING SESSION

Hold Public Hearing on State Deferred Maintenance Five-Year Plan

(Mrs. Lauzon – 5 Minutes)

At tonight's meeting, administration will be requesting that the Board review and approve submittal of the District's State Deferred Maintenance (SDM) Five-Year Plan. Education Code requires that school districts must hold a public hearing to discuss proposals and plans for expenditure of funds for the deferred maintenance of school district facilities, before the Board approves the district's SDM Plan. Proposed projects to be included on the State Deferred Maintenance Five-Year Plan are included in the supporting documents under Item X. President Harris-should formally open and close the public hearing on this matter.

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve Routine Action Items A 1-7 as printed.

- * 1. Approve Minutes of April 16, 2007 Regular Meeting
- 2. Disbursement Orders (Mrs. Lauzon)
- * 3. <u>Purchase Orders</u>

 * 4. Agreements

 (Mrs. Lauzon)

 (Mrs. Lauzon)
 - 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.

Parents of fourth grade students at Camino Real Elementary School wish to donate \$1,486.00, with the request the funds be used to pay the admission expenses for a student field trip.

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

\$470.00	Camino Real Elementary School	student incentives
\$129.02	Mission Bell Elementary School	misc. instructional supplies
\$198.34	Rustic Lane Elementary School	instructional materials & field trips
\$128.05	West Riverside Elementary School	student incentives
\$177.33	Jurupa Middle School	school improvement
\$46.29	Mira Loma Middle School	instructional supplies
\$1,149.03	TOTAL	

Indemnity Claims Administration, Inc., of Lake Forest, California, wishes to donate \$1,150.00, with the request the funds be used to support the Adopt a Book Program at Camino Real Elementary School.

The Indian Hills Elementary School PTA wishes to donate \$7,500.00, with the request the funds be used to pay expenses for student field trips.

Parents of fourth grade students at Indian Hills Elementary School wish to donate \$1,114.75, with the request the funds be used to pay expenses for student field trips.

Parents of kindergarten students at Indian Hills Elementary School wish to donate \$494.29, with the request the funds be used to pay expenses for student field trips.

Parents of fifth grade students at Sunnyslope Elementary School wish to donate \$510.00, with the request the funds be used to pay expenses for student field trips.

Through a Washington Mutual Bank "Wamoola" Gift program from persons opening new accounts, the bank raised funds to donate to the following schools for stated purchases:

5/07/07

5. Accept Donations (Continued)

\$224.24	Sunnyslope Elementary School	student educational programs
\$177.54	West Riverside Elementary School	student incentives
\$ <u>140.74</u>	Mira Loma Middle School	instructional supplies
\$542.52	TOTAL	

Parents of third grade students at Sunnyslope Elementary School wish to donate \$217.00, with the request the funds be used to pay expenses for student field trips.

Bank of America, through a United Way Campaign, wishes to donate \$48.00, with the request the funds be used to help pay for educational student programs at Sunnyslope Elementary School.

Manos Beverages, Inc., of Riverside, wishes to donate \$25.00, with the request the funds be used to help pay expenses for Sunnyslope Elementary School third grade class field trips.

Through an Edison International employee/employer contribution program, Edison wishes to donate a quarterly company match of \$500.00 to Rustic Lane Elementary School. The funds will be used to purchase instructional materials and to pay for educational student programs.

Mc Donald's Restaurants at Chicago and Third Street, Riverside, wish to donate \$550.00, with the request the funds be used to pay for school improvements at Jurupa Middle School.

Jurupa Youth Soccer Alliance, Inc., wishes to donate \$200.00, with the request the funds be used to pay for school improvements at Jurupa Middle School.

Through an Edison International employee/employer contribution program, a community member has donated funds in the amount of \$75.00. The funds will be used to pay for school improvements at Jurupa Middle School.

The Physical Education Club of Mira Loma Middle School wishes to donate \$1,645.99, with the request the funds be used to purchase a lap top computer for classroom activities to benefit students.

Through a corporate school fundraising program, General Mills "Box Tops for Education" raised funds to donate to Mira Loma Middle School in the amount of \$191.70. The funds will be used to purchase instructional materials for the Science Department.

The Science Club of Rubidoux High School wishes to donate \$50.00, with the request the funds be used to benefit the Club member activities.

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

- Mr. Vince Rosse and Mrs. Jeni Williams, teachers at Rubidoux High School, are requesting approval to travel to Los Angeles on Monday, May 21, 2007 through Tuesday, May 22, 2007 with one (1) student, Lora Roame. The purpose of this trip is for Lora to participate in the 2007 California State Science Fair. Costs for the trip will be paid by district funds. Transportation will be by private vehicle; supervision will be provided by staff members and lodging and accommodations will be at a local hotel. 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 for Mr. Rosse and Mrs. Williams to travel to Los Angeles with one (1) student on Monday, May 21, 2007 through Tuesday, May 22, 2007.
- * 7. Approve Out-of-State Travel Request to Attend National Education Computing Conference (Dr. Jindra)
 Ms. Paula Ford, Education Technology Coordinator, Ms. Toni Fletcher, Ms. Stephanie Cunningham, Ms. Wendy Eccles and Ms. Mary Pritchard, teachers from Mira Loma Middle School, have requested to attend the National Education Computing Conference. The conference will be held in Atlanta, Georgia, Sunday, June 24, 2007 through Thursday, June 28, 2007. They will be attending the conference to further their staff development in the education technology field and participate in a variety of workshops. Travel will be by air. All expenses will be paid through the EETT Grant. Copies of the Travel Requests are included in the supporting documents. Administration recommends the Board approve the Out-of-State Travel Request for Ms. Paula Ford, Ms. Toni Fletcher, Ms. Stephanie Cunningham, Ms. Wendy Eccles and Ms. Mary Pritchard to attend the National Education Computing Conference in Atlanta, Georgia from June 24, 2007 through June 28, 2007.
- * B. Adopt Resolution #2007/45, Authorize Appropriation Transfers within the General and Lottery Funds

 For the past twenty-one years, the Board has authorized Business Services to make appropriation transfers for the General fund budgets in the amount of \$200 or less. In many instances, these transfers are related to instructional allocation amounts, the totals for which may not be exceeded. Numbers of staff positions are not affected.

Administration is requesting the Board allow Business Services staff to process appropriation transfers in the amount of \$500 or less to conform to the criteria contained in the resolution. Authorization will reduce paperwork and will approve timeliness of business transactions. The Board will continue to receive financial reports that show the results of appropriation transfers made by Business Services staff. A copy of the resolution is included in the supporting documents.

Administration recommends the Board adopt Resolution #2007/45, Authorize Appropriation Transfers within the General and Lottery Funds for the 2007-2008 fiscal year.

C. Adopt Resolution #2007/46, Year-End Budget Transfers/Revisions

(Mrs. Lauzon – 5 Minutes)

Each year at this time, the Riverside County Office of Education requests each school board to authorize budget revisions which may be necessary to correct imbalances in any major account at the end of the year. During the year, from October through May, the Board receives regular reports on appropriation transfer requests and resolutions for expenditure of excess funds.

The process of closing the financial records for the 2006/07 fiscal year has begun, and when all revenues and expenditures have been accrued, it may be necessary to process transfers in various funds to balance these accounts. This does not involve additional expenditures; rather, the budget is revised by transferring to an account which has a negative balance from one which has a positive balance, so that the final financial records of the District meet all legal requirements. A copy of the resolution is included in the supporting documents.

Administration recommends that the Board adopt Resolution #2007/46, Resolution For Year-End Budget Transfers/Revisions.

* D. Adopt Resolution #2007/47, Authorize the Temporary Transfer of Funds from the Building Fund (Fund 35) to the General Fund (Mrs. Lauzon – 5 Minutes)

The Legislature has enacted legislation that will defer to July 2007, the payment of the District's 2006/2007 June State Aid Apportionment (\$6,655,373). This deferral could negatively impact the District's ability to meet its financial obligations during June 2007, causing the District to have insufficient cash available in the General Fund.

Education Code 42603 allows the Board of Education to direct monies held in any fund or account to be temporarily transferred to another fund or account of the District for payment of obligations. The Riverside County Office of Education is recommending that districts prepare for this temporary shortfall by adopting a resolution, which would allow a temporary transfer from another fund. This resolution would allow the transfer of an amount not to exceed \$6,000,000 from the District's Building Fund (Fund 35) to the General Fund, if necessary. A copy of the resolution is included in the supporting documents.

Administration recommends the adoption of Resolution #2007/47, Authorize the Temporary Transfer of Funds from the Building Fund (Fund 35) to the General Fund.

* E. <u>Adopt Resolution #2007/48, Authorize Appropriation Transfers for Categorically-</u> Funded <u>Programs</u> (Mrs. Lauzon – 5 Minutes)

For the past twenty-one years, the Board has authorized Business Services to make appropriation transfers for categorically-funded projects as needed. These projects are based on a formula allocation to sites and/or are based on specific site amounts as contained in the original applications for funding. Expenditures must conform to program requirements. Appropriation totals by site do not change after they are established originally, but transfers between objects are sometimes necessary in order to meet goals.

In order to expedite processing of appropriation transfers, administration is requesting the Board allow Business Services staff to make transfers in categorical program budgets without further submission of specific transfers to the Board. The Board will continue to receive financial reports showing actual expenditures for categorical projects. A copy of the resolution is included in the supporting documents.

Administration recommends the Board adopt Resolution #2007/48, Authorize Appropriation Transfers for Categorically-Funded Projects for the 2007/2008 fiscal year.

* F. Adopt Resolution #2007/49, Authorize the Temporary Transfer of Funds from the General Fund to the Child Development Fund (Mrs. Lauzon – 5 Minutes)

Many categorical programs do not receive their funding up front. State Preschool is one of the programs funded after expenses are incurred. This causes a cash flow problem because there are no other resources in this fund to help out with the ongoing expenses of the program. Education Code 42603 allows the Board of Education to direct monies held in any fund or account to be temporarily transferred to another fund or account of the District for payment of obligations. This resolution would allow the transfer of an amount not to exceed \$200,000 from the District's General Fund to the Child Development Fund, if necessary. A copy of the resolution is included in the supporting documents.

Administration recommends the adoption of Resolution #2007/49, Authorize the Temporary Transfer of Funds from the General Fund to the Child Development Fund.

* G. Adopt Resolution #2007/50, Approving and Authorizing Execution of School Facilities Mitigation Agreement The Board of Education has been presented with an offer from Loring Ranch 31503 to enter into an agreement entitled School Facilities Mitigation Agreement. A copy of the Mitigation Agreement and Resolution are included in the supporting documents.

The development proposed by Loring Ranch 31503 is:

 Tract #31503 (85 homes) located on south side Wallace Street, north of Loring Ranch Road and east of Crestmore Road. * G. Adopt Resolution #2007/50, Approving and Authorizing Execution of School Facilities Mitigation Agreement (Continued)

As Board Members are aware, District facilities are at or near maximum capacity, and currently the District is anticipating growth over the next several years due to new developments. Although the District assesses a fee currently of \$4.20 per square foot on new residential development, this fee has not been adequate to mitigate the impact of growth. If current developer fees were collected on these homes in lieu of a CFD agreement, the maximum amount collected would be \$874,242.60, compared to the \$1,232,265.76 generated by the mitigation agreement; this will generate an additional \$358,023.16 for the School District.

Loring Ranch 31503 agrees to pay a higher fee of \$5.92 per square foot per single family dwelling for school facilities than the statutory stated amount. Loring Ranch 31503 proposes to form a Community Facilities District (CFD), commonly known as the "Mello-Roos Community Facilities Act of 1982," with the purpose of levying a special tax and/or selling bonds in an amount sufficient to pay for the design, acquisition and construction of the needed school facilities of the District, which will benefit the project properties.

Administration recommends that the Board adopt Resolution #2007/50, Approving and Authorizing Execution of School Facilities Mitigation Agreement with Loring Ranch 31503.

* H. Adopt Resolution #2007/51 and Resolution #2007/52, Enact Formation of CFD No. 7 (Mrs. Lauzon – 5 Minutes)

The District has been approached with a proposal to establish Community Facilities District No. 7 (CFD No. 7). This CFD encompasses one residential housing tract; Tract 31503 (85 homes) located on south side Wallace Street, north of Loring Ranch Road and east of Crestmore Road.

The charge per residential unit under CFD No. 7 is \$5.92 per square foot per single family dwelling. The maximum bond authorization totals \$4,000,000, plus reimbursement to the District of necessary costs incurred in the issuance of the CFD Bond. If current developer fees were collected on these homes in lieu of a CFD agreement, the maximum amount collected would be \$874,242.60, compared to the \$1,232,265.76 generated by the mitigation agreement.

- (1) RESOLUTION NO. 2007/51 OF THE BOARD OF EDUCATION OF JURUPA UNIFIED SCHOOL DISTRICT DECLARING ITS INTENTION TO ESTABLISH PROPOSED COMMUNITY FACILITIES DISTRICT NO. 7 OF THE JURUPA UNIFIED SCHOOL DISTRICT.
- (2) RESOLUTION NO. 2007/52 OF THE BOARD OF EDUCATION OF JURUPA UNIFIED SCHOOL DISTRICT DECLARING NECESSITY FOR PROPOSED COMMUNITY FACILITIES DISTRICT NO. 7 OF THE JURUPA UNIFIED SCHOOL DISTRICT TO INCUR A BONDED INDEBTEDNESS. Copies of the resolutions are included in the supporting documents.

Administration recommends the Board adopt Resolution #2007/51 and Resolution #2007/52 to enact formation of CFD No. 7.

I. Adopt Resolution #2007/53, Emergency Replacement of Four (4) HVAC Systems at Sunnyslope Elementary School (Mrs. Lauzon – 5 Minutes)

On/or about April 5, 2007, vandals, in an attempt to steal condensers from four (4) HVAC systems off relocatable buildings on the Sunnyslope Elementary School campus, damaged the HVAC systems beyond repair. In order to permit the continuance of existing classes, the District immediately replaced the four HVAC units during spring break recess. The work was performed by Pacific Air, Heating and Cooling, Inc., for the amount of \$28,300.00.

Public Contract Code 20113 states the District may enter into a contract for the performance of the work without advertising for bids in an emergency to permit the continuance of classes.

Staff is requesting the Board approve Resolution #2007/53 declaring the replacement of the four (4) HVAC units an emergency in order to permit the continuance of existing classes at Sunnyslope Elementary School. A copy of the resolution is included in the supporting documents. The replacement cost was paid from Self-Insured funds.

Administration recommends the Board adopt Resolution #2007/53, Emergency Replacement of Four (4) HVAC Systems at Sunnyslope Elementary School.

* J. Adopt Resolution #2007/54, Emergency Upgrade of Sound System at Jurupa Valley High School Stadium (Mrs. Lauzon – 5 Minutes)

In order to provide a reliable sound system for Jurupa Valley High School graduation ceremonies that will occur on Wednesday, June 20, 2007, it will be necessary to upgrade the system prior to the ceremonies. The solicitation and award of bids would take approximately 30 days. The work associated with the upgrade of the system will also take approximately 30 days, which would not allow adequate time to complete the work prior to graduation ceremonies. The District is in the process of soliciting three quotes from contractors to perform the work, and the estimated cost to perform the work is \$22,223.86.

Public Contract Code 20113 states the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, enter into a contract for the performance of work without advertising for bids in an emergency, to permit the continuance of existing school classes, or to avoid danger to life or property.

Staff is requesting the Board approve Resolution #2007/54, declaring the replacement of the sound system at Jurupa Valley High School Stadium to be an emergency in order to permit the continuance of graduation ceremonies. A copy of the resolution is included in the supporting documents. The upgrade of the sound system will be paid from Measure C funds.

Administration recommends the Board adopt Resolution #2007/54, Emergency Upgrade of Sound System at Jurupa Valley High School Stadium.

K. Adopt Resolution #2007/55 and Resolution #2007/56, Employee Recognition Weeks
(Mr. Duchon – 5 Minutes)

Each year, various organizations set aside time for special recognition of specific employee groups. For the past several years, it has been customary to set aside two weeks in May for recognition of the major employee groups.

May 6-12, 2007 has been declared as "Teacher Appreciation Week," when all public schools in California and educational institutions in California may suitably commemorate and give attention to teachers and their profession. The District will recognize and celebrate in many unique ways at each site the annual "Teacher Appreciation Week" to express its grateful appreciation to the teachers and other certificated employees including counselors, nurses, speech therapists, and psychologists employed by the District.

May 20-26, 2007 has been set aside as "Classified School Employee Week." During this week, the District will recognize classified employees for their support and care for Jurupa's children through a variety of jobs in the District. The Board and administrative staff wish to personally thank each of the full and part-time classified employees for their valuable contribution and commitment to supporting the education of students in the Jurupa Unified School District.

Two resolutions are included in the supporting documents to recognize both employee groups who are especially important in promoting the education of students.

Administration recommends that the Board adopt Resolution #2007/56, in recognition of "Teacher Appreciation Week, May 6-12, 2007," and Resolution #2007/55, in recognition of "Classified School Employee Week, May 20-26, 2007."

* L. Consider Adoption of Resolution #2007/57, Procedures for Taking and Storing of Minutes Pertaining to Closed Session Meetings of the Board (Mr. Duchon – 5 Minutes)

Board President Harris has requested that the Superintendent find out if the Board has the option of taking minutes in Closed Session. The Board may maintain Closed Session minutes, which would be confidential but available to Board members. In order to maintain such minutes, the Board would have to pass a resolution and designate a Closed Session minute taker. Attached is a legal opinion and sample resolution should the Board decide that it would like to maintain Closed Session minutes. If the Board wishes to adopt this resolution, the Board may appoint a Closed Session minute taker and maintain minutes for its Closed Sessions.

If the Board desires to keep Closed Session minutes, the Board should adopt Resolution #2007/57, Procedures for Taking and Storing of Minutes Pertaining to Closed Session Meetings of the Board.

* M. Consider Adoption of Resolution #2007/58, Increase Board Member Compensation (Mr. Duchon – 5 Minutes)

Board President Harris has requested the Superintendent to determine the guidelines for increasing Board Member Compensation. Pursuant to Education Code Section 35120, Subdivision (e), the Board may increase the compensation of individual Board members annually in an amount not to exceed 5% of the present monthly rate of compensation, which is currently \$400.00. A 5% increase to the current Board Member Compensation amount would be a \$20.00 increase, or \$440.00 per month. In order to approve such an increase, the Board would have to pass a resolution. The supporting documents include a legal opinion and a sample resolution should the Board decide that it would like to increase Board Member Compensation.

If the Board desires to increase Board Member Compensation, the Board should adopt Resolution #2007/58, Increase Board Member Compensation.

* N. Consider Adoption of Resolution #2007/59, Abolishment of Trustee Areas

(Mr. Duchon – 5 Minutes)

Board President Harris has requested that the Board consider abolishing Trustee areas, which would allow members of the Board to reside anywhere in the District. This process may be initiated either by the Riverside County Committee on School District Organization or by a petition of registered voters signed by 2% or 250, whichever is less, or by resolution of the Governing Board of the District. The supporting documents contain a sample resolution, which the Board may adopt this evening or at a future date, the relevant Education Code sections, and a flowchart showing the process. If this action is approved by both the Board and the County Committee on School District Organization it would go to an election and a date would be determined. This matter was presented to voters at the November 8, 2005 Special election as Measure E and it was not approved by voters. Following discussion, the Board may choose to act tonight and adopt Resolution #2007/59, Abolishment of Trustee Areas, or consider the item open for further study.

* O. Adopt at Second Reading Regulation 1312.3, Uniform Complaint Procedures

(Dr. Jindra – 5 Minutes)

During the latest Categorical Program Monitoring review, the reviewer mandated the changes highlighted on page one be added to Regulation 1312.3. A copy of the changes is included in the supporting documents.

Administration recommends the Board adopt at second reading revised Regulation 1312.3, Uniform Complaint Procedures.

P. Approve at First Reading, Revised and Renumbered Policy and Regulation 6142.1, Sexual Health and HIV/AIDS Prevention Instruction (Dr. Jindra – 5 Minutes)

In compliance with the recent Categorical Program Monitoring review, Policy and Regulation 6142.1, Sexual Health and HIV/AIDS Prevention Instruction are being brought before the Board. All changes reflect the current CSBA wording. With the adoption of this policy and regulation the District will resolve the noncompliant finding in this category. A copy of the policy and regulation are included in the supporting documents.

Administration recommends the Board adopt at first reading the revised and renumbered Board Policy and Regulation 6142.1, Sexual Health and HIV/AIDS Prevention Instruction.

** Q. Approve Issuance of 2005-2006 School Accountability Report Cards

(Dr. Jindra – 5 Minutes)

State law requires that local boards of education issue annual School Accountability Report Cards (SARC's) for every school in the district. The SARC reports contain information about the 2005-2006 school year conditions; for example, student achievement, enrollment, expenditures, class size, textbooks and instructional materials, etc.

The SARC reports are made available upon request to parents or citizens desiring information on a particular school. Upon approval by the Board, the reports will be posted on the California Department of Education website and the Jurupa Unified School District home page as well as the school sites' home pages. Both English and Spanish versions will be available for parents. Copies of each school's report are available as part of the supporting documents for Board members.

Administration recommends that the Board approve the issuance of the 2005-2006 School Accountability Report Cards.

R. <u>Approve Advertisement and Solicitation of Bids to Purchase and Install Three (3)</u> Marquee Signs for Jurupa Valley, Patriot and Rubidoux High Schools

(Mrs. Lauzon – 5 Minutes)

Administration is seeking approval to solicit bids for the purchase and installation of three (3) exterior marquee signs for Jurupa Valley High School, Patriot High School and Rubidoux High School. The purchase will total approximately \$120,000.00. The marquee for Jurupa Valley and Patriot High Schools will be paid from Measure C funds. The marquee for Rubidoux High School will be paid from Measure C and State School Building Program funds.

Administration recommends the Board authorize the advertisement and solicitation of bids to purchase and install three (3) marquee signs for Jurupa Valley High School, Patriot High School and Rubidoux High School.

S. <u>Award Jurupa Unified School District Bid #07/10 on Behalf of the Pomona Valley CO-OP Bid #1 (07-08)FS for Food Service Supplies</u> (Mrs. Lauzon – 5 Minutes)

On behalf of the Pomona Valley Co-Op Purchasing Group, Jurupa Unified School District issued Bid #07/10 for Food Services Supplies, Co-Op Bid #1(07-08)FS. The food services supplies bid consisted of 272 various line items.

The Pomona Valley Co-Op Purchasing Group is represented by the following school districts: Alta Loma School District, Alta Loma, California; Bonita Unified School District, San Dimas, California; Chaffey Joint Union School District, Ontario, California; Chino Valley Unified School District, Chino, California; Claremont Unified School District, Claremont, California; Colton Joint Unified School District, Colton, California; Jurupa Unified School District, Riverside, California; Moreno Valley Unified School District; Moreno Valley, California; Pomona Unified School District, Pomona, California; Rialto Unified School District, Riverside Unified School District, Riverside, California; Val Verde Unified School District, Perris, California. Bid #1 (07-08)FS was received and opened by the Purchasing Department, Jurupa Unified School District, on Thursday, March 29, 2007, 2 p.m. and the following vendors were awarded various line items:

Sysco Food Services, Los Angeles, CA
P&R Paper Supply Company, Redlands, CA
Team Distributions, Inc., Laguna Niguel, CA
The Packaging Factory, Mentor, OH
Ecolab Government Sales, St. Paul, MN
Gold Star Food Services, Vernon, CA
Platinum Packaging, Glendale, CA

Administration recommends the Board approve Jurupa Unified School District Bid #07/10, on behalf of the Pomona Valley Co-Op Group Bid #1 (07-08)FS for Food Services Supplies to Sysco Food Services, Los Angeles, CA; P&R Paper Supply Company, Redlands, CA; Team Distributions, Inc., Laguna Niguel, CA; The Packaging Factory, Mentor, OH; Ecolab Government Sales, St. Paul, MN; Gold Star Good Services, Vernon, CA; and Platinum Packaging, Glendale, CA.

T. <u>Approve and Award Bid #07/13, Edward E. Hawkins Stadium, Rubidoux High School</u> (Mrs. Lauzon – 5 Minutes)

Administration is requesting the Board approve Bid #07/13, renovation of the Edward E. Hawkins Stadium, Rubidoux High School. The Purchasing Department conducted the bid opening on April 12, 2007, 2 p.m., and the following bids were received:

Category 2-Landscaping	Company Genesis Paving, Inc. Nature Tech Landscaping, Inc. Worthington Construction, Inc.	Base Bid \$ 313,452.00 \$ 360,000.00 \$ 431,000.00 \$ 463,295.00	<u>Total Award</u> \$ 313,452.00
19-Electrical	Los Angeles Engineering, Inc. Brewster Electric, Inc. Champion Electric R.I.S. Electrical Contractors, Inc. F.E.C. Electric, Inc. Daniel's Electric Current Enterprises, Inc.	\$1,071,000.00 \$1,085,000.00 \$1,095,000.00 \$1,127,865.00 \$1,143,000.00 \$1,145,200.00	\$1,071,000.00
26–Stadium Track/ Field/Sitework	B.E.C., Inc. Ace Electric, Inc. MacKenzie Electric, Inc. Byrom-Davey, Inc. Alt. Bid 1 (additive)* Los Angeles Engineering, Inc. Alt Bid 1 Ohno Construction Company Alt Bid 1	\$1,185,000.00 \$1,222,222.00 \$1,324,600.00 \$ 818,607.00 \$ 738,635.00 \$ 830,554.00 \$ 593,235.00 \$ 979,697.00 \$ 668,354.00	\$1,557,242.00
30-Multiple Trades	Environmental Construction, Inc. Alt Bid 1 Hanan Construction Company, Inc. Alt Bid 1 Current Enterprises, Inc. Los Angeles Engineering, Inc. HCH Constructors, Inc. Hanan Construction Company, Inc.	\$1,034,300.00 \$ 550,600.00 \$1,530,000.00 \$ 200,000.00 \$1,586,900.00 \$1,711,711.00 \$2,159,000.00 \$2,231,000.00	\$1,586,900.00

*The award of all categories is based on the base bid without consideration of the prices of the additive or deductive items. This is done to allow the District the opportunity to decide whether to include the synthetic turf as part of the bid package based on the total cost of the project. A deductive change order in the amount of (\$86,548.00) to eliminate the live grass planting and irrigation system under Category 1 will be brought to the June board meeting for approval. Redevelopment funds will be used to pay for the renovation of the Edward E. Hawkins Stadium, Rubidoux High School.

Administration recommends the Board approve and award Bid #07/13, renovation of the Edward E. Hawkins Stadium, Rubidoux High School, Category 2 — Landscaping to Genesis Paving, Inc. dba Genesis Paving & Landscaping in the amount of \$313,452.00; Category 19 — Electrical to Brewster Electric, Inc., in the amount of \$1,071,000.00; Category 26 — Stadium Track/Field/Sitework to Byrom-Davey, Inc. in the amount of \$1,557,242.00; and Category 30 — Multiple Trades in the amount of \$1,586,900.00 for a total construction cost of \$4,528,594.00.

U. Award Bid #07/14, Low Voltage Upgrade, Rubidoux High School

(Mrs. Lauzon – 5 Minutes)

As part of the ongoing modernization of Rubidoux High School, the low voltage will be upgraded throughout the entire campus. The upgrade of the electrical system is required to allow for technology and phone upgrades and to allow for future growth at the site. The low voltage upgrade will be paid out of Measure C and State School Building Program funds. The bid was issued on April 2, 2007 and closed on April 24, 2007, 2:00 p.m.; the following bid results were received:

Company
Brewster Electric, Inc.
Daniel's Electrical Construction Co, Inc.
Champion Electric, Inc.

\$499,875.00 \$513,000.00 \$575,000.00

Bid

Administration recommends award of Bid #07/14 to Brewster Electric, Inc. in the amount of \$499.875.00. Low Voltage Upgrade, Rubidoux High School.

V. <u>Approve Purchase of Document Cameras, Multimedia Projectors and Carts for</u> Rustic Lane Elementary School (Mrs. Lauzon – 5 Minutes)

Rustic Lane Elementary School is requesting approval to purchase thirty-one (31) document cameras, thirty-one (31) multimedia projectors, and thirty-one (31) carts to be used to update Rustic Lane's multimedia presentation capabilities in its classrooms in conjunction with curriculum established by the District. Three quotes were received as follows:

Troxell Communications:

31 Document Cameras: \$13,294.20

31 Projectors: \$20,843.16

31 Carts: \$2,638.80

CDW-G:

31 Document Cameras: \$14,865.45

31 Projectors: \$25,855.21

31 Carts: No bid

PC & MacExchange:

31 Document Cameras: \$12,741.38

31 Projectors: \$28,178.35

31 Carts: \$2,580.34

The total expense for the purchase of document cameras and carts from PC & MacExchange and projectors from Troxell is \$36,164.88 (includes tax and shipping). These items will be purchased from Comprehensive School Reform 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 \$15,321.72 and projectors from Troxell Communications for \$20,843.16.

W. Approve Purchase of Pole Vault Pit Shelter for Patriot High School

(Mrs. Lauzon – 5 Minutes)

Patriot High School is requesting approval to purchase a pole vault pit shelter. This shelter will replace the one irreparably damaged in a windstorm during December 2006. M-F Athletic Company is the sole source for this type of item. A copy of the sole source letter is included in the supporting documents. Quotes for two types of pole vault pit shelters were obtained from M-F Athletic Company:

Gill Pole Vault Pit Garage \$17,412.40 Economy Pole Vault Pit Shelter \$13,469.13

This item will be purchased from Self Insurance 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 a pole vault pit shelter from M-F Athletic Company in the amount of \$13,469.13 (tax included).

* X. Approve Submittal of State Deferred Maintenance Five-Year Plan

(Mrs. Lauzon – 5 Minutes)

The State Deferred Maintenance Program provides State-matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, floor systems, etc. The District has participated in the State Deferred Maintenance Program for many years. Legislation (Education Code Section I7584.1) requires that the Governing Board review and discuss proposals and plans for expenditure of funds for the deferred maintenance of school district facilities at a regularly scheduled public hearing.

The Deferred Maintenance Five-Year Plan is now due; a copy of the plan is included in the supporting documents. This plan provides a listing of eligible items of major repair or replacement to be considered by the District over a five-year period. The State Allocation Board does not fund the projects from the five-year plan, but rather approves the plan as being eligible for the District to expend funds from its "District Deferred Maintenance Fund." Projects listed on the five-year plan are limited to those school facility components which have approached or exceeded their normal life expectancy. This plan may remain in effect for the full five years, or the District may amend its plan once per fiscal year.

Actual work completed will be based on the amount of funding available from the State, combined with the District's matching contribution.

Administration recommends that the Board approve submittal of the State Deferred Maintenance Five-Year Plan.

** Y. 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 each of the following discipline cases:

SUSPENDED EXPULSION CASE - AGREEMENT AND STIPULATION:

1. Discipline Case #07-304 is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k), (.4) and 48915 (b), (e) for the Spring and Fall Semesters 2007. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended and the student be placed on school probation. Pupil shall be placed at Jurupa Middle School. The pupil shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 22, 2008.

EXPULSION / SUSPENDED EXPULSION CASE - ADMINISTRATIVE HEARING:

1. Discipline Case #07-300 is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (f), (k) and 48915 (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 for the Spring Semester. 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 22, 2008.

EXPULSION / SUSPENDED EXPULSION CASE - AGREEMENT AND STIPULATION:

1. Discipline Case #07-303 is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (k), (.4) and 48915 (b), (e) for the Spring and Fall Semesters 2007. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Fall Semester and the student be placed on school probation. The pupil shall be assigned to Jurupa Community School, operated by the RCOE or Independent Study Program, operated at the District Learning Center for the Spring Semester. 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 22, 2008.

EXPULSION CASES – ADMINISTRATIVE HEARING:

- 1. Discipline Case #07-257 is recommended for expulsion by Administrative Hearing 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 22, 2008.
- 2. Discipline Case #07-270 is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (g), (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 22, 2008.

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

- 3. Discipline Case #07-274 is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (k), (n), (.2), (.4) and 48915 (c)(4), (e) for one calendar year. The pupil shall be assigned to the Jurupa Community School, operated by the RCOE. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before May 5, 2008.
- 4. Discipline Case #07-290 is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (a)(2), (k), (.2) and 48915 (b), (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to the Jurupa Community School, operated by RCOE or Independent Study Program, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.
- 5. Discipline Case #07-310 is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (b), (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to West County Elementary School, operated by RCOE. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.

EXPULSION CASES - AGREEMENT AND STIPULATION:

- 1. Discipline Case #07-288 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 22, 2008.
- 2. Discipline Case #07-292 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 RCOE. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.
- 3. Discipline Case #07-293 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 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 22, 2008.
- 4. Discipline Case #07-297 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 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 22, 2008.
- 5. Discipline Case #07-307 is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (i), (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 22, 2008.

APPROVED REINSTATEMENT CASE (1):

The Administrative Hearing Panel recommends reinstatement of the pupil in Discipline Case #07-003 to the Jurupa Unified School District.

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

5/07/07

Z. Approve Personnel Matters

1. Approve Personnel Report #19

(Mrs. Elzig - 2 Minutes)

Administration recommends approval of Personnel Report #19 as printed subject to corrections and changes resulting from review in Closed Session.

* 2. Disclose Tentative Agreement with NEA-J

(Mrs. Elzig – 2 Minutes)

A Tentative Agreement has been reached with NEA-J on items subject to reopener negotiations for the 2006-2007 school year. Specifically, it has been agreed to increase the certificated salary schedule by 5% effective July 1, 2006. Additionally, it was agreed that the District health and welfare contribution will increase by .5% effective July 1, 2007. The agreement also includes an increase of .5% to longevity stipends effective February 1, 2007.

In addition, the Tentative Agreement includes modifications to Article VII-Hours of Duty, Article VIII-Class Size, Article XIV-Basic Compensation, Article XI-Absences and Leaves, and Article XV-Extra Compensation. The Tentative Agreement is included in the supporting documents and outlines the revisions agreed upon for each Article.

We have been informed that NEA-J held its ratification meeting on April 18, 2007 and the Tentative Agreement ratified by the membership.

Current law (Government Code Section 3527.5) requires that the District disclose major provisions of a collective bargaining agreement at a public meeting prior to final approval by the governing board. A copy should also be made available for public inspection. Additionally, the Riverside County Office of Education requires receipt of disclosure information ten days prior to the Board action on the proposed agreement. These requirements are being met at this time. A completed copy of the "Disclosure of Collective Bargaining Agreement" form is included with the supporting documents. The Board will be asked to ratify at its regular meeting, May 21, 2007. Information only.

* 3. Adopt Resolution #2007/43, Direct Notice of Layoff or Reduction of Hours of Classified Employees (Mrs. Elzig – 2 Minutes)

With the Personnel Report, but requiring a separate action, is Board Resolution #2007/43, which directs the layoff of two (2) Outreach Workers, two (2) Activity Facilitators, and one (1) Secretary. Layoffs and reductions will be made in accordance with the requirements of the Education Code. Action is recommended at this time so that employees involved will receive appropriate notice.

- * 4. Adopt Resolution #2007/44, Direct Notice of Layoff of Classified Management Employee (Mrs. Elzig 2 Minutes)
 With the Personnel Report, but requiring a separate action, is Board Resolution #2007/44 which directs the layoff of one (1) Business Assistant. Layoffs will be made in accordance with the requirements of the Education Code. Action is recommended at this time so that employees involved will receive appropriate notice.
- * 5. Approve Employment Contract for the Assistant Superintendent of Personnel Services (Mr. Duchon 2 Minutes)
 The proposed employment contract for the Assistant Superintendent of Personnel Services has been included in the supporting documents. The term of the contract is June 30, 2007 through June 30, 2010. The proposed salary is \$136,305 effective July 1, 2006 with annual salary adjustments equal to the amount given to certificated or management employees whichever is less. The employment contract also outlines provisions for health and welfare benefits, car allowance, professional dues, and performance evaluations. Administration recommends approval of the employment contract for the Assistant Superintendent of Personnel Services.
- * 6. Approve Addendum to the Employment Contract for the Assistant Superintendent of Education Services

 The salary for the position of Assistant Superintendent has not been adjusted since 2001. During the period of time from 2002 to 2007, other employee groups have received 11.3% in salary increases. The District recognizes the importance of maintaining competitive salaries and recommends increasing the salary for the Assistant Superintendent of Education Services to \$136,305 effective July 1, 2006. This increase is consistent with the salary adjustments received by other employee groups over the last five years. The addendum to adjust the salary for the Assistant Superintendent of Education Services, and the provision for future salary adjustments, has been included in the supporting documents. Administration recommends approval of the addendum to the employment Contract for the Assistant Superintendent of Education Services.
- * 7. Approve Addendum to the Employment Contract for the Assistant Superintendent of Business Services

 The salary for the position of Assistant Superintendent has not been adjusted since 2001. During the period of time from 2002 to 2007, other employee groups have received 11.3% in salary increases. The District recognizes the importance of maintaining competitive salaries and recommends increasing the salary for the Assistant Superintendent of Business Services to \$136,305 effective July 1, 2006. This increase is consistent with the salary adjustments received by other employee groups over the last five years. The addendum to adjust the salary for the Assistant Superintendent of Business Services, and the provision for future salary adjustments, has been included in the supporting documents. Administration recommends approval of the addendum to the employment Contract for the Assistant Superintendent of Business Services.

8. Approve Addendum to the Superintendent's Employment Contract

(Mrs. Elzig – 2 Minutes)

The salary for the Superintendent is currently \$160,000 with a potential merit bonus of \$15,000 for meeting five goals established by the Superintendent and the Board. It is recommended that the provision for salary be revised with salary set at \$166,471 effective July 1, 2006. It is further recommended that the provision for a merit bonus be removed from the employment contract. The addendum includes a provision that future salary adjustments be made annually in an amount equal to the amount given to certificated or management employees whichever is less.

Administration recommends approval of the addendum to the Superintendent's employment contract.

AA. Board Member Committee Reports

(President Harris - 10 Minutes)

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

Best of the Best – Mrs. Burns
Budget – Mrs. Burns, Mrs. Brewer
Charitable Purpose Foundation
– Mrs. Brewer, Mr. Chavez
District Advisory – Mrs. Brewer
District School Liaison Team – Mr. Chavez

English Learner Advisory – Mr. Chavez
Communications – Mrs. Burns, Mr. Harris
Facility Funding – Mrs. Burns, Mr. Harris
Rubidoux High Blue Ribbon
– Mrs. Burns, Mrs. Brewer
Safe Schools – Mrs. Brewer

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT 2007 GRADUATION AND PROMOTION EXERCISES

<u>ADMINISTRATORS</u>						
BOARD OF EDUCATION	Carl Harris	Michael Rodriguez John Chavez	Mary Burns Dawn Brewer	Mary Burns* Michael Rodriguez	Dawn Brewer* Carl Harris	John Chavez
TIME AND PLACE	Wednesday, June 20, 2007 10:00 a.m. Jurupa Middle School Panther Park	Wednesday, June 20, 2007, 10:00 a.m. Mira Loma Middle School P.E. Field	Wednesday, June 20, 2007, 9:30 a.m.	Wednesday, June 20, 2007, 6:00 p.m. Jurupa Valley H.S. Football Field	Monday, June 18, 2007, 7:00 p.m. (RCC Wheelock Stadium)	Tuesday, June 19, 2007, 6:00 p.m. (UCR Theater)
SCHOOL	Jurupa Middle Promotion	Mira Loma Middle Promotion	Mission Middle	Jurupa Valley High Graduation	Rubidoux High Graduation	Nueva Vista High Graduation

*Receiving the Graduating Class of 2007 SENIOR AWARDS NIGHT

Jurupa Valley High	Tuesday, June 12, 2007, 7:00 p.m.
Awards Night	Jurupa Valley High, Gym
Rubidoux High	Thursday, June 14, 2007, 6:30 p.m.
Awards Night	Rubidoux High School Interim Campus, Gym or Theater



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, APRIL 16, 2007

OPEN PUBLIC SESSION

CALL TO ORDER	Mrs. Burns, President Pro Tem of the Board, called the Regular Meeting of the Jurupa
	Unified School District Board of Education to order at 5:00 p.m. on Monday, April 16,
	2007, in the Multi-Purpose Room, 5051 Steve Street, Riverside, California.
DOLL CALL	Members of the Board present were:
ROLL CALL	Mary Burns, Clerk
	Dawn Brewer, Member
	John Chavez, Member
	Michael Rodriguez, Member
	Members of the Board absent were:
	Carl Harris, President
	Staff Advisers present were:
STAFF PRESENT	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 Pro Tem Burns opened the Public Verbal Comments session. Mr. David
	Daneshmayeh expressed his dissatisfaction with the District's hiring process. He
	claimed he did not receive an interview after submitting an application that clearly
	showed he is more than qualified for the position. Mr. Daneshmayeh requested two
	items on the Agenda, a request for the Board to appoint advisory committees on the
	District's hiring process to address positions that become available and a committee on
	outsourcing services. President Pro Tem Burns requested Mr. Daneshmayeh to place
	his request in writing.
	HEARING SESSION
ADJOURN TO CLOSED	PRESIDENT PRO TEM BURNS NOTED THAT THE BOARD WOULD ADJOURN TO
SESSION	CLOSED SESSION IN THE TEACHERS' LOUNGE TO DISCUSS: STUDENT DISCIPLINE
	CASES #06-173, #07-267, #07-283, #07-263, #07-284, #07-285, #07-231, #07-256, #07-264,
	#07-268, #07-269, #07-272, #07-273, #07-277, #07-278, #07-286, #07-134, #06-139;
	PERSONNEL MATTERS AS SHOWN ON THE PERSONNEL REPORT TO INCLUDE
	PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ RELEASE/ NON-RENEWAL/ REASSIGNMENT/ RECLASSIFICATION/ RESIGNATION/ RETIREMENT/ SUSPENSION;
	THE COOR OF
	REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR
	NEGOTIATIONS WITH EMPLOYEE GROUPS; AT 5:17 P.M. THE BOARD RECESSED
	TO CLOSED SESSION IN THE TEACHERS' LOUNGE. AT 5:43 P.M. THE BOARD
,	ADJOURNED FROM CLOSED SESSION.
CALL TO ORDER	At 6:08 p.m., President Pro Tem Burns called the meeting to order in Public Session.
ROLL CALL BOARD	Mr. Harris, absent; Mrs. Burns, Mrs. Brewer, Mr. Rodriguez, Mr. Chavez
	4



ROLL CALL STUDENTS	Connie Maldonado, absent; Esteban Acevedo, absent
FLAG SALUTE AND INSPIRATIONAL COMMENT	Mr. David Barnes led the audience in the Pledge of Allegiance. Mrs. Dawn Brewer provided an Inspirational Comment. A Moment of Silence was held for Ms. Gina Burts, employee in the District since November 1999. Gina served as a Payroll Specialist, Secretary Account Clerk and Administrative Secretary. Gina will be missed by all of the employees in the District; she will always be remembered for her kindness and positive outlook on life. A Moment of Silence was also held for the victims and their families from the Virginia Tech. tragedy. COMMUNICATIONS SESSION
RECOGNIZE COUNTY SPELLING BEE WINNER	The Superintendent presented a plaque to Brandon Whitehead, 5 th grade student at Camino Real Elementary School, and congratulated him for winning the County Spelling Bee on March 28, 2007. Brandon's mother, Mrs. Whitehead, thanked Brandon's teachers at Camino Real Elementary School, for contributing to his success as a student.
RECOGNIZE SITE "TEACHERS OF THE YEAR" ANNOUNCE DISTRICT "TEACHERS OF THE YEAR"	The Assistant Superintendent Personnel Services and the Superintendent alternately read brief descriptions about the teachers that were selected as their respective site's Teacher of the Year. Each nominee was presented with a plaque and congratulated by members of the Board of Education: Deborah Primmer, Camino Real Elementary; Sabrina McCaskill, Glen Avon Elementary; Sean Edwards, Granite Hill Elementary; Nanette Prince Egetter, Ina Arbuckle Elementary; Claudia Clark, Indian Hills Elementary; Sandra Wiersma, Mission Bell Elementary; Patricia Valle-Sanchez, Pacific Avenue Elementary; Susan Thompson, Pedley Elementary; Tiffany Coleman, Peralta Elementary; Kimberly Bargas, Rustic Lane Elementary; Suzanne Ali, Sky Country Elementary; Deborah Reiner, Stone Avenue Elementary; Carl Zitek, Sunnyslope Elementary; Denise Graham, Troth Street Elementary; Josefina Castro, Van Buren Elementary; Kathleen Yano-Sakaki, West Riverside Elementary; Nicholas Blake, Jurupa Middle; Keith Schumacher, Mira Loma Middle; Blanca Preciado-Diaz, Mission Middle; Josh Lewis, Jurupa Valley High; Heather McIntosh, Rubidoux High; Brent Lumsden, Small Learning Academy; Pamela Moore-Walker, Learning Center; Gary Ennis, Nueva Vista High. The Superintendent announced the District's "Teacher of the Year" nominees who will continue as participants in the Riverside County "Teacher of the Year" competition and
	be recognized at the County's <u>Celebration of Education</u> next spring: Patricia Valle-Sanchez, Pacific Avenue Elementary, at the elementary level; Keith Schumacher, Mira Loma Middle, at the middle school level, and Heather McIntosh, Rubidoux High, at the high school level.
RECESS	At 6:55 p.m., President Pro Tem Burns called for a brief recess to allow the Board, administrators and members of the audience to congratulate "Teacher of the Year" winners. At 7:12 p.m., President Pro Tem Burns reconvened the meeting.
APPOINT CLERK PRO TEM	President Pro Tem Burns appointed Mrs. Dawn Brewer to serve as Clerk Pro Tem.
STUDENT BOARD MEMBERS NOT PRESENT	Esteban Acevedo, Jurupa Valley High School Student Board member, and Connie Maldonado, Rubidoux High School Student Board member, were not present to report on student matters.
PUBLIC VERBAL COMMENTS	President Pro Tem Burns opened the Public Verbal Comments session. There were no comments from the public.
BOARD MEMBER COMMENTS	Mr. Rodriguez thanked community members for their calls of support regarding an article that recently appeared in the newspaper. Mr. Chavez said that another letter should be sent by the District regarding the District's opposition to the proposed electrical transmission lines and substation in school district boundaries.



BOARD MEMBER	Mr. Chavez and Mrs. Brewer congratulated Brandon Whitehead, Riverside County
COMMENTS	Spelling Bee winner. Mrs. Brewer commented on her positive experience attending an
(CONTINUED)	over night Camino Real 5 th grade field trip to Dana Point.
CAST BALLOT FOR 2007	Through a consensus decision, the Board cast their ballot for the 2007 CSBA Delegate
CSBA DELEGATE ASSEMBLY	Assembly Run-Off Election for Gregg J. Figgins (Hemet USD) and John I. Norman
RUN-OFF ELECTION	(San Jacinto USD).
DETERMINE BOARD	Through a consensus decision, Board members agreed to participate in the 2007
MEMBER PARTICIPATION	graduation and promotion ceremonies as follows: Jurupa Valley High School, Mr.
FOR 2007 GRADUATION &	Rodriguez, Mrs. Burns (receives the Class); Rubidoux High School, Mr. Harris, Mrs.
PROMOTION CEREMONIES	Rounguez, Mis. Buills (receives the Class), Rubidoux High Behoof, Mr. Hurtis, Mis.
TROMOTION CEREMICINES	Brewer (receives the Class); Mission Middle, Mrs. Brewer, Mrs. Burns; Jurupa Middle,
·	Mr. Harris; Mira Loma Middle, Mr. Rodriguez, Mr. Chavez; Nueva Vista Continuation
	High School, Mr. Chavez.
REVIEW CINCO DE MAYO	Dr. Susan Jindra, Assistant Superintendent Education Services, reviewed some of the
ACTIVITIES	activities that will be held at schools in the Jurupa Unified School District to celebrate
	Cinco de Mayo. Mrs. Brewer asked Dr. Jindra to arrange for the Camino Real
	Folklorico performance to be scheduled for Board members to see at the first meeting
	in May.
REVIEW DATE FOR ANNUAL	Mrs. Pam Lauzon, Assistant Superintendent Business Services, announced that the
BUS DRIVERS' DAY	District will be celebrating Bus Driver's Day to recognize the dedicated service of the
DOD DIG 1210	District's bus drivers. A breakfast will be served in their honor at approximately 8:30
	a.m. on April 24, 2007, in the Transportation Department.
A DA CONTRACTOR A	The Superintendent reported that at the Press Enterprise Art Show on Friday, August
ADMINISTRATIVE REPORTS	The Superintendent reported that at the Piess Effectives Art Show on Finday, August
	13, 2007, Rubidoux High School received three awards: Mauricio Reyes' painting won
	Honorable Mention; Kristie Summerville won 1st Place in Photography; Denise Goforth
	won Honorable Mention in Photography. Jurupa Valley High School won two awards
	in Ceramics. Francisco Quinonez won 1st Place and Jose Adame won Honorable
	Mention. Overall, the District won 5 of the 24 awards available.
	Dr. Susan Jindra, Assistant Superintendent Education Services, reported that the
	Categorical Program Monitoring review took place April 2-6, 2007 at Mission Middle,
	Rustic Lane and Rubidoux High Schools. The review went very well, with only a few
	areas of non-compliance. Dr. Jindra thanked Ms. Terri Moreno, Director of Categorical
	Projects, and the Principals of the three schools for their hard work to prepare for the
	review. She said that a thorough report of the findings will be provided next month.
	ACTION SESSION
APPROVE ROUTINE ACTION	MRS. BREWER MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-11 AS
ITEMS A 1-11	PRINTED. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED
-MOTION #246	UNANIMOUSLY, 4-0, AS FOLLOWS: MINUTES OF APRIL 2, 2007 REGULAR
-111011011 11240	MEETING; DISBURSEMENT ORDERS; PURCHASE ORDERS; AGREEMENTS;
	PAYROLL REPORT; DONATIONS; NON-ROUTINE STUDENT FIELD TRIP REQUEST
	FROM MR. WAKEFIELD TO TRAVEL TO THE SAN DIEGO ZOO WITH
	APPROXIMATELY FORTY (40) STUDENTS ON FRIDAY, APRIL 20, 2007; NON-
	ROUTINE STUDENT FIELD TRIP REQUEST FROM MR. RHINER TO TRAVEL TO SAN
	LUIS OBISPO WITH APPROXIMATELY FIFTEEN (15) STUDENTS ON FRIDAY, MAY 4,
	2007 THROUGH SATURDAY, MAY 5, 2007; NON-ROUTINE STUDENT FIELD TRIP
	REQUEST FROM MS. DAVIS TO TRAVEL TO SAN CLEMENTE STATE BEACH WITH
	APPROXIMATELY FORTY-FIVE (45) STUDENTS ON SATURDAY, MAY 12, 2007
	THROUGH SUNDAY, MAY 13, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST
	FROM MR. CUSHING TO TRAVEL TO LAKE SKINNER WITH APPROXIMATELY
	TWELVE (12) STUDENTS ON THURSDAY, MAY 17, 2007 THROUGH SUNDAY, MAY
	20, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. NOYES TO
	TO A VICE TO DIONIEED TOWN WITH ADDDOVIMATELY SEVENTY (75) STUDENTS ON
	TRAVEL TO PIONEERTOWN WITH APPROXIMATELY SEVENTY (75) STUDENTS ON WEDNESDAY, JUNE 6, 2007 THROUGH FRIDAY, JUNE 8, 2007.



	MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #2007/41, AUTHORIZATION
ADOPT RES. #2007/41,	TO ENCUMBER FUNDS FOR THE 2007/08 FISCAL YEAR. MRS. BREWER SECONDED
ENCUMBER FUNDS FOR	THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
THE 2007/08 FISCAL YEAR -MOTION #247	THE MOTION, WINCH CANADAD CAMANIACOSS 1, 1
	MRS. BREWER MOVED THE BOARD ADOPT RESOLUTION #2007/42, YOUTH VOTE
ADOPT RES. #2007/42,	WEEK. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY,
YOUTH VOTE WEEK	4-0.
-MOTION #248	MRS. BREWER MOVED THE BOARD APPROVE AT FIRST READING REVISED
APPROVE 1ST READING REVISED REGULATION 1312.3	REGULATION 1312.3, UNIFORM COMPLAINT PROCEDURES. MR. CHAVEZ
-MOTION #249	SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
ADOPT AT SECOND READING	MR. CHAVEZ MOVED THE BOARD ADOPT AT SECOND READING BOARD POLICY
NEW & REVISED BOARD	AND REGULATION 1312.1, COMPLAINTS CONCERNING DISTRICT EMPLOYEES,
POLICIES & REGS., 1312.1 &	AND BOARD POLICY AND REGULATION 1312.2, COMPLAINTS CONCERNING
1312.2	INSTRUCTIONAL MATERIALS. MRS. BREWER SECONDED THE MOTION. Mrs.
-MOTION #250	Burns said that she would vote to adopt the Board Policies and Regulations to meet the
	Categorical Program Monitoring requirements; however, she requested that this item be
	presented to the Board again at the second meeting in May to consider changing the
	word "shall" back to "may" for Board Policy 1312.1. A VOTE WAS TAKEN, WHICH
	CARRIED UNANIMOUSLY, 4-0.
ADOPT AT 2ND READING	MRS. BREWER MOVED THE BOARD ADOPT AT SECOND READING BOARD
NEW REGULATION 4031	REGULATION 4031, COMPLAINTS CONCERNING DISCRIMINATION IN
-MOTION #251	EMPLOYMENT. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED
-WOTION #231	LINANIMOLISEY 4-0
ADOPT HIGH SCHOOL	MRS BREWER MOVED THE BOARD ADOPT THE FOLLOWING HIGH SCHOOL
INSTRUCTIONAL	TEXTROOKS: ENVIRONMENT: THE SCIENCE BEHIND THE STORIES 2" EDITION;
MATERIALS	LABORATORY INVESTIGATIONS AP ENVIRONMENT SCIENCE; CHEMISTRY;
-MOTION #252	PHYSICS: FARTH SCIENCE: GOVERNMENT IN AMERICA; PEOPLE, POLITICS AND
	POLICY ADVANCED PLACEMENT EDITION-13 ¹¹ EDITION (2008). MRS. BURNS
	SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
APPROVE 2007 SUMMER	MR. CHAVEZ MOVED THE BOARD APPROVE THE 2007 SUMMER SCHOOL
SCHOOL PROGRAM, GRADES	OFFERINGS. MRS. BREWER SECONDED THE MOTION. Dr. Susan Jindra, Assistant
8-12	Superintendent Education Services, reported a change to the Summer School Program
-MOTION #253	schedule. The Video Productions class at Rubidoux High will not be offered and a
	Physical Education II class will be offered at Patriot High. Mrs. Burns noted that she
	did not recall changes being made to the Summer School Schedule; she would
	appreciate in the future that this information be presented accurately. MR. CHAVEZ
	AMENDED HIS MOTION TO INCLUDE THE TWO CHANGES TO THE 2007 SUMMER
	SCHOOL PROGRAM. MRS. BREWER AGREED TO AMEND HER SECOND OF THE
	MOTION. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY, 4-0.
APPROVE SUBMITTAL	MRS. BREWER MOVED THE BOARD APPROVE SUBMITTAL OF THE DISTRICT
CAREER TECHNICAL	TECHNICAL EDUCATION APPLICATION AND TRANSITION PLAN. MRS. BURNS
EDUCATION APPLICATION	SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
AND TRANSITION PLAN	
-MOTION #254	TO ONLY OTHER PLEASURED.
APPROVE TROTH STREET	MRS. BREWER MOVED THE BOARD APPROVE TROTH STREET ELEMENTARY
ELEMENTARY SCHOOL	SCHOOL'S PLAN TO ADOPT SCHOOL UNIFORMS BEGINNING IN THE 2007-2008
UNIFORM PLAN BEGINNING	SCHOOL YEAR. MRS. BURNS SECONDED THE MOTION. Mr. Laz Barreiro, Troth
IN 2007-2008 SCHOOL YEAR	Street Principal, reported to the Board that that there is enough interest, according to a
-MOTION #255	recent survey of parents, to re-implement the School Uniform Policy. A VOTE WAS
	TAKEN, WHICH CARRIED UNANIMOUSLY, 4-0.
APPROVE SUBMITTAL OF CIF	MRS. BREWER MOVED THE BOARD APPROVE SUBMITTAL OF PATRIOT HIGH
APPLICATION FOR PATRIOT	SCHOOL'S CIF MEMBERSHIP APPLICATION. MRS. BURNS SECONDED THE
HIGH SCHOOL	MOTION, WHICH CARRIED UNANIMOUSLY, 3-1; NAY, MR. CHAVEZ.
-MOTION #256	



APPROVE PURCHASE OF 85	MRS. BREWER MOVED THE BOARD APPROVE THE PURCHASE OF 85 STATE
STATE RELOCATABLE	RELOCATABLE BUILDINGS FROM THE STATE OF CALIFORNIA, DEPARTMENT OF
BUILDINGS	GENERAL SERVICES, INTERAGENCY SUPPORT DIVISION, OFFICE OF PUBLIC
-MOTION #257	SCHOOL CONSTRUCTION, IN THE AMOUNT OF \$90,355.85. MR. CHAVEZ
-1010110111257	SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
AWARD BID #07/11, ROOFING	MR CHAVEZ MOVED THE BOARD AWARD BID #07/11, ROOFING AT RUBIDOUX
AT RUBIDOUX HIGH	HIGH SCHOOL, OPAL STREET, TO BEST ROOFING, INC., IN THE AMOUNT OF
SCHOOL, OPAL STREET	\$498,554.00. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED
-MOTION #258	UNANIMOUSLY, 4-0.
REJECT BID #07/08, FOR	MRS. BREWER MOVED THE BOARD REJECT BID #07/08, MULTIPURPOSE BUILDING
WEST RIVERSIDE & RE-	ADDITION AND NEW RESTROOM BUILDING AT WEST RIVERSIDE ELEMENTARY,
1	AND RE-ISSUE THE INVITATION FOR BID. MR. CHAVEZ SECONDED THE MOTION,
ISSUE BID INVITATION	WHICH CARRIED UNANIMOUSLY, 4-0.
-MOTION #259	MRS. BREWER MOVED THE BOARD APPROVE THE RECOMMENDATIONS FOR THE
ACT ON STUDENT	DISCIPLINE CASES LISTED. MRS. BURNS SECONDED THE MOTION, WHICH
DISCIPLINE CASES	CARRIED INVAMABILITY OF A CARRIED IN A CARRI
-MOTION #260	CARRIED UNANIMOUSLY 4-0 AS FOLLOWS:
	REVOKE THE SUSPENDED EXPULSION ORDER FOR THE PUPIL IN DISCIPLINE
	CASE #06-173 FOR VIOLATION OF THE BEHAVIOR CONTRACT AND EXPEL THE
	PUPIL UNDER THE TERMS OF THE ORIGINAL EXPULSION ORDER; EXPEL THE
	PUPIL IN DISCIPLINE CASE #07-267 FOR VIOLATION OF EDUCATION CODE
	SECTIONS 48900 (K) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007.
	HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED; THE
	STUDENT IS PLACED ON SCHOOL PROBATION AT ANOTHER ELEMENTARY
·	SCHOOL WITHIN THE DISTRICT; EXPEL THE PUPIL IN DISCIPLINE CASE #07-283
	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
	ENFORCEMENT OF THE EXPULSION IS SUSPENDED; THE STUDENT IS PLACED ON
	SCHOOL PROBATION AT RUBIDOUX HIGH SCHOOL; EXPEL THE PUPIL IN
	DISCIPLINE CASE #07-263 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900
	(B) (F) (K) AND 48915 (A)(2), (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007.
	HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE
	FALL SEMESTER; THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE
	COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER;
	EXPEL THE PUPIL IN DISCIPLINE CASE #07-284 FOR VIOLATION OF EDUCATION
	CODE SECTIONS 48900 (D), (J), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL
	SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS
	SUSPENDED FOR THE FALL SEMESTER; THE STUDENT IS PLACED ON SCHOOL
	PROBATION AT THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT
	LEARNING CENTER; EXPEL THE PUPIL IN DISCIPLINE CASE #07-285 FOR
	VIOLATION OF EDUCATION CODE SECTIONS 48900 (K), (N), (.2) AND 48915 (C)(4),
	(E) FOR ONE CALENDAR YEAR. HOWEVER, THE ENFORCEMENT OF THE
	EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE REMAINDER OF
	THE EXPULSION; THE STUDENT IS PLACED ON SCHOOL PROBATION, AND THE
	THE EXPULSION; THE STUDENT IS PLACED ON SCHOOL PRODUCTION, AND THE
	PUPIL SHALL IS ASSIGNED TO THE COMMUNITY DAY SCHOOL AT THE DISTRICT
	LEARNING CENTER;
	EXPEL THE PUPIL IN DISCIPLINE CASE #07-231 FOR VIOLATION OF EDUCATION
	CODE SECTIONS 48900 (B), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL
	SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE COMMUNITY DAY SCHOOL AT
	THE DISTRICT LEARNING CENTER; EXPEL THE PUPIL IN DISCIPLINE CASE #07-256
	FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (G), (K) AND 48915 (E)
	FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE
	INTRUPA COMMUNITY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE
	OF EDUCATION: EXPEL THE PUPIL IN DISCIPLINE CASE #07-264 FOR VIOLATION
	OF EDUCATION CODE SECTIONS 48900 (I), (K) AND 48915 (E) FOR THE SPRING AND
	FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE COMMUNITY DAY
	SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER;



ACT ON STUDENT	EXPEL THE PUPIL IN DISCIPLINE CA	ASE #07-268 FOR VIOLATION OF EDUCATION
DISCIPLINE CASES		5 (E) FOR THE SPRING AND FALL SEMESTERS
-MOTION #260	2007 THE PUPIL IS ASSIGNED TO TH	E JURUPA COMMUNITY SCHOOL; EXPEL THE
(CONTINUED)	PUPIL IN DISCIPLINE CASE #07-26	99 FOR VIOLATION OF EDUCATION CODE
(CONTINUED)	SECTIONS 48900 (A)(1) (K) AND 4	8915 (B), (E) FOR THE SPRING AND FALL
		SIGNED TO THE COMMUNITY DAY SCHOOL,
		EARNING CENTER; EXPEL THE PUPIL IN
		ATION OF EDUCATION CODE SECTIONS 48900
		HE SPRING AND FALL SEMESTERS 2007. THE
		COMMUNITY SCHOOL; EXPEL THE PUPIL IN
	DISCIPLINE CASE #07-273 FOR VIOLA	ATION OF EDUCATION CODE SECTIONS 48900
	(A)(2) (K) AND 48915 (B) (E) FOR THE	HE SPRING AND FALL SEMESTERS 2007. THE
	PUPIL IS ASSIGNED TO THE JURUPA	
		ASE #07-277 FOR VIOLATION OF EDUCATION
	CODE SECTIONS 48900 (A)(1) (K) AN	ND 48915 (B), (E) FOR THE SPRING AND FALL
-	SEMESTERS 2007 THE PUPIL IS ASSIG	GNED TO THE JURUPA COMMUNITY SCHOOL;
		ASE #07-278 FOR VIOLATION OF EDUCATION
	CODE SECTIONS 48900 (I) (K) AN	D 48915 (E) FOR THE SPRING AND FALL
	SEMESTERS 2007, THE PUPIL IS ASSIG	GNED TO THE JURUPA COMMUNITY SCHOOL;
		ASE #07-286 FOR VIOLATION OF EDUCATION
		(K) AND 48915 (B), (E) FOR THE SPRING AND
	FALL SEMESTERS 2007. THE PUPIL	L IS ASSIGNED TO THE COMMUNITY DAY
	SCHOOL AT THE DISTRICT LEAD	RNING CENTER; READMIT THE PUPIL IN
	DISCIPLINE CASE #07-134 AND APPRO	OVE THE PUPIL TO RETURN TO THE SCHOOLS
		MISSION OF THE PUPIL IN DISCIPLINE CASE
	#06-139. THE PUPIL SHALL CONT	TNUE IN THEIR CURRENT EDUCATIONAL
	PLACEMENT.	
APPROVE PERSONNEL #18		O APPROVE PERSONNEL REPORT #18. MRS.
-MOTION #261	BURNS SECONDED THE MOTION, WE	
PULL AGENDA ITEM P-2		tem P-2 be pulled from the Agenda since there is
RES. #2007/40, DIRECT	a discrepancy in language: the position	s listed are paid for out of two separate funds; he
LAYOFF NOTICES		
	asked that the items come back to the E	
BOARD MEMBER	Mr. Chavez reported on the first Char	ritable Purpose Foundation meeting of the year;
COMMITTEE REPORTS	the committee considered expanding	its membership and discussed how to provide
		mployees wishing to make donations to the
	Foundation. Mrs. Burns suggested le	ooking into corporate outreach. Mrs. Brewer
·	reported that a District Advisory Comr	mittee meeting has not been held yet; the Budget
	Committee will meet in May; at this	time, the Blue Ribbon Committee has not met.
		enced earlier by Mr. Daneshmayeh be placed on
		said that the request must be placed on writing.
ADJOURNMENT	ADJOURNMENT	
ADJOURINE		reportable action, President Pro Tem Burns
	adjourned the Regular Meeting from Pu	dolle Session at 6.00 p.m.
	THE PERSON OF TH	NATIONAL OF ABOUT 16 MARKET
	•	MEETING OF APRIL 16, 2007 ARE
	APPROVED AS:	
	President	Clerk
	Date	



JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Purchases Purchases Over \$1 04-2-07 thru 04-13-07

	runa one				
1	03	000 UNCLAIMED PROPERTY	ANAMARIA CARRILLO	RE-ISSUE STALE DATED CHECK	171.75
2 0	03	100 DISCRETIONARY	CULVER-NEWLIN INC	SUPPLIES	68.909
	03	105 STATE LOTTERY	JURUPA COMMUNITY SERVICES	WATER BILLING 02/27/07-03/27/07	414.80
Γ	03	105 DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-4/07(1) 1DAY	45.00
5	03	120 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 03/21/07-04/16/07	1,243.13
Π	03	135 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/28/07-03/27/07	1,835.08
	03	150 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 03/21/07-04/16/07	1,277.63
8	03	150 DONATIONS	NATIONAL CARPORT INDUSTRIES	SUPPLIES	1,671.62
Π	03	155 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/27/07-03/27/07	1,085.51
Π	03	160 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/27/07-03/27/07	1,351.33
11	03	165 UNRESTRICTED	SANTA ANA RIVER WATER	WATER BILLING MARCH 2007	1,421.00
12 0	03	170 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/28/07-03/27/07	934.62
13	03	200 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/27/07-03/27/07	1,605.93
	03	205 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/28/07-03/27/07	1,746.41
	03	210 DONATIONS	CREL TRANSPORTATION	BUS SERVICE - ATHLETICS	422.00
	03	300 DISCRETIONARY	ANA CARDIEL	LIBRARY BOOK REFUND	17.65
	03	300 DISCRETIONARY	CARLOS OR PATRICIA CHINCHILLA	LIBRARY BOOK REFUND	5.00
18	03	300 DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICE - ATHLETICS	1,052.00
Π	03	300 DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICE - FIELD TRIP	470.00
	03	300 DISCRETIONARY	EMPIRE TRANSPORTATION	BUS SERVICE - ATHLETICS	158.50
Г	03	300 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/28/07-03/27/07	6,394.32
	03	300 DISCRETIONARY	LUZ MARIA SOLORIO	LIBRARY BOOK REFUND	8.95
Γ	03	300 DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-5/07(6) 1 DAY	750.00
Γ	03	300 DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-5/07(3) 3 DAYS	855.00
П	03	300 DISCRETIONARY	STEVE OR CHERIE FRANCIS	LIBRARY BOOK REFUND	15.00
Π	03	300 DISCRETIONARY	YOLANDA AGUIRRE	LIBRARY BOOK REFUND	23.00
Π	03	305 UNRESTRICTED	ALLIANCE BUS LINES	BUS SERVICE - FIELD TRIP	1,248.00
	03	305 DONATIONS	ALLIANCE BUS LINES	BUS SERVICE - FIELD TRIP	631.00
	03	305 DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICE - ATHLETICS	1,185.25
	03	305 DONATIONS	CREL TRANSPORTATION	BUS SERVICE - ATHLETICS	236.00
	03	305 DISCRETIONARY	EMPIRE TRANSPORTATION	BUS SERVICE - ATHLETICS	193.75
	03	305 UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - MARCH	39.33
Τ	03	310 UNRESTRICTED	INDIAN HILLS CONSERVATION CORP.	WATER BILLING 3/1/07-4/3/07	2,043.50
Π	03	310 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/27/07-03/27/07	7,747.09
Π	03	405 UNRESTRICTED	FRED PRYOR SEMINARS	CONF FEE-EXCEL SEMINAR-4/07(1)2DAYS	128.00
Π	03	410 UNRESTRICTED	JURUPA COMMUNITY SERVICES	- 1	2,754.02
Т	03	500 UNRESTRICTED	ACCENT ON TRAVEL	AIR FARE-STATE ALLOCATION-3/07(1) 1 DAY	235.30
	03	500 UNRESTRICTED	ALISON HERNANDEZ	REIMBURSE MILEAGE	26.15



JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Purchases Purchases Over \$1 04-2-07 thru 04-13-07

				46.7 (11)
11005	SOO UNDESTRICTED	AI & I INTENNET SERVICES	CIIDDI IFC	20.20
	NKESI KICI ED	DAINNCAND SERVICES		07.02
200	500 UNRESTRICTED	BECKLEY, JIM	KEIMIBUKSE MILEAGE	139.08
500 U	500 UNRESTRICTED	CADIZ, SUSAN	REIMBURSE TRAVEL	189.24
500 U	500 UNRESTRICTED	CADIZ, SUSAN	REIMBURSE SUPPLIES	75.00
500 U	500 UNRESTRICTED	CALIFORNIA DEPARTMENT OF EDUCATION CONF FEE-CDE-5/07(2) 1 DAY	CONF FEE-CDE-5/07(2) 1 DAY	140.00
500 U	500 UNRESTRICTED	CCNMA	CONF FEES-19TH ANNUAL DINNER-4/07(2)1 DAY	80.00
500 D	500 DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICE - ATHLETICS	232.25
300 U	500 UNRESTRICTED	DEBORAH BURDICK	REIMBURSE MILEAGE	38.79
200	500 UNRESTRICTED	FELICIAN HORNER	REIMBURSE MILEAGE	17.46
500 [500 UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	454.30
500 [500 UNRESTRICTED	JOHNSON, JULIUS	REIMBURSE MILEAGE	15.36
500 [500 UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 02/27/07-03/27/07	1,196.58
500 [500 UNRESTRICTED	MURRAY, MICHELLE	REIMBURSE MILEAGE	62.71
500 [500 UNRESTRICTED	PATTON, SHERINE	REIMBURSE MILEAGE	233.97
500 [UNRESTRICTED	RIVERSIDE CO. OFFICE OF EDUCA.	REPAYMENT OF EXPENDITURE	712.07
500 [UNRESTRICTED	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-4/07(1) 1 DAY	50.00
500 [500 UNRESTRICTED	ROBERT DIAZ	REIMBURSE MILEAGE	36.37
500 [500 UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - MARCH	25.98
500 [500 UNRESTRICTED	TERI MILLER	REIMBURSE MILEAGE	71.11
			TOTAL FUND 03	\$ 47,302.58
115	SCHOOL AND LIBRARY	SMART-REG INTERNATIONAL	CONF FEE-PTA-5/07(1) 4 DAYS	170.00
140	140 NCLB: TITLE I, PART A, BASIC	ALEXANDRA RANGEL	REIMBURSE SUPPLIES	23.55
150	150 NCLB: TITLE I, PART A, BASIC	LAURITZEN, JOAN	REIMBURSE SUPPLIES	100.49
175 8	175 SCHOOL AND LIBRARY	FIRST STUDENT	BUS SERVICE - FIELD TRIP	353.75
205	205 NCLB: TITLE I, PART A, BASIC	CALIFORNIA EDUCATIONAL LEADERSHIP	CONF FEE-CELA-1/07(1) 1 DAY	155.00
300	300 VOCATIONAL PROGRAMS	BEST VALUE WATER TREE INN	LODGE FEE-FFFA-4/07(3) 3NIGHTS	470.40
300 F	ARTNERSHIP ACADEMIES	DAYS INN	LODGE FEE-FFA-5/07(2)1NIGHT	195.80
300	300 PARTNERSHIP ACADEMIES	ELITE SCHOOL SERVICES	BUS SERVICE - FIELD TRIP	200.00
300	300 II/USP: SAIT CORRECTIVE	HYATT SAN DIEGO	LODGE FEE-AB430-6/07(1) 5 NIGHTS	78.696
305	305 VOCATIONAL PROGRAMS	CALIFORNIA AGRICULTURAL TEACHERS'	CONF FEE-CATA-6/07(3) 5 DAYS	948.00
305	305 VOCATIONAL PROGRAMS	EMBASSY SUITES HOTEL	LODGE FEE-CATA-6/07(3) 4 NIGHTS	1,835.97
305	ARTS, MUSIC, AND PHYSICAL	FIRST STUDENT	BUS SERVICE - ATHLETICS	617.38
	NCLB: TITLE III, LIMITED	A+ EVENTS	CONF FEE-CAASFEP-6/07(1)4 NIGHTS	1,222.80
500	ш	ALLIANCE BUS LINES	BUS SERVICE - FIELD TRIP	279.00
5001		ASKEW, ESTHER	REIMBURSE MILEAGE	260.89



Report of Disbursement Order Purchases Purchases Over \$1 04-2-07 thru 04-13-07 JURUPA UNIFIED SCHOOL DISTRICT

Line # Fund Site	Fund	Site Resource	Vendor	Description	Amount
Т	90	300 ONGOING & MAJOR MAIN I		MEINIDONSE MILERAGE	77.50
78	90	500 TRANSPORTATION: HOME		SUPPLIES	33.54
79	90	500 NCLB: TITLE I, PART A, BASIC	CALIFORNIA DEPT. OF EDUCATION	CONF FEE-CDE-04/07(1) 1DAY	40.00
80	90	500 NCLB: TITLE I, PART A, BASIC	CALIFORNIA DEPT. OF EDUCATION	CONF FEE-CDE-04/07(3) 2DAYS	900.00
Π	90	500 SPECIAL EDUCATION		REIMBURSE MILEAGE	28.65
П	90	500 TRANSPORTATION: HOME	TRANSPORTATION	BUS SERVICE - ATHLETICS	311.75
Π	90	500 TRANSPORTATION: HOME	CREL TRANSPORTATION	BUS SERVICE - ATHLETICS	872.00
П	90	500 TRANSPORTATION: HOME		BUS SERVICE - ATHLETICS	873.25
П	90	500 ONGOING & MAJOR MAINT	BARBER	REIMBURSE WORK BOOTS	70.03
Π	90	500 NCLB: TITLE II, PART A	E TURNER	REIMBURSE TRAVEL	689.44
Т	90	500 NCLB: TITLE II, PART A	PALAGI	REIMBURSE TRAVEL	380.57
Π	90	500 SPECIAL EDUCATION		REIMBURSE MILEAGE	27.95
	90	500 NCLB: TITLE III, LIMITED	ELIZABETH OSORIO-ARZATE	REIMBURSE TRAVEL	487.09
	90	500 ONGOING & MAJOR MAINT		REIMBURSE MILEAGE	485.97
	90	500 TRANSPORTATION: HOME	EMPIRE TRANSPORTATION	BUS SERVICE - ATHLETICS	671.25
Г	90	500 MEDI-CAL BILLING OPTION	AN & FULFROST, LLP	CONF FEE-SPECIAL EDUCATION-5/07(2) I DAY	250.00
Π	90	500 GIFTED & TALENTED EDUC	STUDENT	BUS SERVICE - FIELD TRIP	541.75
Π	90	500 TRANSPORTATION: HOME	FIRST STUDENT	BUS SERVICE - FIELD TRIP	369.50
Ī	90	500 GIFTED & TALENTED EDUC	GOMEZ, MARTHA	REIMBURSE TRAVEL	488.32
	90	500 ONGOING & MAJOR MAINT	NMENT SERVICES	SUPPLIES	710.29
	90	500 SPECIAL EDUCATION		REIMBURSE MILEAGE	26.06
Π	90	500 NCLB: TITLE II, PART A	JOAN KNOWLTON	REIMBURSE TRAVEL	777.65
Г	90	500 SPECIAL EDUCATION	ROHR	REIMBURSE MILEAGE	23.58
Τ	90	500 COMMUNITY-BASED TUTOR	NANCI GARCIA	REIMBURSE TRAVEL	185.00
T	90	500 COMMUNITY-BASED TUTOR	NICHOLAS BLAKE	REIMBURSE SUPPLIES	75.38
Т	90	500 GIFTED & TALENTED EDUC	NICHOLAS BLAKE	REIMBURSE SUPPLIES	173.81
T	90	500 NCLB: TITLE II, PART A	,	REIMBURSE MILEAGE	291.53
Т	90	500 COMMUNITY-BASED TUTOR		REIMBURSE SUPPLIES	103.33
1	90	500 NCLB: TITLE III, LIMITED	RAMIREZ, PABL0	REIMBURSE TRAVEL	573.99
1	90	500 SPECIAL EDUCATION	RSMA	REIMBURSE MILEAGE	16.76
T	90	500 SPECIAL EDUCATION	Y SUPT OF SCHOOLS	CONF FEE-SBCSS-5/07(12)1 DAY	60.00
1	90	501 SPECIAL EDUCATION	DEMOR, JOHN	REIMBURSE MILEAGE	1
109				TOTAL FUND 06	\$ 19,430.84
110					
111	=	401 ADULT EDUCATION APPORT	HEATHER STRONG	TEXTBOOK DEPOSIT REFUND	25.00
112	=	401 ADULT EDUCATION APPORT		TEXTBOOK DEPOSIT REFUND	25.00
113	=	401 ADULT EDUCATION APPORT	ROSALIO MARTINEZ	TEXTBOOK DEPOSIT REFUND	25.00
114	=	401 ADULT EDUCATION APPORT	SERGIO CONTRERAS	TEXTBOOK DEPOSIT REFUND	25.00



JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Purchases

Purchases Over \$1 04-2-07 thru 04-13-07

Line#	Line# Fund Site	Site Resource	Vendor	Description	Amount
115				TOTAL FUND 11	\$ 100.00
116				-	
117	12	500 CHILD DEVELOPMENT: STATE DEBI PROVENZANO	DEBI PROVENZANO	REIMBURSE SUPPLIES	15.06
118				TOTAL FUND 12	\$ 15.06
119					
120	21	175 LUNCH SHELTERS	NATIONAL CARPORT INDUSTRIES	SUPPLIES	1,671.62
121	21	300 LUNCH SHELTERS	NATIONAL CARPORT INDUSTRIES	SUPPLIES	1,722.27
1 .				TOTAL FUND 21	\$ 3,393.89
123					
i	25	500 UNRESTRICTED	OLIVIA PALMARES	REFUND DEVELOPER FEES	3,978.62
				TOTAL FUND 25	\$ 3,978.62
126					
127	67	500 SELF INSURANCE	JOHNSON, MICHELLE	REIMBURSE PERSONAL LOSS	256.24
	67	500 SELF INSURANCE	JURUPA UNIFIED	MEDICAL EXPENSE	83.47
129				TOTAL FUND 67	\$ 339.71
3					

117 DISBURSEMENT ORDER PURCHASES FOR A GRAND TOTAL OF:

RECOMMENDED APPROVAL:

DIRECTOR OF FISCAL SERVICES

\$ 74,560.70

A-2 76.4

Report of Purchases
Purchases over \$200
04-02-2007 thru 04-13-2007

#.O.#		Fund Schi Resource	Vendor	Description 4	Amount
1 P61628	1	500 0000 - UNRESTRICTED	PIONEER CHEMICAL COMPANY	X	\$ 11,549.72
2 P61630	\vdash	500 0000 - UNRESTRICTED	WAXIE SANITARY SUPPLY 334773400	CSR-STOCK	23,277.49
3 P1006102	├-	305 0047 - DISCRETIONARY BLOCK GRANT ONE TIME	SOUTHEASTERN APPAREL	PH-DRESSES FOR CHOIR-78	5,262.08
4 P1006106		06 145 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	K-12 MASCOTS	RL-INSTRUCTIONAL MATERIALS	225.27
5 P1006869		500 0000 - UNRESTRICTED	RELIABLE OFFICE SOLUTIONS	EC-SPEC ED-OFFICE SUPPLIES	258.60
6 P1006890		03 130 0001 - DISCRETIONARY	POSITIVE PROMOTIONS	PA-INCENTIVES	343.29
7 P1006917	-	500 9025 - WORKFORCE INVESTMENT ACT (WIA)	SUNDANCE SOLAR PRODUCTS	LC-INSTRUCTIONAL SUPPLIES	850.02
8 P1006920	-	ITED EDUCATION (GATE)	PC & MAC EXCHANGE	RH-RECORDERS-40	824.25
9 P1006921	-	03 500 0000 - UNRESTRICTED	ARTURO MORALES	EC-PERSONNEL/ARBITRATOR	1,000.00
10 P1006922	-	06 150 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOTROXELL COMMUNICATIONS INC.	TROXELL COMMUNICATIONS INC.	SC-PROJECTOR-1 & DOCUMENT READER-1	1,215.45
11 P1006923	-	06 500 5640 - MEDI-CAL BILLING OPTION	TROXELL COMMUNICATIONS INC.	EC-PROJECTOR-2 & DVD/VCR-2	1,635.
12 P1006924	<u> </u>	500 0015 - UNANTICIPATED CAPITAL OUTLAY F & E	CLAY KING	JVH-KILN-1	2,262.70
13 P1006925	├-	21 145 0216 - CAMPUS BEAUTIFICATION	TOTAL PLAN, INC.	RL-FURNITURE	2,784.95
14 P1006926	<u> </u>	03 500 0000 - UNRESTRICTED	WATSON AGENCY, INC.	MAINT-JVH-GUARD SERVICE	1,554.00
15 P1006927	-		EWING IRRIGATION PRODUCTS	MAINT-PA-LANDSCAPING	1,892.58
├-	-	21 130 0205 - LANDSCAPING, TREES, BENCHES & FENCINP	PEDLEY EQUIPMENT RENTAL	MAINT-PA-LANDSCAPING MACHINERY RENTAL	793.95
17 P1006929	 	21 305 0204 - MODERNIZATION PROJECTS	HOWARD INDUSTRIES	MAINT-RH-HVAC PARTS	229.67
18 P1006929	<u> </u>	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILIT HOWARD INDUSTRIES	HOWARD INDUSTRIES	MAINT-RH-HVAC PARTS	344.50
19 P1006931	├	21 305 0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCE MATERIALS	1,776.93
20 P1006931	├—	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILITALL CITIES STEEL & FABRICATION	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCE MATERIALS	2,665.39
21 P1006933	├-	21 130 0204 - MODERNIZATION PROJECTS	MISSION READY-MIX	MAINT-PA-CONCRETE FOR MARQUEE SIGN	435.31
22 P1006933	├	1	MISSION READY-MIX	MAINT-PA-CONCRETE FOR MARQUEE SIGN	652.97
23 P1006934	├	21 305 0204 - MODERNIZATION PROJECTS	PACIFIC AIR HEATING & COOLING, INC.	MAINT-RH-NEW A/C UNIT-1	4,750.00
24 P1006934	<u> </u>	305 7720 - MODERNIZATION - STATE SCHOOL FACILIT	PACIFIC AIR HEATING & COOLING, INC.	MAINT-RH-NEW A/C UNIT-1	7,125.00
25 P1006935	⊢	21 130 0205 - LANDSCAPING, TREES, BENCHES & FENCINEWING IRRIGATION PRODUCTS	EWING IRRIGATION PRODUCTS	MAINT-PA-LANDSCAPING	543.80
26 P1006936	⊢	105 0214 - PLAY STRUCTURES/PLAY GROUNDS	ALLSTAR CONCRETE PUMPING	MAINT-GA-PA-MM-CONCRETE PUMPING	347.00
27 P1006936	<u> </u>	130 0214 - PLAY STRUCTURES/PLAY GROUNDS	ALLSTAR CONCRETE PUMPING	MAINT-GA-PA-MM-CONCRETE PUMPING	635.00
28 P1006936	 	SONNOS	ALLSTAR CONCRETE PUMPING	MAINT-GA-PA-MM-CONCRETE PUMPING	270.0~
29 P1006937	┞—	305 0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-PA-RH-WROUGHT IRON FENCING	1,747
30 P1006937	_		ALL CITIES STEEL & FABRICATION	MAINT-PA-RH-WROUGHT IRON FENCING	2,621.56
31 P1006938		03 500 0000 - UNRESTRICTED	BATTERY SPECIALITIES	EC-BATTERIES-10	480.23
├	├	T	A-G SOD FARMS, INC.	MAINT-IA-PLAYGROUND SOD	707.79
33 P1006940	⊢	21 210 0204 - MODERNIZATION PROJECTS	MISSION GARDEN SUPPLY	MAINT-MM-CONCRETE	295.54
34 P1006940	╀	1	MISSION GARDEN SUPPLY	MAINT-MM-CONCRETE	443.30
35 P1006941	├-	1	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCING	1,849.44
36 P1006941	├-	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILIT		MAINT-RH-WROUGHT IRON FENCING	2,774.16
37 P1006942	├	21 105 0214 - PLAY STRUCTURES/PLAY GROUNDS	MISSION READY-MIX	MAINT-PA-GA-CONCRETE	953.59
38 P1006942	ļ	21 130 0214 - PLAY STRUCTURES/PLAY GROUNDS	MISSION READY-MIX	MAINT-PA-GA-CONCRETE	676.13
39 P1006944	-		INTERSTATE WASTE AND DEMO, INC	MAINT- RH-FENCE REMOVAL & ASPHALT DEMO	1,158.40
40 P1006944	_	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILIT INTERSTATE WASTE AND DEMO, INC	INTERSTATE WASTE AND DEMO, INC	MAINT- RH-FENCE REMOVAL & ASPHALT DEMO	1,737.60
41 P1006945		1	CONSOLIDATED ELECTRICAL DIST.	MAINT-RH-ELECTRICAL SUPPLIES	336.01



Report of Purchases Purchases over \$200 04-02-2007 thru 04-13-2007

	# O.d	Flind	Ach Resource	Vendor	Description	Amount
42	P1006945	+	3 305 7720 - MODERNIZATION - STATE SCHOOL FACILITICONSOLIDATED ELECTRICAL DIST	CONSOLIDATED FLECTRICAL DIST.	-ELECTRICAL SUPPLIES	504 01
43	P1006946	 	21 305 0204 - MODERNIZATION PROJECTS	SONITROL OF SAN BERNARDINO		3,024.00
44	P1006946	<u> </u>	*******	SONITROL OF SAN BERNARDINO	MAINT-PED-MB-REHAB	4,536.00
45	P1006947	7 03		SONITROL OF SAN BERNARDINO	MAINT-PH-MM-IA-MONITORING SERVICES	946.70
46	P1006948			AXCES	MAINT-PLUMBING CLEANERS	1,304.00
47	P1006949		06 500 8150 - ONGOING & MAJOR MAINTENANCE ACCOU ACOUSTICAL MATERIAL SERVICES	ACOUSTICAL MATERIAL SERVICES	MAINT-HINGES AND SUPPLIES	1,023.63
48	P1006950			WESTERN FARM SERVICE, INC.	MAINT-RH-JVH-DOLOMARK FOR MARKING FIELD	322.22
49	P1006951	1 03	500 0000 - UNRESTRICTED	POPE CONSTRUCTION	MAINT-PH-DRAIN LINE INSTALLATION	2,900.00
20	P1006952			CAMERON WELDING SUPPLY	MAINT-WELDING SUPPLIES	1,175.89
51	P1006953	-	03 500 0000 - UNRESTRICTED	WESTERN EXTERMINATOR COMPANY	MAINT-RL-TERMITE TREATMENT	1,150.
25	P1006954			SHIFFLER EQUIPMENT SALES	MAINT-CHAIR GLIDES AND SKATESTOPPERS	1,477.
53	P1006955	5 06		TECHNICAL AIR CORPORATION	MAINT-CR-HVAC REPAIRS	853.25
72	P1006956	-		FERGUSON ENTERPRISES	MAINT-PLUMBING SUPPLIES	632.17
22	P1006957	\vdash	06 150 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOL	LAKESHORE	SC-OPEN PO-INSTRUCTIONAL SUPPLIES	200.00
26	P1006958	_		STAPLES	SC-INSTRUCTIONAL SUPPLIES	500.00
22	P1006960	-		CM SCHOOL SUPPLY CO.	TS-OPEN PO-INSTRUCTIONAL SUPPLIES	700.00
28	P1006962		06 150 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOC	OFFICE DEPOT	SC-OPEN PO-SUPPLIES	1,000.00
29	P1006963			TARGET GREATLAND	PED-OPEN PO-INCENTIVES	300.00
99	P1006965	_		STUDENT SUPPLY	SA-STUDENT INCENTIVES	631.61
61	P1006966	_	03 140 0600 - DONATIONS	RIVERSIDE COMMUNITY COLLEGE	PER-FIELD TRIP ADMISSIONS-94	470.00
62	P1006967	\Box	03 170 0600 - DONATIONS RILEY'S LOG CABIN	RILEY'S LOG CABIN	VB-FIELD TRIP ADMISSIONS-100	805.00
63	P1006968		3 125 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	PARENT INSTITUTE, THE	MB-SUBSCRIPTION	300.00
64	P1006969		06 165 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLGSCHOOL MATE	SCHOOL MATE	TS-STUDENT PLANNERS-700	2,982.93
65	P1006970	\vdash	300 3550 - VOCATIONAL PROGRAMS: VOC & APPL TEC	JURUPA VALLEY HIGH SCHOOL	JVH-FFA CONFERENCE FEES	614.18
99	P1006971	1 06	3 300 6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION ∮JURUPA VALLEY HIG	JURUPA VALLEY HIGH SCHOOL	JVH-SOFTBALL UNIFORMS	1,683.00
29	P1006972	_		CM SCHOOL SUPPLY	MB-INSTRUCTIONAL SUPPLIES	475.00
89	P1006973	<u> </u>		LAKESHORE LEARNING MATERIALS	SA-INSTRUCTIONAL SUPPLIES	287.86
69	P1006975		06 165 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOWE	EAI EDUCATION	TS-INSTRUCTIONAL SUPPLIES	710.7
70	P1006977		500 7140 - GIFTED & TALENTED EDUCATION (GATE)	SCHOLASTIC CLASSROOM MAGAZINE	JVH-SUBSCRIPTION	346.b
7.1	P1006978		175 0027 - GOVERNOR'S PERFORMANCE AWARD (SB1	TROXELL COMMUNICATIONS INC.	WR-PROJECTORS-31	10,400.79
72	P1006978	90 8	175 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	TROXELL COMMUNICATIONS INC.	WR-PROJECTORS-31	4,166.92
73	P1006978			TROXELL COMMUNICATIONS INC.	WR-PROJECTORS-31	4,349.62
74	P1006978	90 8		TROXELL COMMUNICATIONS INC.	WR-PROJECTORS-31	3,094.92
75	P1006979			PC & MAC EXCHANGE	WR-CAMERAS AND CARTS-31	7,233.67
92	P1006979	90 6		PC & MAC EXCHANGE	WR-CAMERAS AND CARTS-31	2,898.06
77	P1006979			PC & MAC EXCHANGE	WR-CAMERAS AND CARTS-31	3,025.13
78	P1006979	90 6	3 500 6286 - ENGLISH LANGUAGE ACQUISITION PROGR PC & MAC EXCHANGE	PC & MAC EXCHANGE	WR-CAMERAS AND CARTS-31	2,152.50
79	P1006980		200	FARMER BOYS	JM-OPEN PO-STUDENT INCENTIVES	1,250.00
80	P1006980	-	3 200 7255 - IMMEDIATE INTERVENTION/UNDERPERFORFARMER BOYS	FARMER BOYS	JM-OPEN PO-STUDENT INCENTIVES	1,250.00
84	P1006981		200	ACSA FOUNDATION FOR	EC-PERSONNEL-OPEN PO-ADVERTISING	2,900.00
82	P1006982	2 06		GREAT SOURCE EDUCATION GROUP	EC-SUMMER ELO TEXTBOOKS-2899	19,482.26



Report of Purchases Purchases over \$200 04-02-2007 thru 04-13-2007

	P.O. #	Fund	Sch Resource	Vendor	Description	Amount
83	P1006983	-	500 7140 - GIFTED & TALENTED EDUCATION (GATE)	LONG BEACH AQUARIUM OF THE	MM-STUDENT ADMISSIONS-130	1,500.00
84	P1006984	90	175 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	GELATO DI ROMA	WR-OPEN PO-STUDENT INCENTIVES	250.00
82	P1006985	90	500 4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIE	A & H RENTALS	WR-EQUIPMENT RENTAL	800.00
98	P1006991	9	200 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOF	RELIABLE OFFICE SOLUTIONS	JM-COPIER MAINTENANCE AGREEMENT	1,500.00
87	P1006992	├		RIVERSIDE WINNELSON COMPANY	MAINT-MB-PLUMBING SUPPLIES	224.79
88	P1006993	8	165 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOMCGRATH'S CATERING	MCGRATH'S CATERING	TS-CATERING-STAFF DEVELOPMENT LUNCH-50	565.69
68	P1006994	8	500 0129 - SCHOOL READINESS FACILITY	SOUTHERN CALIFORNIA EDISON	EC FAC-UTIL-SCHOOL READINESS CENTER	27,221.50
8	P1006995	90	175 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW		WR-REFRESHMENT CART	217.19
91	P1006996	 			MAINT-IRRIGATION PARTS	291.10
85	P1006997	93	500 0000 - UNRESTRICTED	REBEL RENTS	MAINT-FORKLIFT RENTAL	278.1
93	P1006998	8	500 5640 - MEDI-CAL BILLING OPTION	DELL	EC-LAPTOP COMPUTER	1,726.
├—	P1006999	8	300 6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION (V	WENGER CORP.	JVH-MUSIC CHAIRS-60 & RISERS-5	11,951.97
92	P1007000	<u> </u>	一	DELL	EC-COMPUTERS-2	2,920.73
97	P1007002	90	500 4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	INSPIRATION SOFTWARE, INC.	EC-SOFTWARE LICENSES-206	1,965.29
86	P1007003	├-		FRONT ROW EDUCATIONAL SERVICES	TS-KINDERGARTEN PAMPHLETS-200	233.50
66	P1007004	8	155 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	ALLSTATE SIGN AND PLAQUE CORP.	SA-PARKING SIGNS-2	394.80
9	P1007006	<u> </u>	\sim	\sim	TSSC-PRINTER-1	1,195.47
101	P1007007	90	ENANCE ACCOU	AAA ELECTRIC MOTOR SALES & SERVICE	MAINT-HVAC PARTS & SUPPLIES	409.87
102	P1007009	98	\sim	CAMERON WELDING SUPPLY	MAINT-WELDING SUPPLIES	318.13
103	P1007010	├-	, .,	SONITROL OF SAN BERNARDINO	MAINT-PH-SECURITY FOR PORTABLES	1,368.00
104	P1007011	25	100 0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	EC FAC-CR-ADMIN & PLAN CHECKING FEES	1,431.59
105	P1007011	├-	FACILITIES PROJECTS	JURUPA COMMUNITY SERVICES	EC FAC-CR-ADMIN & PLAN CHECKING FEES	1,431.58
106	P1007012	8	500 8150 - ONGOING & MAJOR MAINTENANCE ACCOU	COMATRIX	EC-OPEN PO-VOICE AND DATA SUPPLIES	300.00
107	P1007013	┞	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	OFFICEMAX	MM-CAMERA-1	246.29
108	P1007014	98	500 5640 - MEDI-CAL BILLING OPTION	TROXELL COMMUNICATIONS INC.	EC-PROJECTOR-1	723.01
109	P1007015	╀		CDW-G	EC-MEMORY-2 & HARD DRIVE-1	951.15
110	P1007016	ļ	500 5640 - MEDI-CAL BILLING OPTION	NATURAL ACCESS	TS-WHEELCHAIR-1	2,531.70
111	P1007017	┞		LIGHTSPEED SYSTEMS	EC-LICENSE RENEWAL-1	9,000,6
112	P1007018	├-	500 5640 - MEDI-CAL BILLING OPTION	PROVANTAGE	EC-FAX MACHINE-1	496.r
113	P1007019	├-	500 4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	ACP DIRECT	EC-CART-1	490.66
114	P1007020	8			EC-PRINTER-1	506.45
115	P1007021	⊢	500 8150 - ONGOING & MAJOR MAINTENANCE ACCOU	ELROD FENCING CO.	MAINT-IA-CHAIN LINK FENCING	2,810.85
116	P1007022	8	500 8150 - ONGOING & MAJOR MAINTENANCE ACCOU	INLAND LIGHTING	MAINT-PH-THEATRE LIGHT BULBS	662.67
117	P1007023	8	500 0000 - UNRESTRICTED	ECS IMAGING, INC.	EC-SOFTWARE-1	4,314.23
118	P1007024	╀-	500 5640 - MEDI-CAL BILLING OPTION	PC & MAC EXCHANGE	EC-DOCUMENT CAMERA-1	577.41
119	P1007025	╀—	S	CULVER-NEWLIN INC	PA-GUEST CHAIRS-8	1,099.22
120	P1007026	┼	HOOL FACILIT	ADI	MAINT-RH-FIRE ALARMS-12	270.89
121	P1007028	21		MTS HARDWARE & WOODWORKERS' SUPPLIES MAINT-RH-600 WING REHAB	MAINT-RH-600 WING REHAB	524.69
122	P1007028	35	HOOL FACILIT	MTS HARDWARE & WOODWORKERS' SUPPLIES MAINT-RH-600 WING REHAB	MAINT-RH-600 WING REHAB	787.04
123	P1007029	21	305 0204 - MODERNIZATION PROJECTS	SPECTRA-TONE PAINT CORPORATION	MAINT-RH-PAINT FOR WROUGHT IRON FENCES	334.79
124	P1007029	\vdash	305 7720 - MODERNIZATION - STATE SCHOOL FACILIT	SPECTRA-TONE PAINT CORPORATION	MAINT-RH-PAINT FOR WROUGHT IRON FENCES	502.19



Report of Purchases Purchases over \$200 04-02-2007 thru 04-13-2007

100000	7		7 - 7		
Ī	# J	5 3	veliuul		Allount
125	P1007030	_	CHATFIELD-CLARKE COMPANY	MAINT-RH-600 WING VINYL WALL BOARDS	1,175.47
126	P1007030	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILITICHATFIELD-CLARKE COMPANY	CHATFIELD-CLARKE COMPANY	MAINT-RH-600 WING VINYL WALL BOARDS	1,763.20
127	P1007031	21 160 0205 - LANDSCAPING, TREES, BENCHES & FENCINA-G SOD FARMS, INC	A-G SOD FARMS, INC.	MAINT-SS-PLAYGROUND SOD	810.37
128	P1007032	21 130 0205 - LANDSCAPING, TREES, BENCHES & FENCIIVILLAGE NURSERIES	VILLAGE NURSERIES	MAINT-PA-PLANTS AND TREES	1,178.73
129	P1007033		MISSION GARDEN SUPPLY	MAINT-RH-SAND AND CONCRETE FOR FENCES	521.15
130	P1007033	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILIT MISSION GARDEN SUPPLY	MISSION GARDEN SUPPLY	MAINT-RH-SAND AND CONCRETE FOR FENCES	781.73
131	P1007034	21 305 0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCING	2,441.18
132	P1007034	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILIT ALL CITIES STEEL & FABRICATION	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCING	3,661.78
133	P1007035	21 105 0214 - PLAY STRUCTURES/PLAY GROUNDS	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON PARTS	824.01
134	P1007035	21 130 0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON PARTS	329.F
135	P1007035	21 305 0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON PARTS	329.6
136	P1007035	35 130 7720 - MODERNIZATION - STATE SCHOOL FACILIT ALL CITIES STEEL & FABRICATION	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON PARTS	494.41
137	P1007035	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILITALL CITIES STEEL & FABRICATION	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON PARTS	494.40
138	P1007036	21 305 0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCING	1,779.25
139	P1007036	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILITALL CITIES STEEL & FABRICATION	ALL CITIES STEEL & FABRICATION	MAINT-RH-WROUGHT IRON FENCING	2,668.89
140	P1007037		SONITROL OF SAN BERNARDINO	MAINT-TS-PA-PED-SECURITY ADDED	2,456.00
141	P1007037		SONITROL OF SAN BERNARDINO	MAINT-TS-PA-PED-SECURITY ADDED	816.00
142	P1007037	35 130 7720 - MODERNIZATION - STATE SCHOOL FACILIT SONITROL OF SAN BERNARDINO	SONITROL OF SAN BERNARDINO	MAINT-TS-PA-PED-SECURITY ADDED	3,684.00
143	P1007037	35 135 7720 - MODERNIZATION - STATE SCHOOL FACILIT SONITROL OF SAN BERNARDINO	SONITROL OF SAN BERNARDINO	MAINT-TS-PA-PED-SECURITY ADDED	1,224.00
144	P1007037	165	SONITROL OF SAN BERNARDINO	MAINT-TS-PA-PED-SECURITY ADDED	297.00
145	P1007038	21 135 0204 - MODERNIZATION PROJECTS	SONITROL OF SAN BERNARDINO	MAINT-PED-REWIRE SECURITY SYSTEMS	2,606.80
146	P1007038	35 135 7720 - MODERNIZATION - STATE SCHOOL FACILIT SONITROL OF SAN BERNARDINO	SONITROL OF SAN BERNARDINO	MAINT-PED-REWIRE SECURITY SYSTEMS	3,910.20
147	P1007039	21 305 0204 - MODERNIZATION PROJECTS	WESTERN EXTERMINATOR COMPANY	MAINT-RH-TERMITE TREATMENT	600.00
148	P1007039	35 305 7720 - MODERNIZATION - STATE SCHOOL FACILIT WESTERN EXTERMINATOR COMPANY	WESTERN EXTERMINATOR COMPANY	MAINT-RH-TERMITE TREATMENT	900.00
149	P1007040		PEDLEY EQUIPMENT RENTAL	MAINT-GROUNDS-TRENCHER RENTAL	820.80
150	P1007041	03 500 0000 - UNRESTRICTED	JOHN DEERE LANDSCAPES	MAINT-SPRINKLER AND IRRIGATION PARTS	906.31
151	P1007042	03 500 0000 - UNRESTRICTED	A-G SOD FARMS, INC.	MAINT-JVH-STADIUM BACKSTOP	2,246.46
152	P1007043	03 500 0000 - UNRESTRICTED	MODERN SAFETY SUPPLY	MAINT-SAFETY SUPPLIES	521.7
153	P1007044	14 500 6205 - DEFERRED MAINTENANCE APPORTIONMENE	FERGUSON ENTERPRISES	MAINT-JVH-WASH SINK-1	1,616.2~
154	P1007045	06 160 6500 - SPECIAL EDUCATION	CONSTRUCTIVE PLAYTHINGS	PA-INSTRUCTIONAL SUPPLIES	889.14
155	P1007049	21 305 0220 - RHS STADIUM	RIVERSIDE CO. RECORD	EC-FACILITIES-LEGAL ADVERTISING	286.08
156	P1007050	06 500 7140 - GIFTED & TALENTED EDUCATION (GATE)	J TAYLOR EDUCATION	SC-INSTRUCTIONAL MATERIAL	697.08
157	P1007052	03 410 0001 - DISCRETIONARY	JOSTEN'S INC - DIPLOMA ORDERS	NV-DIPLOMA COVERS-200	1,185.25
158	P1007053	03 150 0600 - DONATIONS	RELIABLE OFFICE SOLUTIONS	SC-COPIER MAINTENANCE AGREEMENT	2,068.80
159	P1007054	03 200 0001 - DISCRETIONARY	LAB-AIDS	JM-INSTRUCTIONAL SUPPLIES	300.57
160	P1007056	03 205 0001 - DISCRETIONARY	ANDERSON'S MIDDLE ZONE	MLM-OPEN PO-STAFF APPRECIATION DAY PINS	250.00
161	P1007058	03 205 0001 - DISCRETIONARY	NEBRASKA SCIENTIFIC	MLM-INSTRUCTIONAL SUPPLIES	294.97
162	P1007059	06 500 9027 - SCHOOL READINESS PROGRAM	ORIENTAL TRADING CO.	EC-HSPS-INSTRUCTIONAL SUPPLIES	986.63
163	P1007061	165	YOUR BIG BACKYARD	TS-SUBSCRIPTION	438.90
164	P1007062	03 200 0001 - DISCRETIONARY	BRAINPOP	JM-SUBSCRIPTION RENEWAL	1,050.56
165	P1007065	03 100 0600 - DONATIONS	SANTA ANA ZOO	CR-FIELD TRIP ADMISSIONS-156	578.00



Report of Purchases
Purchases over \$200
04-02-2007 thru 04-13-2007

# O'd		od Sc	Find Sch Resource	Vendor	Description	Amount
166 P1007067	1.	21 165	ONERNIZATION PROJECTS	EPARTMENT OF GENERAL SERVICES	FC-FACILITIES- DSA FFES	4.745.63
4_	+-			ORPORATE EXPRESS	JVH-INK CARTRIDGES-16	238.08
168 P1007070	┼	03 200	200 0001 - DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	JM-TRIPOD-7 & RELEASE PLATE-2	282.13
169 P1007070	┞	1	200 0600 - DONATIONS		JM-TRIPOD-7 & RELEASE PLATE-2	309.67
170 P1007071	├-	1	300 0001 - DISCRETIONARY		JVH-PROJECTOR LAMP1	432.34
171 P1007072	<u> </u>	90	500 8150 - ONGOING & MAJOR MAINTENANCE ACCOU	ERGUSON ENTERPRISES	MAINT-MLM-REPLACE HOT WATER HEATER	1,462.14
172 P1007073	├	06 500	500 8150 - ONGOING & MAJOR MAINTENANCE ACCOU ELROD FENCING CO.		MAINT-MM-REPAIRS TO DAMAGED FENCE	614.00
173 P1007074	<u> </u>	1	145 0001 - DISCRETIONARY	INC	RL-CHAIRS-65	1,412.66
174 P1007075	<u> </u>	1	ID PHYSICAL EDUCATION \$		RH-AUDIO EQUIPMENT	6,464.24
175 P1007076	_	03 200	500 0000 - UNRESTRICTED	PARTMENT	EC-GH-WEED ABATEMENT	486.r
176 P1007077	-		150 6500 - SPECIAL EDUCATION	PCI EDUCATIONAL PUBLISHING	SC-INSTRUCTIONAL SUPPLIES	722.t
177 P1007079	_	06 500	500 4046 - NCLB: TITLE II, PART D, ENHANCING EDUCAI	.M.P.A.C. GOVERNMENT SERVICES	EC-SOFTWARE-4	989.15
178 P1007080	_	06 145	145 3170 - NCLB: TITLE I, PART F, COMPREHENSIVE S	HOUGHTON MIFFLIN	RL-CONSUMABLE BOOKS-1202	14,835.25
179 P1007083	-	06 210	210 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW		MM-PRINTERS-5	3,141.52
180 P1007083	_		500 6286 - ENGLISH LANGUAGE ACQUISITION PROGR	RISTATE CAMERA, VIDEO, AND COMPUTERS	MM-PRINTERS-5	673.18
181 P1007083		06 500	500 4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIĘT	RISTATE CAMERA, VIDEO, AND COMPUTERS	MM-PRINTERS-5	673.18
182 P1007084	⊢	3 50(500 0000 - UNRESTRICTED		MAINT-REPAIRS TO AUTO SCRUBBER	1,483.18
183 P1007085	<u> </u>		500 6500 - SPECIAL EDUCATION	N INSTITUTE	EC-NCI WORKBOOKS-20	254.65
184 P1007086	<u> </u>	06 210	210 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOBIO CORPORATION		MM-INSTRUCTIONAL SUPPLIES	395.65
185 P1007087	-	90	305 3550 - VOCATIONAL PROGRAMS: VOC & APPL TEQI.M.P.A.C. GOVERNMENT SERVICES	AENT SERVICES	RH-COOKWARE	1,210.77
186 P1007092	├-	90 305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION		RH-SPORT EQUIPMENT	583.91
187 P1007093	 	03 12(120 0600 - DONATIONS		IH-STUDENT PLANNERS	1,979.55
188 P1007094	├-	03 300	300 0001 - DISCRETIONARY	SOCAL COMMERCIAL PRINTING	JVH-PRINTING	934.84
189 P1007095	<u> </u>	-	500 4046 - NCLB: TITLE II, PART D, ENHANCING EDUCAB		EC-PODCAST EQUIPMENT	368.23
190 P1007096	├-	06 12	125 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOWEDUCATORS PUBLISHING SERVICE		MB-WRITING BOOKS-100	229.61
191 P1007097	 	06 11	115 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW HAWTHORNE EDUCATIONAL SERVICES		IA-RESOURCE MATERIALS-9	410.29
192 P1007097	<u> </u>	T	4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIE		IA-RESOURCE MATERIALS-9	410.29
193 P1007099	├	06 12	125 3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOWHOUGHTON MIFFLIN CO		MB-CONSUMABLE MATH & LA TEXTBOOKS-605	5,345.7
194 P1007101	_	06 11!	115 7395 - SCHOOL AND LIBRARY IMPROVEMENT BLC CDW-G		IA-TONER CARTRIDGES-4	632.7
	+	+				
	+	1			415 D O 12 O 12 0 000	¢ 272 E70 02
	-	\dashv			153 P.O. s Over \$200.00	ो
					96 P.O.'s \$200.00 or less	
		H			249 Total PURCHASE ORDERS	\$ 378,682.01
		-		P		
		+				
		\dashv	RECOMMEND APPROVAL:) しいいいっしょう (・)			
			Director of Centra	Director of Centralized Support Services		



JURUPA UNIFIED SCHOOL DISTRICT

2006/2007 AGREEMENTS

Purpose		Consultant to provide two (2) GATE Certification Training services for elementary and secondary teachers and one (1) Orientation and Training service for administrators district wide. 12/5/07 to 2/28/08.	Ratify contract for consultant to provide one (1) assembly at Pedley Elementary School. 5/4/07.	Modification #2 increases funds by \$950.00 for a contract total of \$2,800.00 to add two (2) performances of Zak Morgan Fine Arts assembly at Camino Real Elementary School. 5/31/07.		Ratify Modification #4 to increase funds by \$500.00 for a contract total of \$35,900.00 for reimbursable items and reprographics for the School Readiness Center.
Fund/Program To Be Charged		Gifted and Talented Education (GATE)	05/06 School Improvement Program	Donations		School Readiness Center
Amount	nents	NTE \$16,000.00	NTE \$225.00	NTE \$950.00		NTE \$500.00
Contractor	Consultant or Personal Service Agreements	JD Seminars, Inc.	Ballet Folklorico	Orange County Performing Arts Center	Facility and Construction Agreements	Epic Engineers
Contract	Category 1	C-1000265	C-1000270	C-1000232	Category /	C-1000042



Category 7	Facility and Construction Agreements (continued)	(continued)		
C-1000083	Higginson, Cartozian	NTE \$5,000.00	Windows	Ratify Modification #1 to increase funds by \$5,000.00 for a contract total of \$15,314.80 for architectural services for Jurupa Middle School Window Upgrade.
C-1000080	Leighton Consulting, Inc.	NTE \$19,600.00	Unrestricted Resources	Modification #3 increases funds by \$19,600.00 for a contract total of \$92,183.00 for additional scope items requested by DTSC for the Preliminary Assessment at K-8 School #1, Emerald Meadows.
Category 8	Other Agreements			
C-1000257	The Titan Group	NTE \$2,175.28	Unrestricted Resources	Modification #1 increases funds by \$2,175.28 for a contract total of \$10,175.28 for additional investigative services.
C-1000250	Reynolds Consulting Group	NTE \$12,000.00	Unrestricted Resources NCLB - Title I Basic Grants Low Income and Neglected 05/06 School Improvement Program (SIP)	Ratify Modification #1 to increase funds by \$12,000.00 for a contract total of \$33,000.00, and increase term for consultant Mike Reynolds to act as Interim Administrator of Education/Information Techonology. 4/15/07 to 6/30/07.



(continued)
Agreements
Other,
Category 8

Think
R0007454

k Together, Inc.

NTE \$1,475,587.00

After School Education & Safety

Agreement to start up and provide after school grant programs through the After School Education and Safety Program at Glen Avon, Granite Hill, Ina Arbuckle, Mission Bell, Pacific Avenue, Pedley, Peralta, Rustic Lane, Stone Avenue, Sunnyslope, Troth Street, Van Buren, West Riverside Elementary Schools, and Mira Loma and Mission Middle Schools. 2/6/07 to 6/30/07.

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



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

DATES(S):	May 21, 2007 -	May 22, 2007	7	
LOCATION:	Los Angeles, C	A		
	TIVITY: 2007			
			ne, student at Rubido	ux High School, to participate
in the 2007 (California State S	cience Fair		
NAMES OF A	ADULT SUPERV	ISORS (Note	job title: principal, vo	lunteer, etc.)
Mr. Vince Ro	osse, teacher & d	istrict science	e fair facilitator and M	rs. Jeni Williams, teacher
EXPENSES:	Transportation	\$ \$50.00		Number of Students 1
EM ENGES.	Lodging	\$ \$525.00		
	Meals	\$ <u>\$105.00</u>	paramona and the state of the s	
	All Other	\$		Cost Per Student \$680.00
ТОТ	AL EXPENSE	\$ \$680.00		(Total Cost ÷ # of Students)
INICIONATE, T.:	-t All Imagens by Cor	rea and Indicat	e Amount <u>Now</u> on Hand:	
Source	st An income by Soi	nce and mulcar	Expected Income	Income Now On Hand
	nce Fair funds		•	
			,	
	TOT	AL:	\$	
Arrangements f	orTransportation:	Private vehic	le	
Arrangements f	for Accommodations	and Meals: F	Radisson Hotel and lo	cal restaurants
Planned Dispos	ition of Unexpected	Funds:		
I hereby certify	that all other requir	ements of Distri	ict regulations will be con	nplete and on file in the District Office ten
days prior to de	parture.		J	
. i I	· · Parale	\.\ 1 -	Date: 04/24/2007	School: Rubidoux H.S.
Signature: (January)	nce Rosse/S	13	Date: 0472 172001	School.
•	tructor)	•		
All persons ma	king the field trip s	hall be determin	ned to have waived all cla	nims against the District, the teachers, and th
Board of Educ	cation for injury, a	ecident, illness,	or death occurring duri	ng or by reason of the field trip. All adu claims. All student participants must submit
volunteers takii	ng out-oi-state field	unps snan sign ental care and w	aiver of liability form.	oranias. Tiri stadore participanto muot success
parentar compon				
Approvals:	Principal:	len K	luniar	Date: <u> </u>
	Date approved by	the Board of E	ducation	Date:
70.1 M	White Country	wistont Carrani-t	andent Education Carries	· · · · · · · · · · · · · · · · · · ·
Distribution:	Yellow copy to As		endent Education Service	J
	Pink copy to Prin	•		

Jurupa Unified School District TRAVEL REQUEST

		School Resource Project Y Goal	ear
Vame(s) Toni Fletcher , Stephanie Cun Paula Ford / Ed. Center	ningham, Wendy Eccles	Site MLMS	5
Citle of Activity NECC 2007			
ocation of Activity Atlanta ,GA.			
Depart: Day SUN. Date 06-24-07	Time _7:00amam/pm	From Ontai	cio
teturn: Day Thurs. Date 06-28-07	Time 12:00pm am/pm		
'urpose of Trip: Conference X	Recruiting Admin	nistrative	Other (explain below)
	Estimated Cost	For Busines Actual Cost	s Office Use Only
Sumber of days of substitute time required.	Estimated Cost	Actual Cost	Mode of Payment
Sumber of days of substitute time required: 0	\$	\$	
egistration Fees	\$ 1,049.00	\$	
anquet Fees	\$	\$	
Iode of Travel: Air	\$_1,898.20	\$	• • • • • • • • • • • • • • • • • • •
16 B 16 L 16 D	\$560.00	\$	***
odging: Hyatt Regency Atlanta	\$ 3,184.00	\$	
(Name of Hotel)	\$	\$	
TOTAL COST	\$_6,691.20	\$	
/ill a cash advance be needed? A	mount \$		
emarks/Rationale (Required for Categorical Projet naccordance with the Enhancing Educ	ects): cation Through Technology	Competitive	
Frant We will use 25% of funding to p	,		
Supplies fervices Procedure #124 and	fully understand district travel red	quirements.	
Marketo 3/ Employee's Signature	19/07 (-3)	uen-	3/9/07
stribution: White/Yellow - Business Office Pink Copy	Paie Principal/	/Supervisor's Signatu	Date Date

Jurupa Unified School District TRAVEL REQUEST

				500 40	46 8 0000	
			School			5200
			Resource			
			Project Y	ear	····	
			Function			
,						
() Many Britchard						
me(s) Mary Pritchard			Site _MLMS			***************************************
le of Activity NECC 2007						
cation of Activity Atlanta, GA.	##					
part: Day Fri. Date 06-22-07	Time 11:40pm	_am/pm]	From Ontario)		
turn: Day Wed. Date 06-27-07	Time 9:15pm	_am/pm				
rpose of Trip: Conference Recru	uiting	Adminis	strative		Other]
X Source of Trap.				(expl	ain below)	J
			For Busines	s Office	Use Only	
	Estimated Cost	4	Actual Cost	\overline{y}	Mode of Pay	<u>ment</u>
			.			
mber of days of substitute time required:	\$	`	\$	_		
	Ф 100 00	,	th.			
gistration Fees	\$ 439.00		5			
Court Court	ው ተ	,	· m			
nquet Fees	\$		\$			
Jacobson Administra	e /20 20		rn e			
de of Travel: <u>Air ref#</u> RZHTXZ	\$ 438.30		\$			w
-1- NT1- 19						
als – Number: 12	o 140 00		th.			
<u>4</u> B <u>4</u> L <u>4</u> D	\$ 140.00		\$	· ·		
Jaine Westin Peachtree Plaza	\$ 796.00	d	th.			
Iging: Westin Peachtree Plaza	\$_790.00		\$	_		
(Name of Hotel)	e r		†·			
er:	D	3	D			***************************************
OTAL COST	¢.	ć	1			
TOTAL COST	\$	3	D	_		
Il a cash advance be needed? Amou	mt C					
Amot	ши Ф					
marks/Rationale (Required for Categorical Projects)	•	······	***************************************			
In accordance with the Enhancing Ed	ucation Through	Technol	logy Competit	ive		
Grant, we will use 25% of funding to						
to participating teachers.						
and and all Descriptions of the Description of the Control of the	4 4 4	, •				
ve read Business Services Procedure #124 and fully						_
Many & Pritaboral 310	7/0M /	10001	France	<i>-</i>	6-4-1	8-01

Date

stribution:

Employée's Signature ion: White/Yellow -Pink -

Yellow - Business Office

Pink - Return Copy Goldenrod - Originator Principal Supervisor's Signature

Date

A-7

Jurupa Unified School District

RESOLUTION NO. 2007/45 AUTHORIZE APPROPRIATION TRANSFERS WITHIN THE GENERAL AND LOTTERY FUNDS

WHEREAS, Education Code Section 42600 requires approval of the majority of school district governing board members for the transfer of funds between expenditure classifications:

WHEREAS, it sometimes becomes necessary to transfer funds from one expenditure classification to another during the course of the fiscal year in order to meet educational objectives and after the board has approved the original budgets;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Jurupa Unified School District hereby authorizes the transfer of funds among expenditure classification for the 2007/2008 fiscal year, without additional submission to the Board, when the following conditions apply: 1) The transfer is \$500 or less; 2) The transfer is between expenditure classifications; and, 3) The transfer is considered appropriate by the responsible administrator and is approved by the Director of Fiscal Services.

Mary Burns	
Clerk of the Board	
Clerk of the board	
	•
May 7, 2007	
Date	

JURUPA UNIFIED SCHOOL DISTRICT

Resolution Number 2007/46 Resolution for Year-End Budget Transfers/Revisions

WHEREAS, the Jurupa Unified School District approves budget transfers and expenditure increases; and

WHEREAS, it appears certain that a number of budget revisions will be required after the close of the 2006/07 fiscal year; and

WHEREAS, the governing board of the Jurupa Unified School District has determined that additional income is assured in excess of the amounts previously budgeted, and will be required for budget balancing purposes after the close of the 2006/07 fiscal year; and

WHEREAS, the governing board of the Jurupa Unified School District can show just cause for the expenditure of such funds.

NOW THEREFORE BE IT RESOLVED that pursuant to Education Code Sections 42601 and 42602, the Jurupa Unified School District may appropriate any such excess funds, identify and make such transfers between the reserve for economic uncertainties and any expenditure classification(s), or balance any expenditure classification(s) of the budget of the Jurupa Unified School District for the 2006/07 fiscal year as are necessary to permit the payment of obligations of the Jurupa Unified School District incurred during the 2006/07 fiscal year.

BE IT THEREFORE RESOLVED that after all transfers have been made, the Jurupa Unified School District shall submit such transfers to the Jurupa Unified School Board for ratification. Said ratification shall be limited to major object classifications in accordance with the law.

Approved:	This is an exact copy of the resolution adopted by the governing board at a regular meeting on May 7, 2007.
By: Dr. David Long Riverside County Superintendent of Schoo	Mary Burns Is Clerk of the Board

Jurupa Unified School District

RESOLUTION NO. 2007/47 RESOLUTION OF THE JURUPA UNIFIED SCHOOL DISTRICT AUTHORIZING THE TEMPORARY TRANSFER OF FUNDS FROM THE BUILDING FUND TO THE GENERAL FUND

WHEREAS, the California State Legislature has enacted legislation that will defer to July 2007, the payment of the District's 2006-07 June State Aid Apportionment; and,

WHEREAS, the California State Legislature has enacted legislation that will defer to July 2007, reduce and/or eliminate the funding of 2006-07 state categorical programs operated by the District; and,

WHEREAS, the California State Legislature may enact legislation that would negatively impact the District's ability to meet its financial obligations; and,

WHEREAS, the District may have insufficient cash available in the General Fund to meet its financial obligations; and,

WHEREAS, Education Code 42603 allows the Board of Education of any school district to direct monies held in any fund or account to be temporarily transferred to another fund or account of the District for payment of obligations; and,

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, and amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED that the Jurupa Unified School District direct the County Treasurer to transfer an amount not to exceed \$6,000,000 from the District's Building Fund to the General Fund.

PASSED AND ADOPTED by the Board of Education of Jurupa Unified School District at its regular meeting held on May 7, 2007 by the following vote:

its regular meeting held on May 7, 2007 by the folic	owing vote.
AYES:	
NOES:	
ABSENT:	
ABSTAIN:	
	Mary Burns, Clerk Board of Education

Jurupa Unified School District

RESOLUTION NO. 2007/48 AUTHORIZE APPROPRIATION TRANSFERS FOR CATEGORICALLY-FUNDED PROJECT BUDGETS

WHEREAS, Education Code Section 42600 requires approval of the majority of school district governing board members for the transfer of funds between expenditure classification:

WHEREAS, there is no undistributed reserve or amount designated for economic uncertainties for categorical funding;

WHEREAS, the funding of categorical programs is determined by the donor, or funding authority, in order to meet specific program objectives as defined in the application for funding;

WHEREAS, IT SOMETIMES becomes necessary to transfer funds from one expenditure classification to another during the course of the funding year in order to meet program objectives and after the Board has approved the original budgets;

NOW, THEREFORE, BE IT RESOLVED, that in order to provide for expenditures of these funds in a timely manner, the Board of Education of the Jurupa Unified School District hereby authorizes transfers of funds among expenditure classifications in categorically-funded projects for the 2007/2008 fiscal year without additional submission to the Board, when such transfers are considered necessary by the appropriate program administrator and the Director of Fiscal Services.

Mary Burns Clerk of the Board
May 7, 2007
Date
Date

JURUPA UNIFIED SCHOOL DISTRICT

RESOLUTION # 2007/49

RESOLUTION FOR THE TEMPORARY TRANSFER OF FUNDS FROM THE GENRERAL FUND TO THE CHILD DEVELOPMENT FUND

WHEREAS, Education Code 42603 allows the Governing Board of any school district to direct monies held in any fund or account to be temporarily transferred to another fund or account of the district for payment of obligation; and.

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds and not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, Funds borrowed shall be repaid in accordance with the provisions of Section 42603 of the State Education Code either before the end of the fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Jurupa Unified School District hereby directs the County Treasurer to transfer \$200,000 of the District's General fund to the Child Development fund.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on May 7, 2007.

Approved:	
	Clerk or Authorizing Agent
Зу:	
- , .	Dr. David Long Riverside County Superintendent of Schools



RESOLUTION NO. 2007/50

RESOLUTION OF THE BOARD OF EDUCATION OF THE JURUPA UNIFIED SCHOOL DISTRICT APPROVING AND AUTHORIZING EXECUTION OF A SCHOOL FACILITIES MITIGATION AGREEMENT

WHEREAS, there has been presented to the Board of Education (the "Board of Education") of the Jurupa Unified School District (the "School District") agreement entitled School Facilities Mitigation Agreement (the "Agreement"), attached hereto as Exhibit "A," to be entered into between School District and Loring Ranch 31503, LP, a California limited partnership (the "Owner"); and

WHEREAS, pursuant to the Agreement, the Owner agrees to pay a higher fee for school facilities than the statutory stated amount and School District agrees to use its best efforts to form a community facilities district for the purpose of financing school facilities; and

WHEREAS, the proposed community facilities district, if formed, will levy and collect special taxes on the property within the proposed community facilities district to pay the principal and interest on the bonded indebtedness; and

WHEREAS, the Board of Education has determined that the Agreement should therefore be approved;

NOW, THEREFORE, BE IT RESOLVED, BY THE BOARD OF EDUCATION OF THE JURUPA UNIFIED SCHOOL DISTRICT, CALIFORNIA that the Agreement are approved and the Superintendent is authorized to execute and deliver the Agreement on behalf of School District in the form presented to the Board of Education at the meeting at which this resolution is adopted, with such changes therein as the officer executing the same may approve, such approval to be conclusively evidenced by the execution and delivery thereof.



	PASSED	AND	ADOPTE	D BY	THE	BOAR	D OF	EDU	CATIO	N OF	THE
JURUPA	UNIFIED SC	HOOL	DISTRIC	TAT A	REG	ULAR I	MEETI	NG H	ELD O	N THI	E 7TH
OF MAY,	, 2007 BY TH	E FOLI	LOWING Y	VOTE:							
	AYES:										
	ATES.										
	NOES:										

ABSENT:
SECONDED:
MOTION:

President of the Board of Education

ATTEST:

Clerk of the Board of Education



CERTIFICATION

STATE OF CALIFORN	IA)
)ss.
COUNTY OF RIVERSII	DE)
District hereby certify th	Burns, Clerk of the Board of Education of the Jurupa Unified School his to be a true and correct copy of Resolution Number 2007/50 which d of Education at its meeting on May 7, 2007.
	ny hand and the seal of the Jurupa Unified School District this day
of May, 2007.	
•	
	Clerk of the Board of Education



EXHIBIT "A"

COMMUNITY FACILITIES DISTRICT NO. 6 OF JURUPA UNIFIED SCHOOL DISTRICT

MITIGATION AGREEMENT



RECORDING REQUESTED BY AND WHEN RECORDED RETURN TO:

ASSISTANT SUPERINTENDENT OF BUSINESS SERVICES JURUPA UNIFIED SCHOOL DISTRICT 4850 PEDLEY ROAD RIVERSIDE, CALIFORNIA 92509

(Space Above for Recorder's Use)

No recording fee pursuant to Gov. Code §6103

SCHOOL FACILITIES MITIGATION AGREEMENT

THIS SCHOOL FACILITIES MITIGATION AGREEMENT (this "Agreement") is made and entered into this 7th day of May, 2007, by and between the JURUPA UNIFIED SCHOOL DISTRICT, a school district organized and existing under the laws of the State of California ("District") and LORING RANCH 31503, L.P., a California limited partnership ("Developer").

RECITALS

WHEREAS, Developer proposes to develop certain real property known as Tract No. 31503 located in the County of Riverside (the "County") and within the boundaries of District, which real property is more particularly described in Exhibit "A" attached hereto and incorporated herein by this reference (the "Property"); and

WHEREAS, Developer intends to develop the Property with 85 single-family detached dwelling units and is currently processing requests for various discretionary land use approvals with respect to such development (the "Project"); and

WHEREAS, Developer and District acknowledge and agree that the capacity of District's existing public schools is inadequate to serve the student population which is expected to be generated by the Project; and

WHEREAS, Developer and District acknowledge and agree that the timing and adequacy of state funding for school facilities is unpredictable and that District cannot rely upon state funding to finance the school facilities needed to serve the student population generated by the Project; and

WHEREAS, pursuant to the requirements of CEQA, Developer and District acknowledge and agree that development of the Project will have a significant detrimental effect upon District's school facilities, that such significant detrimental effect will not be mitigated to a level of insignificance solely by Developer and/or Developer's payment of school fees as provided for by Government Code Sections 65995, et seq. and 53080, et seq. (the "SB 50 Fee") and that Developer's fulfillment of its obligations hereunder will adequately mitigate the adverse effect of the Project on District's school facilities; and



WHEREAS, to mitigate the impact of the Project, Developer has offered to pay school mitigation fees of \$5.92 per square foot of assessable space, which amount shall increase by 2% on January 1 of each year beginning January 1, 2008 (the "Mitigation Payment") for each of the single family residence to be constructed on the Property. The Mitigation Payment shall be determined at the time of issuance of a certificate of compliance. Upon issuance of the Bonds by the Community Facilities District (described below), Developer shall be reimbursed for Mitigation Payments previously paid all in accordance with the terms of this Agreement.

WHEREAS, the development of the Project will also generate a need for park improvements; and

WHEREAS, District intends to enter into a joint community facilities agreement with the Jurupa Area Recreation and Park District ("JARPD") in order to facilitate the financing of park improvements constructed by Developer or JARPD, in lieu of payment of fees pursuant to Government Code Section 66477, necessitated by the Project (the "Park Improvements").

WHEREAS, District proposes, and intends to use its best efforts, to form a community facilities district pursuant to the provisions of Chapter 2.5 (commencing with Section 53311) of Part 1 of Division 2 of Title 5 of the Government Code of the State of California, commonly known as the "Mello-Roos Community Facilities Act of 1982" (the "Act"), over and including the Property, all for the purpose of levying a special tax and/or selling bonds in an amount sufficient to pay for the design, acquisition and construction of certain public school facilities and Park Improvements which will benefit the Property, which community facilities district is referred to herein as the "Community Facilities District;" and

WHEREAS, Developer desires that District commence and complete the proceedings for the establishment of the Community Facilities District encompassing the Property, including provisions for a maximum bonded indebtedness of the Community Facilities District (the "Bonds") and a maximum special tax (the "Special Tax" or "Special Taxes") authorized to be levied against the Property pursuant to that certain rate and method of apportionment of Special Taxes of the Community Facilities District, attached hereto as Exhibit B and incorporated herein by reference (the "RMA").

NOW, THEREFORE, based upon the mutual promises contained herein, and for good and valuable consideration, the receipt of which is hereby acknowledged, it is agreed by and between District and Developer as follows:

AGREEMENT

- 1. <u>Recitals</u>. The foregoing recitals are true and correct and are incorporated herein by this reference.
- 2. <u>Purpose and Intent</u>. The purpose for Developer's entry into and execution of this Agreement is to provide a method of fully mitigating the detrimental effects of the Project on District's school facilities and to provide adequate school facilities to serve the Project in a more timely manner than otherwise would be possible. Developer agrees that the Special Tax financing methods provided for in this Agreement do not constitute "fees, charges, [a] dedication or other requirement" within the meaning of Government Code Sections 53080 and 65995.



District agrees that: (a) entry into this Agreement; and (b) the levy of Special Taxes pursuant to the RMA, the issuance of Bonds provided for herein and the payment of Mitigation Payments made pursuant to Section 3 of this Agreement, will provide complete mitigation of the impacts of the Project on school facilities.

- 3. <u>Mitigation Payment</u>. Upon formation of the Community Facilities District, as described in Section 4 below, Developer agrees to pay to the District prior to the time of issuance of a certificate of compliance for such unit a school mitigation fee in the amount of \$5.92 per square foot of assessable space, as defined in Government Code Section 65995, for each single family residence to be constructed on the Property (the "Mitigation Payment"). The Mitigation Payment shall increase by two percent (2%) on January 1 of each year beginning on January 1, 2008. Pursuant to Section K of the RMA the property identified as Lot 86, as defined therein, will be exempt from the payment of Special Taxes and the Mitigation Payment; provided however, if Lot 86 is developed as residential units each such residential unit shall be obligated to pay in cash the applicable Mitigation Payment prior to the issuance of a certificate of compliance for such unit.
- 4. Establishment of Community Facilities District. Upon the filing of a petition by Developer, or upon the commencement of proceedings by District, but in no event prior to the approval of a tentative tract map on the Property unless requested in writing by Developer, District shall, in its sole discretion, prosecute proceedings pursuant to the Act for the establishment of the Community Facilities District. Such proceedings shall include, but not be limited to, elections pursuant to Sections 53326 and 53353.5 of the Act on (i) the question of the issuance of Bonds in one or more series to finance the design, acquisition and construction of public school facilities (the "School Facilities") and Park Improvements, (ii) the question of the annual levy of the Special Tax on all taxable land within the Community Facilities District, including the Property, for the payment of the principal of and interest on the Bonds and the annual administrative expenses of District and the Community Facilities District in levying and collecting the Special Tax, and providing for the expenses of administering the Bonds and any necessary replenishment of the reserve fund for the Bonds or accumulation of funds for future Bond payments, and (iii) the question of the establishment of an appropriations limit for the Community Facilities District. Subject to the provisions of this Agreement, Developer agrees to fully cooperate with District in its conduct of the proceedings for and the establishment of the Community Facilities District and desires that the Property be included within the Community Facilities District and be subject to the Special Tax. Notwithstanding the foregoing, Developer and District reserves the right to revise and approve the attached RMA, upon written approval by both parties.

Nothing contained in this Agreement shall be deemed to limit the discretion of the School District in the formation of the Community Facilities District or the issuance of the Bonds. The School District shall have no liability if the Community Facilities District is not formed or the Bonds are not authorized by the qualified electors within the Community Facilities District or issued.

5. <u>Public Improvements</u>. Those School Facilities and Park Improvements which are proposed to be financed by the Community Facilities District, include, but are not limited to:



- Any and all actual costs of construction and acquisition of School (a) Facilities and Park Improvements including, but not limited to, equipping the School Facilities and Park Improvements with furniture, fixtures and equipment and tangible property with a useful life of five (5) years or longer, modifications, maintenance ("maintaining" "maintenance" of such facilities shall be limited to replacing tangible property with an estimated useful life of five (5) years or longer such as roofing, air conditioning or heating systems) acquisition, constructing, expansion, relocation, rehabilitation, leasing or purchasing of necessary School Facilities and Park Improvements and the required sites therefor and appurtenances thereto, including, but not limited to, athletic and recreation facilities, child care facilities, administrative facilities and permanent or relocatable classrooms, and the acquisition of transportation facilities; payment of fees, including but not limited to the planning and design work related thereto, as well as property, easements and rights-of-way, which District or JARPD is authorized by law to contribute revenue to, construct, own and operate, including the cost of leasing or purchasing completed facilities, construction, expansion, and/or rehabilitation of facilities, and the cost of financing all such facilities which are necessary to meet increased demands placed on District and JARPD, as a result of development of the Project, and the costs of planning, financing, engineering, designing, applying for State funding, contract administration, construction management, obtaining permits and licenses, insurance, change orders, legal, and fiscal and inspection fees, necessary or appropriate for such facilities and related facilities.
- Maximum Bond Amount and Maximum Special Tax Levy. Developer acknowledges that District currently is in the process of determining the maximum Bond authorization of the Community Facilities District and the maximum Special Tax levy of the Community Facilities District. The expected Special Tax rate, when combined with all other taxes and assessments levied thereon, shall not exceed two percent (2%) of the anticipated sales price for residential dwelling units constructed within the Project, and shall include an annual escalation rate of two percent (2%). In any event, District and Developer agree that the maximum Bond authorization of the Community Facilities District shall not exceed \$4,000,000 which may include, but not be limited to, the fees and costs of Bond Counsel and District's General Counsel, the fees of a fiscal agent and paying agent for the Bonds (including the cost of counsel to the fiscal agent), the amount necessary to fund a reasonably required reserve fund, the amount necessary to capitalize interest to completion of the Project, not to exceed 18 months, the underwriter's discount, fees and costs of financing and special tax consultants, and any other fees and costs incurred by the District in connection with the issuance of the Bonds. District and Developer further acknowledge and agree that the maximum Bond authorization amount referenced in the preceding sentence reflects (i) the Mitigation Payments; and (ii) the costs for the acquisition, design and construction of Park Improvements necessitated by the development of the Project. Developer acknowledges that it understands the basis for these calculations and believe them to be reasonable for purposes of formation of the Community Facilities District and the proposed levy and collection of the Special Tax on real property within the Community Facilities District, including the Property. Developer shall support having the Property included within the Community Facilities District and shall cooperate with District in its conduct of proceedings for the establishment of the Community Facilities District; provided, however, that Developer may, but does not by this Agreement, waive any requirements for notice of hearings for such proceedings. Developer and District agree that Bonds shall not be issued until such time as all lots expected to be developed within Community Facilities District have been created by



the recordation of a final subdivision map and a building permit for the first production residential unit of the Project has been issued.

- 7. Method of Apportionment. The method of apportionment of the Special Tax shall provide that the Community Facilities District shall levy the Assigned Annual Special Tax, as defined in the RMA, on developed properties following the issuance of building permits, and the Community Facilities District may levy a Special Tax against undeveloped property to the extent that the developed property cannot generate sufficient Special Tax revenues to pay debt service on the Bonds issued by the Community Facilities District, replenish the reserve fund or cover the reasonable administrative costs of the Community Facilities District.
- 8. <u>Apportionment of Bond Proceeds</u>. The proceeds of the sale of the Bonds shall be applied as follows:
 - i. <u>First Priority</u>: To pay for costs of issuing the Bonds, including the funding of a reserve fund for the Bonds ("Reserve Fund"), and reimbursing Developer and District for the costs of forming the Community Facilities District and issuing the Bonds as authorized under the Act.
 - ii. <u>Second Priority</u>: To pay for up to eighteen (18) months of capitalized interest.
 - iii. <u>Third Priority</u>: To pay for projected administrative expenses of the Community Facilities District until receipt of annual special tax revenue.
 - iv. <u>Fourth Priority</u>: To deposit into the School Facilities Account (regardless of actual designation in the fiscal agent agreement, for the Bonds (the "Fiscal Agent Agreement")) an amount equivalent to the Mitigation Payments.
 - v. <u>Fifth Priority</u>: To deposit into the Park District Facilities Account (regardless of actual designation in the Fiscal Agent Agreement), as hereinafter defined, an amount not to exceed the lessor of (a) \$5,000 less than the Mitigation Payments or (b) \$5,450 per dwelling unit.
 - vi. <u>Sixth Priority</u>: To deposit the remaining proceeds into the School Facilities Account.

9. Establishment of Funds.

a. School Facilities Account: The proceeds from the sale of the Bonds apportioned to satisfy the Mitigation Payments shall be held in a fund or account established by the fiscal agent for the Bonds ("School Facilities Account"). Interest earnings from the School Facilities Account shall be held within such account and sub-



accounts therein and shall be available for funding School Facilities.

- The proceeds of the Bonds b. Park District Facilities Account: apportioned to fund Park Improvements shall be held in a fund or account established by the fiscal agent ("Park District Facilities Account"). The number of dwelling units shall be determined at the time of Bond issuance. Park Improvements costs shall be paid upon the written request of the JARPD in a format acceptable to District. The request shall identify the specific residential unit(s) and tract(s) for which payment is requested and identify the specific Park Improvements costs to be paid and the amount of each JARPD cost that JARPD is seeking payment for. Neither the School District nor the Community Facilities District shall have any responsibility to pay for Park Improvements costs from any source other than the proceeds of Bonds which have been allocated to the Park District Facilities Account pursuant to this Section. Interest earnings from the Park District Facilities Account and the sub-accounts therein shall be held within such account and available for funding Park Improvements cost. In the event there are any funds left in the Park District Facilities Account ninety (90) days following the latter of (i) issuance of the last certificate of compliance; or (ii) the acquisition of all Park Improvements by the JARPD within the Project, the remaining funds and interest earnings shall be transferred to the School Facilities Account.
- 10. Payment and Prepayment of the Special Tax. District agrees that the Community Facilities District formation proceedings and the RMA shall provide that the Special Tax may either be payable annually for the purpose, among others, of repaying the Bonds or, alternatively, that the Special Tax may be prepaid in whole or in part by the applicable property owner in the Community Facilities District, including the Developer. Prepayments made prior to the issuance of the Bonds shall be used to finance school facilities and shall reduce the amount of Mitigation Payments to be funded through Bond proceeds.
- 11. Letter of Credit. Prior to the issuance and sale of the Bonds, Developer or its successors or assigns shall deliver to District cash (a "Cash Deposit") or an irrevocable standby letter of credit (a "Letter of Credit"), issued by a bank with a minimum Moody's long term rating of "A" and short term rating of "P-1," or which is otherwise acceptable to District, in an amount equal to one years' debt service on the Bonds to secure the payment of the semiannual installments of the Special Taxes levied on all lots and parcels within the Community Facilities District which are owned by Developer or its successors or assigns (excluding lots owned by Homeowner, defined below). The Letter of Credit shall name the fiscal agent for the Bonds as the beneficiary and shall provide that the fiscal agent may draw thereon, up to the full amount thereof, in the amount of any delinquencies in the payment of semiannual installments of the special taxes levied on properties within the Community Facilities District which are owned by Developer or its successors or assigns (other than Homeowners) to pay debt service on the Bonds. The Letter of Credit or Cash Deposit shall be maintained by Developer or its successors



or assigns (other than Homeowners) and the Letter of Credit shall be renewed annually by the issuing bank or a substitute bank acceptable to District until such time as the number of all residential lots into which the Project is subdivided upon the recordation of all of the subdivision maps therefore which are owned by Homeowners, as defined below, is equal to sixty percent (60%) of the number of all such residential lots. The Letter of Credit or Cash Deposit shall provide that until such condition is satisfied, the amount thereof shall be reduced on July 1 of each year, commencing on July 1 first following issuance of the Bonds and up to two additional times during any fiscal year at the request of Developer, to an amount equal to the total of the Special Taxes projected to be levied on all of the lots and parcels in the Community Facilities District which are owned by Developer or its successors or assigns (other than Homeowners) which will be collected in the next succeeding fiscal year (e.g. 2008-2009). Each Cash Deposit shall be reduced on the same terms. The Letter of Credit shall further provide that the failure of the issuance bank to renew the Letter of Credit until such condition is satisfied, or another Letter of Credit reasonably acceptable to District is provided, will enable the fiscal agent to draw the full amount thereof. In the event that a Letter of Credit is drawn in any amount as a result of failure of issuing bank to renew the Letter of Credit or failure of Developer to provide a substitute Letter of Credit or Cash Deposit and then a substitute Letter of Credit is provided by Developer or its successors or assigns, then all amounts drawn and not used to pay Special Taxes levied on lots and parcels within the Property in the Community Facilities District which are owned by Developer or its successors or assigns (other than Homeowners), shall be returned to the issuer of the Letter of Credit which was drawn upon or to Developer, as directed by Developer. If the trustee or fiscal agent draws any amount under the Letter of Credit, except upon the failure of the issuing bank to renew it or failure of Developer to provide a substitute Letter of Credit or Cash Deposit, the trustee or fiscal agent shall reimburse the amount drawn to the issuing bank without interest, solely from the delinquent Special Tax installments with respect to which any such amount is drawn when and if such installments are paid or the proceeds of foreclosure of the applicable property as a result of such delinquency. The form of the Letter of Credit shall in all respects be satisfactory to and approved by counsel to District.

- annually thereafter, as appropriate, levy and collect the Special Tax on all lots or parcels of land within the Community Facilities District which are subject to the Special Tax in an amount sufficient to pay the principal and interest coming due on such Bonds in each year. The Special Tax shall be levied at the rate or rates in accordance with the RMA which shall be approved by the voters in the Community Facilities District in the election thereon. District may include in the amount of the annual levy of the Special Tax on the lots of parcels of land within the Community Facilities District in any year (i) the debt service or the periodic costs on all outstanding Bonds, (ii) Administrative Expenses of the Community Facilities District, (iii) the costs associated with the release of funds from an escrow account, and (iv) any amount required to establish or replenish any reserve funds established in association with the Bonds, less (v) any amount available to pay debt service or other periodic costs on the Bonds pursuant to any applicable bond indenture, fiscal agent agreement, trust agreement or similar agreements and supplements thereto, if any.
- 13. <u>Surplus Special Taxes</u>. In any fiscal year in which (i) Special Tax revenues generated from the Community Facilities District exceed the amount needed to (a) pay debt service on the outstanding Bonds and (b) cover the administrative expenses of the



Community Facilities District, and (ii) no Special Taxes are being levied on Undeveloped Property, as defined in the RMA, all Special Tax revenue not required to pay financial obligation of the Community Facilities District in such fiscal year shall be made available for funding school facilities as authorized by formation documents for the Community Facilities District.

14. Process of Obtaining Certificate of Compliance.

- (a) Prior to Community Facilities District Formation. Prior to the formation of the Community Facilities District, Developer shall be permitted to seek certificates of compliance by making a cash deposit with District (the "Cash Deposit") in an amount equal to the Mitigation Payment for all residential units for which certificates of compliance are being issued. All Cash Deposits so made shall be held unexpended by the District and returned to Developer promptly following the issuance of the first series of Bonds. If the Community Facilities District is not formed prior to March 1, 2008, District may spend the Cash Deposit to finance School Facilities; provided however District will return to Developer the difference between the Mitigation Payment and the SB 50 Fee, as determined at the time such Cash Deposits were made. If the Community Facilities District is not formed by March 1, 2008, Developer may obtain a certificate of compliance for additional units upon making a Cash Deposit equal to the SB 50 Fee applicable at the time such certificate is requested.
- (b) <u>Following Community Facilities District Formation</u>. Developer may obtain certificates of compliance following the formation of the Community Facilities District for up to forty-five (45) production units upon payment of a Cash Deposit in an amount equal to the Mitigation Payment for all residential units for which certificates of compliance are being issued. All Cash Deposits so made shall be held unexpended by the District and returned to Developer promptly following the issuance of the first series of Bonds.
 - Failure by the Developer. In the event that the Community Facilities District has been formed and the Bonds have not been issued by the time Developer has requested a certificate of compliance for the forty-fifth (45th) production unit due to Developer's failure to timely cooperate in such issuance in a reasonable manner or to provide information and documents requested hereunder, Developer will not be permitted to seek additional certificates of compliance until such time Bonds have been issued or the Property is removed from the Community Facilities District as described herein. If Bonds have not been issued within three (3) months of the issuance of a certificate of compliance for the forty-fifth (45th) production unit, District or Developer may have the option to release the special tax lien applicable to the Property. At such time the Property shall be removed from the Community Facilities District. Upon the occurrence of such event, District may use Cash Deposits to finance School Facilities and Developer may obtain certificates of compliance for additional residential units upon making cash payments in amounts equal to the Mitigation Payments for each such unit.
 - (ii) <u>Failure by Other Reasons.</u> In the event the Community Facilities District is formed and Bonds have not been issued due to District's failure or any reasons other than Developer failure, Developer shall be permitted to seek additional certificates of compliance in excess of the initial forty-five (45) by making Cash Deposits in an



amount equal to the SB 50 Fee at the time such certificates of compliance are required by the District. In such case, District may spend the Cash Deposits to finance School Facilities; provided, however, District will return to Developer the difference between the Mitigation Payment and the SB 50 Fee, as determined at the time such Cash Deposits were made. However, if the Developer, in its sole discretion, decides to remove the Project from the Community Facilities District, Developer shall be required to make a cash payment to District in an amount equal to the Mitigation Payment for all square footage for which certificates of compliance had been issued prior for units within the Project, such amounts may be spent by the District for School Facilities of the District. All such payments may be used by District for School Facilities in accordance with SB 50.

- (c) Following Bond Issuance. Upon the issuance of the first series of Bonds, District shall return Cash Deposits to the Developer. District shall credit Developer the Mitigation Payment for the total projected assessable square feet to be constructed as disclosed by Developer in connection with the issuance of the Bonds (the "Mitigation Credit"). Following the issuance of the Bonds, at such time as Developer or its successor or assigns seek a certificate of compliance for a residential unit within the Project, the District shall debit the Mitigation Credit by the applicable assessable square feet of such residential unit as reflected on the applicable building permit application. At no time shall District be required to issue a certificate of compliance if the Mitigation Credit does not contain sufficient credit for the requested certificate of compliance. In such instance, a certificate of compliance will be issued by District only upon payment in cash by the applicant in an amount equal to the then current Mitigation Payment for such residential unit.
- 15. Advance and Reimbursement. Developer or its authorized representative, shall advance to District, the sum of Twenty-Five Thousand Dollars (\$25,000). District shall deposit such sum in an interest-bearing account in a commercial bank selected by District, and shall utilize the sum solely for the purpose of providing for costs associated with the formation of the Community Facilities District, the issuance and sale of the Bonds and levy of Special Taxes within the District. District shall expend such amounts advanced by Developer at such times and in such increments as District may, in its sole and absolute discretion, choose. District, at its sole discretion, reserves the right to retain special consultants and advisors to assist it in the formation of the Community Facilities District, and the issuance and sale of the Bonds. District shall, if requested by Developer in writing, provide Developer with copies of all contracts with special consultants and advisors that are to be paid from the amount deposited by Developer. Any portion of the funds that have been advanced by Developer pursuant to this Agreement, or interest thereon, which may remain in said account and which is not committed for payment of costs shall, upon issuance of the Bonds, be refunded by District to Developer.
- advanced by them and expended by District pursuant to this Section, from the proceeds of the sale of the Bonds of the Community Facilities District, if and when the Bonds are issued and sold provided that the sole source of such reimbursement shall be the proceeds of the Bonds. If the Bonds are not issued and sold for any reason, including the failure of the voters of the Community Facilities District to approve the levy of Special Taxes to pay principal of and interest thereon, District shall have no obligation whatsoever to reimburse Developer.



District agrees to keep records of funds advanced by Developer, or its successors and assigns, and of expenditures made therewith. Such records shall be available for inspection by Developer in the offices of District upon seven (7) business days' prior written notification by Developer.

- 17. <u>Attendance Priority</u>. District shall provide for priority attendance in accordance with Section 53312.7 of the Government Code. District reserves, in its sole discretion, the right to establish and modify attendance areas for all District school facilities, including the facilities constructed with the proceeds of the Community Facilities District to the extent that such actions do not violate Government Code Section 53312.7.
- 18. Agreement Binding on Community Facilities District. The Community Facilities District shall automatically become a party to this Agreement, and all provisions hereof which apply to District shall also apply to the Community Facilities District. The Board of Trustees of District, acting as the legislative body of the Community Facilities District, shall perform all parts of this Agreement which require performance on the part of the Community Facilities District.
- 19. <u>Disclosure</u>. Developer hereby covenants to District and to the Community Facilities District that Developer shall provide, or by contract with merchant builders require to be provided, to every purchaser of the Property or portion of the Property, all written disclosures required by law that adequately disclose the existence of the maximum Special Tax applicable to such Property or portion thereof. Community Facilities District and the Developer expressly acknowledges and agrees that District and the Community Facilities District shall have no duty or obligation, and shall incur no liability, jointly or severally, with respect to the herein described covenant by Developer, or any disclosure or nondisclosure by either Developer of the Community Facilities District and the Special Tax, or any matters related thereto, to any and all purchasers of the Property or portions of the Property.
- Event of Termination. In the event the Community Facilities District is 20. not established or the proceedings to form the Community Facilities District are terminated, or District reasonably determines that the formation of the Community Facilities District over and including the Property, and/or the levy of the Special Tax within the Community Facilities District is not consistent with sound municipal financial practices, this agreement shall terminate and shall be of no further force and effect. This Agreement shall be considered null and void, and the Developer shall be required to pay fees based on District fee ordinances then in place. In the event that the Community Facilities District is not formed because of the failure of the qualified voters within the Community Facilities District to approve the ballot propositions authorizing the levy of the Special Tax within the Community Facilities District and the issuance of Bonds and establishment of an appropriations limit, Developer agrees and shall be required to pay the District such amounts as may be payable under the provision of SB 50 as a condition precedent for District's issuance of a certificate of compliance pursuant to Government Code Section 53080(b) for any building permits requested by Developer, or its successors or assigns, from the County.
- 21. <u>Prohibition on Additional Fees</u>. Except as provided in this Agreement, District shall not, without Developer's consent, impose, nor shall District request that the County



impose, any fee, charge, tax, dedication or other form of requirement against the Property as a condition to issuance of any certificate of compliance by District or for any other reason, provided that Developer is fulfilling its obligations pursuant to this Agreement. So long as Developer continues to fulfill its obligation under this Agreement, District shall promptly provide to the County upon the request of Developer or any of their successors, District's certification relating to the development of the Property as required by Government Code Section 53080(b). This Agreement shall not preclude the authorization and issuance of general obligation bonds by District.

- 22. <u>Successors</u>. This Agreement shall not be binding upon any homeowner ("Homeowner") that purchases residential property from Developer and any reference to successors and assigns.
- 23. <u>Assignment</u>. Developer may not assign this Agreement or any right or duty hereunder without the express prior written approval of District. District's written approval to an assignment shall not be unreasonably withheld. If the assignment is approved by the District, the District shall provide such written approval within ten (10) business days of receipt of the request for assignment.
- 24. <u>State Funding</u>. In the event that the District receives funds from the State of California to house existing and/or projected students generated from existing and/or future residential units constructed in the Project ("State Funds"), Developer, or its successors or assigns, shall not be entitled to any refund or reduction in Special Taxes as a result of said State Funds.
- 25. <u>Time</u>. Time is of the essence of this Agreement and of each and every term, provision and condition hereof.
- 26. <u>General</u>. This Agreement may only be amended by a subsequent written agreement signed on behalf of the parties or their successors or assigns. This Agreement shall inure to the benefit of and be binding upon the successors and assigns of the parties hereto. This Agreement shall be construed in accordance with and governed by the Constitution and laws of the State of California. The captions of the Sections of this Agreement are provided for convenience only, and shall not have any bearing on the interpretation of any Section hereof. This Agreement may be executed in several counterparts, each of which shall be an original of the same Agreement.
- 27. <u>Notice</u>. Any notice sent pursuant to this Agreement shall be personally delivered to the appropriate address designated below, or delivered by registered or certified mail, postage prepaid and return receipt requested:

DISTRICT:

Jurupa Unified School District

4850 Pedley Road Riverside, CA 92509 Telephone: (951) 360-4157

Facsimile: (951) 360-4163

Attention: Assistant Superintendent of Business Services



DEVELOPER:

Loring Ranch 31503, L.P. c/o Mastercraft Development

400 North Tustin Avenue, Suite 325

Santa Ana, CA 92705 Telephone: (714) 567-0100 Facsimile: (714) 567-0110 Attention: Toby Williams

Delivery shall be deemed completed (i) upon delivery to the appropriate address during business hours, or (ii) upon receipt as indicated on the return receipt if by certified or registered mail.

- 28. <u>Severability</u>. If any non-material provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality or enforceability of the remaining portions hereof shall not, in any way, be affected or impaired thereby.
- 29. <u>Superseding Effect</u>. This Agreement represents the entire agreement of the parties hereto as to the matters contained herein, and supersedes any and all other agreements, whether oral or written, between the parties pertaining to financing of school facilities for the Project.
- 30. Attorneys' Fees. In the event any action or proceeding is commenced, including arbitration or a reference pursuant to Code of Civil Procedure Section 638, et seq., by one party against the other under this Agreement, the prevailing party shall be entitled to recover all costs and expenses, including the actual fees of its attorneys incurred for prosecution, defense, consultation, or advice in such action or proceeding. In addition to the foregoing award of attorneys' fees to the prevailing party, the prevailing party in any lawsuit relating to this Agreement shall be entitled to its attorneys' fees incurred in any post-judgment proceedings to collect or enforce the judgment. This provision is separate and several and shall survive the merger of this Agreement into any judgment on this Agreement.
- 31. <u>Recordation</u>. District shall have the right to record a copy of this Agreement in the Official Records of the Recorder for the County of Riverside.
- 32. <u>Authorization</u>. The persons executing this Agreement represent and agree that they have full authorization to execute this Agreement on behalf of the parties hereto and bind such parties to the rights and obligations contained herein.
- 33. <u>Interpretation</u>. The parties hereto acknowledge and agree that each has been given the opportunity to review this Agreement with legal counsel independently and/or has the requisite experience and sophistication to understand, interpret and agree to the particular language of the provisions hereto. In the event of ambiguity in or dispute regarding the interpretation of same, the provisions of this Agreement shall not be resolved by any rule of document construction providing for interpretation against the party who causes the uncertainty to exist or against District as the draftsmen.



IN WITNESS WHEREO)F, the parties	s hereto have	executed this	Agreement a	as of
the day and year written alongside their	signature.				

	"DISTRICT"
	JURUPA UNIFIED SCHOOL DISTRICT
Date:	By:
•	"DEVELOPER"
	LORING RANCH 31503, L.P., a California Limited Partnership By: MASTERCRAFT DEVELOPMENT, INC., a California corporation IT'S GENERAL PARTNER
Date:	By:



EXHIBIT "A"

COMMUNITY FACILITIES DISTRICT NO. 7 OF JURUPA UNIFIED SCHOOL DISTRICT

DESCRIPTION OF PROPERTY

That property located in the County of Riverside, State of California, identified as Riverside County Assessor's Parcel Nos. 181-220-037 and 181-220-039.



EXHIBIT "B"

COMMUNITY FACILITIES DISTRICT NO. 7 OF JURUPA UNIFIED SCHOOL DISTRICT

RATE AND METHOD OF APPORTIONMENT



STATE OF CALIFORNIA)	
COUNTY OF RIVERSIDE)	
On	me that he/she/they executed the same in by his/her/their signature(s) on the instrument the
WITNESS my hand and official seal.	
	Notary Public in and for the State of California

(SEAL)



STATE OF CALIFORNIA)	
COUNTY OF RIVERSIDE) ss	
On, 2007, before me,	e person(s) whose name(s) is/are subscribed to me that he/she/they executed the same in his/her/their signature(s) on the instrument the
WITNESS my hand and official seal.	
	Notary Public in and for the State of California
(SEAL)	



Rate & Method of Apportionment for Community Facilities District No. 7 Jurupa Unified School District

The following sets forth the Rate and Method of Apportionment for the levy and collection of Special Taxes (as defined below) by Community Facilities District No. 7 ("CFD No. 7") of Jurupa Unified School District ("School District"). A Special Tax shall be levied on and collected from Taxable Property (as defined below) in CFD No. 7 each Fiscal Year (as defined below) in an amount determined through the application of the Rate and Method of Apportionment described below. All of the real property in CFD No. 7, unless exempted by law or by the provisions hereof, shall be taxed for the purposes, to the extent, and in the manner herein provided.

Section A: Definitions

The terms hereinafter set forth have the following meanings:

- "Acre" or "Acreage" means the land area of an Assessor's Parcel as shown on an Assessor's Parcel Map, or if the land area is not shown on an Assessor's Parcel Map, the land area shown on the applicable Final Subdivision Map, parcel map, condominium plan, or other recorded County parcel map, that creates the boundaries of each Assessor's Parcel Number.
- "Act" means the Mello-Roos Community Facilities Act of 1982, being Chapter 2.5, Division 2 of Title 5 of the California Government Code.
- "Administrative Expenses" means any ordinary and necessary expense incurred by the School District on behalf of CFD No. 7 related to the determination of the amount of the levy of Special Taxes, the collection of Special Taxes including the expenses of collecting delinquencies, the administration of Bonds, the proportional payment of salaries and benefits of any School District employee to the extent duties are directly related to the administration of CFD No. 7, and costs otherwise incurred in order to carry out the authorized purposes of CFD No. 7.
- "Annual Special Tax" means the Special Tax actually levied in any Fiscal Year on any Assessor's Parcel.
- "Assessor's Parcel" means a lot or parcel of land designated on an Assessor's Parcel Map with an assigned Assessor's Parcel Number within the boundaries of CFD No. 7.
- "Assessor's Parcel Map" means an official map of the Assessor of the County designating parcels by Assessor's Parcel Number.
- "Assessor's Parcel Number" or "APN" means that number assigned to an Assessor's Parcel by the County for purposes of identification.
- "Assigned Annual Special Tax" means the Special Tax of that name described in Section D.
- "Board" means the Board of Education of Jurupa Unified School District or its designee as the legislative body of CFD No. 7.
- "Bond Index" means the national Bond Buyer Revenue Bond Index, commonly referenced as the 25-Bond Revenue Index. In the event the Bond Index ceases to be published, the index used shall be based on a comparable index for revenue bonds maturing in 30 years with an average rating equivalent to Moody's A1 and S&P's A-plus, as reasonably determined by the Board.



- "Bonds" means any obligation to repay a sum of money, including obligations in the form of bonds, notes, certificates of participation, long-term leases, loans from government agencies, or loans from banks, other financial institutions, private businesses, or individuals, or long-term contracts, or any refunding thereof, which obligation may be incurred by CFD No. 7 or the School District.
- "Bond Yield" means the yield on the last series of Bonds issued by or on behalf of CFD No. 7, as calculated at the time such Bonds are issued pursuant to Section 148 of the Internal Revenue Code of 1986, as amended for purpose of the Non-Arbitrage (Tax) Certificate or other similar bond issuance document.
- "Building Permit" means a permit for the construction of one or more Units issued by the County, or another public agency in the event the County no longer issues permits for the construction of Units within CFD No. 7. For purposes of this definition, "Building Permit" shall not include permits for construction or installation of commercial/industrial structures, parking structures, retaining walls, utility improvements, or other such improvements not intended for human habitation.
- "Building Square Footage" or "BSF" means the square footage of assessable internal living space of a Unit, exclusive of any carports, walkways, garages, overhangs, patios, enclosed patios, detached accessory structure, or other structures not used as living space, as determined by reference to the Building Permit for such Unit.
- "Calendar Year" means the period commencing January 1 of any year and ending the following December 31.
- "County" means the County of Riverside, State of California.
- "Developed Property" means all Assessor's Parcels of Taxable Property for which Building Permits were issued on or before May 1 of the prior Fiscal Year, provided that such Assessor's Parcels were created on or before January 1 of the prior Fiscal Year and that each such Assessor's Parcel is associated with a Lot, as determined reasonably by the Board.
- "Exempt Property" means all Assessor's Parcels designated as being exempt from Special Taxes in Section K.
- "Final Subdivision Map" means a final tract map, parcel map, lot line adjustment, or functionally equivalent map or instrument that creates building sites, recorded in the County Office of the Recorder.
- "Fiscal Year" means the period commencing on July 1 of any year and ending the following June 30.
- "Homeowner" means any owner of a completed unit constructed and sold within CFD No. 7.
- "Lot(s)" means an individual legal lot created by a Final Subdivision Map for which a Building Permit has been or could be issued. Notwithstanding the foregoing, in the case of an individual legal lot created by such a Final Subdivision Map upon which condominium units are entitled to be developed but for which a condominium plan has not been recorded, the number of Lots allocable to such legal lot for purposes of calculating the Undeveloped Tax applicable to such Final Subdivision Map shall equal the number of condominium units which are permitted to be constructed on such legal lot as shown on such Final Subdivision Map.

(L) 23

RMA_FINAL Page 2 of 9 4/13/2007

"Lot 86" means the property identified as Lot 86 on the County tentative tract map No. 31503 dated August 2006, which consists of approximately 12.91 acres as potentially modified upon recordation.

"Maximum Special Tax" means the maximum Special Tax, determined in accordance with Section C, that can be levied by CFD No. 7 in any Fiscal Year on any Assessor's Parcel.

"Minimum Annual Special Tax Requirement" means the amount required in any Fiscal Year to pay: (i) the debt service or the periodic costs on all outstanding Bonds, (ii) Administrative Expenses of CFD No. 7, (iii) the costs associated with the release of funds from an escrow account, and (iv) any amount required to establish or replenish any reserve funds established in association with the Bonds, less (v) any amount available to pay debt service or other periodic costs on the Bonds pursuant to any applicable bond indenture, fiscal agent agreement, trust agreement or similar agreements and supplements thereto, if any. In arriving at the Minimum Annual Special Tax Requirement the Board shall take into account the reasonably anticipated delinquent Special Taxes based on the delinquency rate for Special Taxes in the previous Fiscal Year.

"Minimum Taxable Acreage" means the applicable Acreage listed in Table 3 as set forth in Section K.

"Partial Prepayment Amount" means the amount required to prepay a portion of the Annual Special Tax obligation for an Assessor's Parcel as described in Section H.

"Prepayment Amount" means the amount required to prepay the Annual Special Tax obligation in full for an Assessor's Parcel as described in Section G.

"Present Value of Taxes" means the present value of any Special Tax applicable to such Assessor's Parcel in the current Fiscal Year not yet received by the School District for CFD No. 7, plus the expected Annual Special Tax applicable to such Assessor's Parcel in each remaining Fiscal Year until the termination date specified in Section J but not to exceed thirty-three (33) Fiscal years, using as the discount rate (i) the Bond Yield after Bond issuance or (ii) the most recently published Bond Index prior to Bond issuance.

"Proportionately" means that the ratio of the actual Annual Special Tax levy to the applicable Assigned Annual Special Tax is equal for all applicable Assessor's Parcels.

"Reserve Fund Credit" means, for each owner of an Assessor's Parcel wishing to prepay the Annual Special Tax obligation of such Assessor's Parcel, an amount equal to the reduction in the reserve requirement for the outstanding Bonds resulting from the redemption of Bonds with the applicable prepaid Special Taxes. In the event that a surety bond or other credit instrument satisfies the reserve requirement or the reserve requirement is under funded at the time of the prepayment, no Reserve Credit shall be given.

"Special Tax" means any of the special taxes authorized to be levied by CFD No. 7 pursuant to the Act.

"Taxable Property" means all Assessor's Parcels which are not Exempt Property.

"Undeveloped Property" means all Assessor's Parcels of Taxable Property which are not Developed Property.

"Unit" means each separate residential dwelling unit which comprises an independent facility capable of conveyance separate from adjacent residential dwelling units.



Section B: Classification of Assessor's Parcels

Each Fiscal Year, beginning with Fiscal Year 2007/2008, (i) each Assessor's Parcel within CFD No. 7 shall be classified as Taxable Property or Exempt Property; and (ii) each Assessor's Parcel of Taxable Property shall be classified as Developed Property or Undeveloped Property. Developed Property shall be further classified based on the Building Square Footage of the Unit. The classification of Exempt Property shall take into consideration the minimum Net Taxable Acreage as determined pursuant to Section K.

Section C: Maximum Special Taxes

1. Developed Property

The Maximum Special Tax for each Assessor's Parcel classified as Developed Property for any Fiscal Year shall be the amount determined by the greater of (i) the application of the Assigned Annual Special Tax or (ii) the application of the Backup Annual Special Tax for a given Final Subdivision Map.

2. Undeveloped Property

The Maximum Special Tax for each Assessor's Parcel classified as Undeveloped Property for any Fiscal Year shall be the amount determined by the application of the Assigned Annual Special Tax.

Section D: Assigned Annual Special Taxes

1. Developed Property

The Assigned Annual Special Tax in Fiscal Year 2007/2008 for each Assessor's Parcel of Developed Property shall be determined by reference to Table 1 according to the Building Square Footage of the Unit, subject to increase as described below.

<u>Table 1</u>

Assigned Annual Special Taxes for Developed Property Fiscal Year 2007/2008

Building Square Footage	Assigned Annual Special Tax
< 2,100	\$1,884.55 per Unit
2,100 – 2,400	\$1,989.25 per Unit
2,401 - 2,700	\$2,093.95 per Unit
> 2,700	\$2,224.82 per Unit

Each July 1, commencing July 1, 2008, the Assigned Annual Special Tax for each Assessor's Parcel of Developed Property shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

2. Undeveloped Property

The Assigned Annual Special Tax per Acre in Fiscal Year 2007/2008 for each Assessor's Parcel of Undeveloped Property shall be determined by reference to Table 2, subject to increase as described below.

4/13/2007

Page 4 of 9

Table 2

Assigned Annual Special Tax for Undeveloped Property Fiscal Year 2007/2008

Assigned Annual Special Tax

\$16,572.13 per Acre

Each July 1, commencing July 1, 2008, the Assigned Annual Special for each Assessor's Parcel of Undeveloped Property shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

Section E: Backup Annual Special Taxes

Each Fiscal Year, each Assessor's Parcel of Developed Property shall be subject to a Backup Annual Special Tax. The Backup Annual Special Tax for Developed Property within a Final Subdivision Map shall be the rate per Lot calculated according to the following formula in Fiscal Year 2007/2008 or such later Fiscal Year in which such Final Subdivision Map is created:

The terms above have the following meanings:

B = Backup Annual Special Tax per Lot in each Fiscal Year

U = Assigned Annual Special Tax per acre of Acreage for Undeveloped Property in the Fiscal Year the calculation is performed

A = Acreage of Taxable Property in such Final Subdivision Map after subtracting the Exempt Property as determined by the Board in Section K

L = Lots in the Final Subdivision Map at the time of calculation

Notwithstanding the foregoing, if all or any portion of the Final Subdivision Map(s) described in the preceding paragraph is subsequently changed or modified, then the Backup Annual Special Tax for each Assessor's Parcel of Developed Property in such Final Subdivision Map area that is changed or modified shall be a rate per square foot of Acreage calculated as follows:

- Determine the total Backup Annual Special Taxes anticipated to apply to the changed or modified Final Subdivision Map area prior to the change or modification.
- The result of paragraph 1 above shall be divided by the Acreage of Taxable Property which
 is ultimately expected to exist in such changed or modified Final Subdivision Map area, as
 reasonably determined by the Board.
- 3. The result of paragraph 2 above shall be divided by 43,560. The result is the Backup Annual Special Tax per square foot of Acreage which shall be applicable to Assessor's Parcels of Developed Property in such changed or modified Final Subdivision Map area for all remaining Fiscal Years in which the Special Tax may be levied. The Backup Annual Special Tax for an Assessor's Parcel of Developed Property in a Final Subdivision Map that is not changed or modified shall not be recalculated.



4/13/2007

Section F: Method of Apportionment of the Annual Special Tax

Commencing Fiscal Year 2007/2008 and for each subsequent Fiscal Year, the Board shall levy Annual Special Taxes as follows:

Step One: The Board shall levy an Annual Special Tax on each Assessor's Parcel of

Developed Property in an amount equal to the Assigned Annual Special Tax

applicable to each such Assessor's Parcel.

Step Two: If the sum of the amounts collected in step one is insufficient to satisfy the Minimum

Annual Special Tax Requirement, then the Board shall Proportionately levy an Annual Special Tax on each Assessor's Parcel of Undeveloped Property in an amount up to the Assigned Annual Special Tax applicable to each such Assessor's

Parcel to satisfy the Minimum Annual Special Tax Requirement.

Step Three: If the sum of the amounts collected in steps one and two is insufficient to satisfy the

Minimum Annual Special Tax Requirement, then the Board shall Proportionately levy an Annual Special Tax on each Assessor's Parcel of Developed Property up to the Maximum Special Tax applicable to each such Assessor's Parcel, to satisfy the

Minimum Annual Special Tax Requirement.

Section G: Prepayment of Annual Special Taxes

The Annual Special Tax obligation of an Assessor's Parcel of Developed Property or an Assessor's Parcel of Undeveloped Property may be prepaid in full, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel at the time the Annual Special Tax obligation would be prepaid. The Prepayment Amount for an Assessor's Parcel eligible for prepayment shall be determined as described below.

An owner of an Assessor's Parcel intending to prepay the Annual Special Tax obligation shall provide CFD No. 7 with written notice of intent to prepay. Within thirty (30) days of receipt of such written notice, the Board shall reasonably determine the Prepayment Amount of such Assessor's Parcel and shall notify such owner of such Prepayment Amount. The Prepayment Amount shall be calculated according to the following formula:

P = PVT - RFC + PAF

The terms above have the following meanings:

P = Prepayment Amount
PVT = Present Value of Taxes
RFC = Reserve Fund Credit

PAF = Prepayment Administrative Fees

Notwithstanding the foregoing, no prepayment will be allowed unless the amount of Annual Special Taxes that may be levied on Taxable Property, net of Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year and such prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Board. Such determination shall include identifying all Assessor's Parcels that are expected to become Exempt Property.

With respect to any Assessor's Parcel that is prepaid, the Board shall indicate in the records of CFD No. 7 that there has been a prepayment of the Annual Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the prepayment of the Annual Special Tax obligation and the release of the Annual Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such Annual Special Tax shall cease.



Section H: Partial Prepayment of Annual Special Taxes

The Annual Special Tax obligation of an Assessor's Parcel may be partially prepaid at the times and under the conditions set forth in this section, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel at the time the Annual Special Tax obligation would be prepaid.

Partial Prepayment Times and Conditions

Prior to the conveyance of the first production Unit on a Lot within a Final Subdivision Map, the owner of no less than all the Taxable Property within such Final Subdivision Map may elect in writing to the Board to prepay a portion of the Annual Special Tax obligations for all the Assessor's Parcels within such Final Subdivision Map, as calculated in Section G.2. below. The partial prepayment of each Annual Special Tax obligation shall be collected for all Assessor's Parcels prior to the conveyance of the first production Unit on a Lot within such Final Subdivision Map.

2. Partial Prepayment Amount

The Partial Prepayment Amount shall be calculated according to the following formula:

 $PP = P_G x F$

The terms above have the following meanings:

PP = the Partial Prepayment Amount

P_G = the Prepayment Amount calculated according to Section G

= the percent by which the owner of the Assessor's Parcel is partially prepaying

the Annual Special Tax A obligation

3. Partial Prepayment Procedures and Limitations

With respect to any Assessor's Parcel that is partially prepaid, the Board shall indicate in the records of CFD No. 7 that there has been a partial prepayment of the Annual Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the partial prepayment of the Annual Special Tax obligation and the partial release of the Annual Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such prepaid portion of the Annual Special Tax shall cease. Additionally, the notice shall indicate that the Assigned Annual Special Tax and the Backup Annual Special Tax for the Assessor's Parcel has been reduced by an amount equal to the percentage which was partially prepaid.

Notwithstanding the foregoing, no partial prepayment will be allowed unless the amount of Annual Special Taxes that may be levied on Taxable Property after such partial prepayment, net of Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year and such partial prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Board. Such determination shall include identifying all Assessor's Parcels that are expected to become Exempt Property.

Section I: Excess Assigned Annual Special Taxes

In any Fiscal Year which the Annual Special Taxes collected from Developed Property, pursuant to Step One of Section F, exceeds the Minimum Annual Special Tax requirement, the School District shall use such amount for acquisition, construction or financing of school facilities in accordance with the Act, CFD No. 7 proceedings and other applicable law as determined by the Board.



4/13/2007

Section J: Termination of Special Tax

Annual Special Taxes shall be levied for a period of thirty-three (33) Fiscal Years after Bonds have been issued, provided that Annual Special Taxes shall not be levied after Fiscal Year 2047/2048.

Section K: Exemptions

The Board shall classify as Exempt Property (i) Assessor's Parcels owned by the State of California, Federal or other local governments, (ii) Assessor's Parcels which are used as places of worship and are exempt from ad valorem property taxes because they are owned by a religious organization, (iii) Assessor's Parcels used exclusively by a homeowners' association, (iv) Assessor's Parcels with public or utility easements making impractical their utilization for other than the purposes set forth in the easement, (v) Assessor's Parcels developed or expected to be developed exclusively for non-residential use, including any use directly servicing any non-residential property, such as parking, as reasonably determined by the Board, (vi) Lot 86, and (vii) any other Assessor's Parcels at the reasonable discretion of the Board, provided that no such classification would reduce the Net Taxable Acreage to less than the Minimum Taxable Acreage listed in Table 3 below.

Not withstanding the above, the Board shall not classify an Assessor's Parcel as Exempt Property if such classification would reduce the sum of all Taxable Property to less than the Minimum Taxable Acreage. Assessor's Parcels which cannot be classified as Exempt Property because such classification would reduce the Acreage of all Taxable Property to less than the Minimum Taxable Acreage will continue to be classified as Developed Property or Undeveloped Property, as applicable, and will continue to be subject to Special Taxes accordingly.

Table 3

Minimum Taxable Acreage

Acres of Acreage 10.56

Section L: Appeals

Any property owner claiming that the amount or application of the Special Tax is not correct may file a written notice of appeal with the Board not later than twelve months after having paid the first installment of the Special Tax that is disputed. In order to be considered sufficient, any claim of appeal must: (i) specifically identify the property by address and Assessor's Parcel Number; (ii) state the amount in dispute and whether it is the whole amount or any a portion of the Special Tax; (iii) state all grounds on which the property owner is disputing the amount or application of the Special Tax, including a reasonably detailed explanation as to why the amount or application of such Special Tax is incorrect; (iv) include all documentation, if any, in support of the claim; and (v) be verified under penalty of perjury by the person who paid the Special Tax or his or her guardian, executor or administrator. A representative(s) of CFD No. 7 ("Representative") shall promptly review the appeal, and if necessary, meet with the property owner, consider written and oral evidence regarding the amount of the Special Tax, and rule on the appeal. If the Representative's decision requires that the Special Tax for an Assessor's Parcel be modified or changed in favor of the property owner, a cash refund shall not be made (except for the last year of levy), but an adjustment shall be made to the Annual Special Tax on that Assessor's Parcel in the subsequent Fiscal Year(s) as the representative's decisions shall indicate.



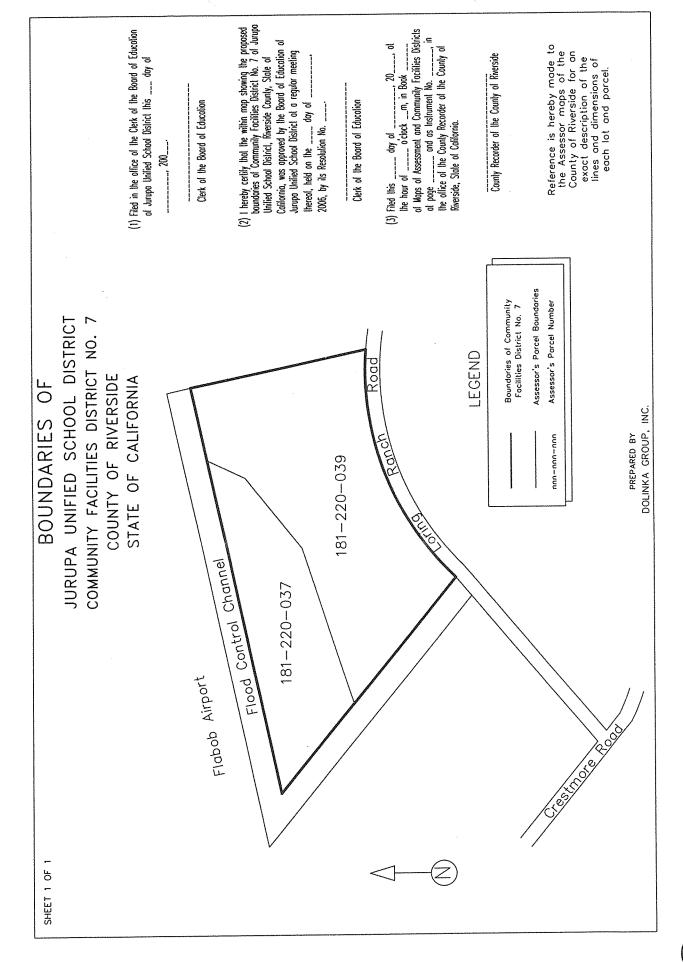
4/13/2007

Section M: Manner of Collection

The Annual Special Tax shall be collected in the same manner and at the same time as ordinary ad valorem property taxes, provided, however, that CFD No. 7 may collect Annual Special Taxes at a different time or in a different manner if necessary to meet its financial obligations.

J:\CLIENTS\JURUPA.USD\Mello\CFD No. 7 Mastercraft (65246)\Formation Docs\Final Docs\RMA_Final.doc

4/13/2007 **30**





RESOLUTION NO. 2007/51

RESOLUTION OF THE BOARD OF EDUCATION OF JURUPA UNIFIED SCHOOL DISTRICT DECLARING ITS INTENTION TO ESTABLISH PROPOSED COMMUNITY FACILITIES DISTRICT NO. 7 OF JURUPA UNIFIED SCHOOL DISTRICT

WHEREAS, the Board of Education (the "Board") of Jurupa Unified School District (the "School District") has received a written petition signed by the owner of certain real property owner within the School District requesting that the Board institute proceedings for the establishment of a community facilities district pursuant to Chapter 2.5 (commencing with Section 53311) of Part 1 of Division 2 of Title 5 of the California Government Code, commonly known as the "Mello-Roos Community Facilities Act of 1982," for the purposes of providing and financing school facilities and certain other public facilities to be owned by the Jurupa Area Recreation and Park District (collectively with the school facilities, the "Public Facilities") through the sale of bonds which are necessary to meet increased demands placed upon the School District and such public agencies as a result of the development within the boundaries of the proposed community facilities district; and

WHEREAS, the Board desires to issue bonds of the proposed community facilities district, the proceeds of which will be used to pay the cost of acquisition, construction, furnishing and equipping of the Public Facilities; and

WHEREAS, the repayment of the bonds are to be secured by special taxes to be levied on the real property within the proposed community facilities district, as more fully described herein;

NOW, THEREFORE, BE IT RESOLVED, BY THE BOARD OF EDUCATION OF THE JURUPA UNIFIED SCHOOL DISTRICT AS FOLLOWS:

Section 1. Findings. The Board finds that the foregoing recitals are true and correct and accepts the petition of the property owners in the proposed community facilities district.

Section 2. Proposed District. A community facilities district is proposed to be established under the terms of Chapter 2.5 (commencing with section 53311) of Part 1 of Division 2 of Title 5 of the California Government Code, commonly known as the "Mello-Roos Community Facilities Act of 1982" The name proposed for the community facilities district is "Community Facilities District No. 7 of Jurupa Unified School District, County of Riverside, State of California."

Section 3. Description and Map of Boundaries. The boundaries of the proposed community facilities district, are described in Exhibit "A" attached hereto, and are also shown on the map entitled "Boundaries of Community Facilities District No. 7 of Jurupa Unified School District, County of Riverside, State of California," which is on file with the Clerk of the Board of Education (the "Clerk"). Said map is approved and, pursuant to Section 3110 of the California Streets and Highways Code, the Clerk shall, after conforming with the other requirements of Section 3111 of said Code, record the original of said map in her office, and not later than



15 days prior to the date of the public hearing set forth in Section 6 hereof shall file a copy of said boundary map with the County Recorder of the County of Riverside.

Section 4. Types of Facilities; Incidental Expenses.

The following types of Public Facilities, which have an estimated useful life of five years or longer, are proposed to be provided within and financed by the proposed community facilities district:

- (a) public school facilities;
- (b) park and recreation facilities;
- (c) acquisition of land, rights-of-way and easements necessary for the school facilities and park and recreation facilities specified in paragraphs (a) and (b) above; and
- (d) The incidental expenses which will be incurred are: (i) the cost of engineering, planning and designing such facilities and the cost of environmental evaluations thereof, (ii) all costs associated with the creation of the proposed community facilities district, issuance of the bonds thereof, the determination of the amount of and collection of taxes, the payment of taxes, and costs otherwise incurred in order to carry out the authorized purposes of the community facilities district, and (iii) any other expenses incidental to the construction, acquisition, completion, and inspection of such school facilities, park and recreation facilities and public capital improvements.
- Section 5. Special Taxes. Except where funds are otherwise available, special taxes sufficient to pay for all such facilities and to pay the principal of and interest on the bonds of the proposed community facilities district and the annual administrative expenses of the School District and the proposed community facilities district in determining, apportioning, levying and collecting such special taxes, and in paying the principal of and interest on such bonds, and the costs of registering, exchanging and transferring such bonds, secured by the recordation of a continuing lien against all taxable or nonexempt property in the proposed community facilities district, and maintaining a reserve fund for such bonds, and paying any amounts that must be paid to the United States in order to preserve the tax-exempt status of such bonds shall be annually levied within the proposed community facilities district.

The rate and method of apportionment of special taxes to be levied on parcels of taxable property to pay the principal of and interest of the bonds of the proposed community facilities district which may be issued and sold to finance the design, construction and acquisition of school facilities for the benefit of parcels of property in the proposed community facilities district shall be as set forth in Exhibit "B" attached hereto and by this reference made a part hereof.

The maximum amounts of special taxes which may be levied in any year on parcels within the proposed community facilities district which are used for private residential purposes ("Residential Parcels") are specified in dollar amounts in Exhibit "B" hereto. Under no circumstance shall the special taxes levied on any Residential Parcel be increased as a



consequence of delinquency or default by the owner of any other parcel or parcels within the proposed community facilities district by more than ten percent (10%).

The conditions under which the obligation to pay the special taxes may be prepaid and permanently satisfied are as set forth in Exhibit "B" hereto.

Pursuant to Section 53340 of the California Government Code, said special taxes shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and the same procedure, sale, and lien priority in case of delinquency as is provided for ad valorem taxes.

Upon recordation of a notice of special tax lien pursuant to Section 3114.5 of the California Streets and Highways Code, a continuing lien to secure each levy of the special taxes shall attach to all non-exempt real property in the proposed community facilities district and that lien shall continue in force and effect until the special tax obligation is prepaid and permanently satisfied and the lien canceled in accordance with law or until collection of the special taxes ceases.

- Section 6. <u>Annexation of Territory</u>. Other property within the boundaries of the School District may be annexed into the proposed community facilities district upon the condition that parcels within that territory may be annexed only with the unanimous approval of the owner or owners of each parcel or parcels at the time that parcel or those parcels are annexed.
- Section 7. Exempt Properties. Pursuant to Section 53340 of the California Government Code, properties of entities of the state, federal, and local governments shall be exempt from the levy of special taxes for the payment of the principal of and interest on the bonds of the proposed community facilities district.
- Section 8. Necessity. The Board finds that the proposed school facilities described in Section 4 hereof are necessary to meet increased demands placed upon the School District as a result of new development occurring within the boundaries of the proposed community facilities district.
- Section 9. Owner Contracts. Pursuant to Section 53329.5 of the California Government Code, the Board finds that the public interest will not be served by allowing the owners of property within the proposed community facilities district to enter into a contract in accordance with subdivision (a) of that section, and that such owners shall not be permitted to elect to perform the work and enter into a written contract with the School District for the construction of the school facilities pursuant to said Section 53329.5.
- <u>Section 10.</u> <u>Hearing.</u> A public hearing on the establishment of the proposed community facilities district shall be held at 6:00 p.m. on June 21, 2007 in the Board Room, Education Center, 4850 Pedley Street, Riverside, California.
- Section 11. Notice. The Clerk shall publish a notice of the time and place of said hearing as required by Section 53322 of the California Government Code, and shall also give notice of the time and place of said hearing by first-class mail to each registered voter and to each landowner within the proposed community facilities district as prescribed by Section



53322.4 of said Code. Said notice shall be published at least seven (7) days and mailed at least 15 days before the date of the hearing, and shall contain the information required by said Section 53322.

Section 12. Reports. The officers of the School District who will be responsible for providing the proposed types of school facilities to be provided within and financed by the proposed community facilities district, if it is established, shall study the proposed district, and, at or before the time of said hearing, file a report with the Board containing a brief description of the school facilities by type which will in their opinion be required to adequately meet the needs of the proposed community facilities district and their estimate of the fair and reasonable cost of providing those school facilities and the incidental expenses to be incurred in connection therewith. All such reports shall be made a part of the record of the hearing to be held pursuant to Section 10 hereof.

Section 13. Repayment of Funds Advanced or Work-in-Kind. Pursuant to Section 53314.9 of the California Government Code, the Board proposes to accept advances of funds or work-in-kind from private persons or private entities and to provide, by resolution for the use of those funds or that work-in-kind, for any authorized purpose, including, but not limited to, paying any costs incurred by the School District in creating the community facilities district and to enter into an agreement by resolution, with the person or entity advancing funds or work-in-kind to repay funds advanced, or to reimburse the person or entity for the value or cost, whichever is less, of the work-in-kind, as determined by the Board.

Section 14. Description of Voting Procedures. The voting procedures to be followed in conducting the consolidated special elections on (i) the proposition of the proposed community facilities district incurring a bonded indebtedness in an amount not to exceed \$4,000,000, (ii) the proposition with respect to the levy of special taxes on the land within the community facilities district to pay the principal of and interest on the bonds thereof, and (iii) the proposition with respect to the establishment of an appropriations limit for the community facilities district in the amount of \$500,000, if the community facilities district is established and such consolidated special elections (the "consolidated special elections") are held, shall be as follows:

(a) If at least 12 persons have been registered to vote within the territory of the proposed community facilities district for each of the 90 days preceding the close of the public or protest hearing (the "protest hearing"), the vote in the consolidated special elections shall be by the registered voters of the community facilities district with each voter having one vote. In that event, the consolidated special elections shall be conducted by the Registrar of Voters of Riverside County, and shall be held on a date selected by the Board in conformance with the provisions of Section 53326 of the California Government Code and pursuant to the provisions of the California Elections Code governing elections of school districts, insofar as they may be applicable, and pursuant to said Section 53326 the ballots for the consolidated special elections shall be distributed to the qualified electors of the community facilities district by mail with return postage prepaid or by personal service, and the consolidated special elections shall be conducted as a mail ballot election.



- (b) If 12 persons have not been registered to vote within the territory of the community facilities district for each of the 90 days preceding the close of the protest hearing, and pursuant to Section 53326 of the California Government Code, the vote is therefore to be by the landowners of the community facilities district, with each landowner of record at the close of the protest hearing having one vote for each acre or portion of an acre of land that he or she owns within the community facilities district, the consolidated special elections shall be conducted by the Clerk as follows:
 - (1) The consolidated special elections shall be held on the earliest date, following the adoption by the Board of the resolution determining the necessity for the community facilities district to incur a bonded indebtedness pursuant to Section 53351 of the California Government Code, the resolution of formation establishing the community facilities district pursuant to Section 53325.1 of said Code, and a resolution pursuant to Section 53326 of said Code submitting the propositions with respect to (i) the levy of special taxes to pay the principal of and interest on the bonds of the community facilities district, and (ii) the establishing of an appropriations limit therefor to the qualified electors of the community facilities district, upon which such elections can be held pursuant to said Section 53326 which may be selected by the Board, or such earlier date as the owners of land within the community facilities district and the Clerk agree and concur is acceptable.
 - (2) Pursuant to said Section 53326, the consolidated special elections may be held earlier than 90 days following the close of the protest hearing if the qualified electors of the community facilities district waive the time limits for conducting the elections set forth in said Section 53326 by unanimous written consent and the Clerk concurs in such earlier election date as shall be consented to by the qualified electors.
 - (3) Pursuant to said Section 53326, ballots for the consolidated special elections shall be distributed to the qualified electors by the Clerk by mail with return postage prepaid, or by personal service.
 - (4) Pursuant to applicable sections of the California Elections Code governing the conduct of mail ballot elections, and specifically Chapter 5 (commencing with § 4000) of Division 2 of the California Elections Code with respect to elections conducted by mail, the Clerk shall mail to each qualified elector an official ballot in a form specified by the Board in the resolutions calling and consolidating the consolidated special elections, and shall also mail to all such qualified electors a ballot pamphlet and instructions to voter, including a sample ballot identical in form to the official ballot but identified as a sample ballot, a statement pursuant to Section 9401 of said Code, an impartial analysis by the County Counsel of the County of Riverside pursuant to Section 9500 of said Code with respect to the ballot propositions contained in the official ballot, arguments and rebuttals, if any, pursuant to Sections 9501 to 9507, inclusive, and 9509 of said Code, a return identification envelope with prepaid postage thereon addressed to the Clerk for the return of voted official ballots, and a copy of the



resolution of formation establishing the community facilities district, adopted by the Board pursuant to Section 53325.1 of the California Government Code, and the exhibits thereto; provided, however, that such analysis and arguments may be waived with the unanimous consent of all the landowners, and in such event a finding regarding such waivers shall be made in the resolution adopted by the Board calling the consolidated special elections.

- The official ballot to be mailed by the Clerk to each (5) landowner-voter shall have printed or typed thereon the name of the landowner-voter and the number of votes to be voted by the landowner-voter and shall have appended to it a certification to be signed by the person voting the official ballot which shall certify that the person signing the certification is the person who voted the official ballot, and if the landowner-voter is other than a natural person, that he or she is an officer of or other person affiliated with the landowner-voter entitled to vote such official ballot, that he or she has been authorized to vote such official ballot on behalf of the landowner-voter, that in voting such official ballot it was his or her intent, as well as the intent of the landowner-voter, to vote all votes to which the landowner-voter is entitled based on its land ownership on the propositions set forth in the official ballot as marked thereon in the voting square opposite each such proposition, and further certifying as to the acreage of the landowner-voter's land ownership within the community facilities district.
- (6) The return identification envelope delivered by the Clerk to each landowner-voter shall have printed or typed thereon the following: (i) the name of the landowner, (ii) the address of the landowner, (iii) a declaration under penalty of perjury stating that the voter is the landowner or the authorized representative of the landowner entitled to vote the enclosed ballot and is the person whose name appears on the identification envelope, (iv) the printed name and signature of the voter, (v) the address of the voter, (vi) the date of signing and place of execution of said declaration, and (vii) a notice that the envelope contains an official ballot and is to be opened only by the Clerk.
- (7) The instruction to voter form to be mailed by the Clerk to each landowner-voters shall inform them that the official ballots shall be returned to the Clerk voted as provided thereon and with the certification appended thereto properly completed and signed in the sealed return identification envelope with the certification thereon completed and signed and all other information to be inserted thereon properly inserted by 6:00 p.m. on the date of the election.
- (8) Upon receipt of the return identification envelopes which are returned prior to the voting deadline on the date of the elections, the Clerk shall canvass the votes cast in the consolidated special elections, and shall file a statement with the Board as to the results of such canvass and the election on each proposition set forth in the official ballot.



The procedures set forth in this section for conducting the consolidated special elections, if they are held, may be modified as the Board may determine to be necessary or desirable by a resolution subsequently adopted by the Board.

Section 15. Transmittal to County of Riverside. Upon adoption the Clerk shall transmit, or cause to be transmitted, a copy of this Resolution to the Board of Supervisors of the County of Riverside pursuant to California Government Code Section 53315.6.

PASSED AND ADOPTED by the Board of Education of the Jurupa Unified School District at a regular meeting thereof held on the 7th day of May, 2007 by the following vote:

NOES: ABSENT: SECONDED:	
	President of the Board of Education
ATTEST:	
Clerk of the Board of Education	

AYES:



STATE OF CALIFORNIA	
,) SS.
COUNTY OF RIVERSIDE)
•	
I, Mary Burns, Cler	k of the Board of Education of the Jurupa Unified School
District hereby certify this to be a	true and correct copy of Resolution Number 2007/51 which
was adopted by the Board of Educat	ion at its meeting on May 7, 2007.
	•
Witness my hand an	d the seal of the Jurupa Unified School District this
day of May, 2007.	_
3	
	Clerk of the Board of Education



EXHIBIT "A"

COMMUNITY FACILITIES DISTRICT NO. 7 OF JURUPA UNIFIED SCHOOL DISTRICT COUNTY OF RIVERSIDE

BOUNDARY MAP



SHEET 1 OF 1 Flabob Airport Flood Control Channel 181-220-037 COMMUNITY FACILITIES DISTRICT NO. 7 JURUPA UNIFIED SCHOOL DISTRICT 181-220-039 COUNTY OF RIVERSIDE STATE OF CALIFORNIA BOUNDARIES DOLINKA GROUP, INC. PREPARED BY nnn-nnn-nnn 유 LEGEND Assessor's Porcel Boundaries Assessor's Porcel Number Boundaries of Community Facilities District No. 7 (1) Filed in the office of the Clerk of the Board of Education (2) I hereby certify that the within map showing the proposed boundaries of Community Facilities District No. 7 of Jurupa (3) Filed this _____ day of _ the hour of _____ o'clock __m, in Book _____ of Mops of Assessment and Community Facilities Districts of page _____ in on as Instrument No. _____ in the office of the County Recorder of the County of provider of the County of the of Jurupa Unified School District this ____ day of 2006, by its Resolution No. _____ thereof, held on the ____ day of _____ Jurupa Unified School District at a regular meeting Collifornia, was approved by the Board of Education of Unified School District, Riverside County, State of Riverside, State of Colifornia. Clerk of the Board of Education Clerk of the Board of Education Reference is hereby made to the Assessor maps of the County of Riverside for an Counly Recorder of the County of Riverside lines and dimensions of each lot and parcel



EXHIBIT "B"

COMMUNITY FACILITIES DISTRICT NO. 7 OF JURUPA UNIFIED SCHOOL DISTRICT

RATE AND METHOD OF APPORTIONMENT OF THE SPECIAL TAX



Rate & Method of Apportionment for Community Facilities District No. 7

Community Facilities District No. 7
Jurupa Unified School District

The following sets forth the Rate and Method of Apportionment for the levy and collection of Special Taxes (as defined below) by Community Facilities District No. 7 ("CFD No. 7") of Jurupa Unified School District ("School District"). A Special Tax shall be levied on and collected from Taxable Property (as defined below) in CFD No. 7 each Fiscal Year (as defined below) in an amount determined through the application of the Rate and Method of Apportionment described below. All of the real property in CFD No. 7, unless exempted by law or by the provisions hereof, shall be taxed for the purposes, to the extent, and in the manner herein provided.

Section A: Definitions

The terms hereinafter set forth have the following meanings:

- "Acre" or "Acreage" means the land area of an Assessor's Parcel as shown on an Assessor's Parcel Map, or if the land area is not shown on an Assessor's Parcel Map, the land area shown on the applicable Final Subdivision Map, parcel map, condominium plan, or other recorded County parcel map, that creates the boundaries of each Assessor's Parcel Number.
- "Act" means the Mello-Roos Community Facilities Act of 1982, being Chapter 2.5, Division 2 of Title 5 of the California Government Code.
- "Administrative Expenses" means any ordinary and necessary expense incurred by the School District on behalf of CFD No. 7 related to the determination of the amount of the levy of Special Taxes, the collection of Special Taxes including the expenses of collecting delinquencies, the administration of Bonds, the proportional payment of salaries and benefits of any School District employee to the extent duties are directly related to the administration of CFD No. 7, and costs otherwise incurred in order to carry out the authorized purposes of CFD No. 7.
- "Annual Special Tax" means the Special Tax actually levied in any Fiscal Year on any Assessor's Parcel.
- "Assessor's Parcel" means a lot or parcel of land designated on an Assessor's Parcel Map with an assigned Assessor's Parcel Number within the boundaries of CFD No. 7.
- "Assessor's Parcel Map" means an official map of the Assessor of the County designating parcels by Assessor's Parcel Number.
- "Assessor's Parcel Number" or "APN" means that number assigned to an Assessor's Parcel by the County for purposes of identification.
- "Assigned Annual Special Tax" means the Special Tax of that name described in Section D.
- "Board" means the Board of Education of Jurupa Unified School District or its designee as the legislative body of CFD No. 7.
- "Bond Index" means the national Bond Buyer Revenue Bond Index, commonly referenced as the 25-Bond Revenue Index. In the event the Bond Index ceases to be published, the index used shall be based on a comparable index for revenue bonds maturing in 30 years with an average rating equivalent to Moody's A1 and S&P's A-plus, as reasonably determined by the Board.

H 29.12

- "Bonds" means any obligation to repay a sum of money, including obligations in the form of bonds, notes, certificates of participation, long-term leases, loans from government agencies, or loans from banks, other financial institutions, private businesses, or individuals, or long-term contracts, or any refunding thereof, which obligation may be incurred by CFD No. 7 or the School District.
- "Bond Yield" means the yield on the last series of Bonds issued by or on behalf of CFD No. 7, as calculated at the time such Bonds are issued pursuant to Section 148 of the Internal Revenue Code of 1986, as amended for purpose of the Non-Arbitrage (Tax) Certificate or other similar bond issuance document.
- "Building Permit" means a permit for the construction of one or more Units issued by the County, or another public agency in the event the County no longer issues permits for the construction of Units within CFD No. 7. For purposes of this definition, "Building Permit" shall not include permits for construction or installation of commercial/industrial structures, parking structures, retaining walls, utility improvements, or other such improvements not intended for human habitation.
- "Building Square Footage" or "BSF" means the square footage of assessable internal living space of a Unit, exclusive of any carports, walkways, garages, overhangs, patios, enclosed patios, detached accessory structure, or other structures not used as living space, as determined by reference to the Building Permit for such Unit.
- "Calendar Year" means the period commencing January 1 of any year and ending the following December 31.
- "County" means the County of Riverside, State of California.

RMA_FINAL

- "Developed Property" means all Assessor's Parcels of Taxable Property for which Building Permits were issued on or before May 1 of the prior Fiscal Year, provided that such Assessor's Parcels were created on or before January 1 of the prior Fiscal Year and that each such Assessor's Parcel is associated with a Lot, as determined reasonably by the Board.
- "Exempt Property" means all Assessor's Parcels designated as being exempt from Special Taxes in Section K.
- "Final Subdivision Map" means a final tract map, parcel map, lot line adjustment, or functionally equivalent map or instrument that creates building sites, recorded in the County Office of the Recorder.
- "Fiscal Year" means the period commencing on July 1 of any year and ending the following June 30.
- "Homeowner" means any owner of a completed unit constructed and sold within CFD No. 7.
- "Lot(s)" means an individual legal lot created by a Final Subdivision Map for which a Building Permit has been or could be issued. Notwithstanding the foregoing, in the case of an individual legal lot created by such a Final Subdivision Map upon which condominium units are entitled to be developed but for which a condominium plan has not been recorded, the number of Lots allocable to such legal lot for purposes of calculating the Undeveloped Tax applicable to such Final Subdivision Map shall equal the number of condominium units which are permitted to be constructed on such legal lot as shown on such Final Subdivision Map.

2007 H

Page 2 of 9 4/13/2007

- "Lot 86" means the property identified as Lot 86 on the County tentative tract map No. 31503 dated August 2006, which consists of approximately 12.91 acres as potentially modified upon recordation.
- "Maximum Special Tax" means the maximum Special Tax, determined in accordance with Section C, that can be levied by CFD No. 7 in any Fiscal Year on any Assessor's Parcel.
- "Minimum Annual Special Tax Requirement" means the amount required in any Fiscal Year to pay: (i) the debt service or the periodic costs on all outstanding Bonds, (ii) Administrative Expenses of CFD No. 7, (iii) the costs associated with the release of funds from an escrow account, and (iv) any amount required to establish or replenish any reserve funds established in association with the Bonds, less (v) any amount available to pay debt service or other periodic costs on the Bonds pursuant to any applicable bond indenture, fiscal agent agreement, trust agreement or similar agreements and supplements thereto, if any. In arriving at the Minimum Annual Special Tax Requirement the Board shall take into account the reasonably anticipated delinquent Special Taxes based on the delinquency rate for Special Taxes in the previous Fiscal Year.
- "Minimum Taxable Acreage" means the applicable Acreage listed in Table 3 as set forth in Section K.
- "Partial Prepayment Amount" means the amount required to prepay a portion of the Annual Special Tax obligation for an Assessor's Parcel as described in Section H.
- "Prepayment Amount" means the amount required to prepay the Annual Special Tax obligation in full for an Assessor's Parcel as described in Section G.
- "Present Value of Taxes" means the present value of any Special Tax applicable to such Assessor's Parcel in the current Fiscal Year not yet received by the School District for CFD No. 7, plus the expected Annual Special Tax applicable to such Assessor's Parcel in each remaining Fiscal Year until the termination date specified in Section J but not to exceed thirty-three (33) Fiscal years, using as the discount rate (i) the Bond Yield after Bond issuance or (ii) the most recently published Bond Index prior to Bond issuance.
- "Proportionately" means that the ratio of the actual Annual Special Tax levy to the applicable Assigned Annual Special Tax is equal for all applicable Assessor's Parcels.
- "Reserve Fund Credit" means, for each owner of an Assessor's Parcel wishing to prepay the Annual Special Tax obligation of such Assessor's Parcel, an amount equal to the reduction in the reserve requirement for the outstanding Bonds resulting from the redemption of Bonds with the applicable prepaid Special Taxes. In the event that a surety bond or other credit instrument satisfies the reserve requirement or the reserve requirement is under funded at the time of the prepayment, no Reserve Credit shall be given.
- "Special Tax" means any of the special taxes authorized to be levied by CFD No. 7 pursuant to the Act.
- "Taxable Property" means all Assessor's Parcels which are not Exempt Property.
- "Undeveloped Property" means all Assessor's Parcels of Taxable Property which are not Developed Property.
- "Unit" means each separate residential dwelling unit which comprises an independent facility capable of conveyance separate from adjacent residential dwelling units.

17

Section B: Classification of Assessor's Parcels

Each Fiscal Year, beginning with Fiscal Year 2007/2008, (i) each Assessor's Parcel within CFD No. 7 shall be classified as Taxable Property or Exempt Property; and (ii) each Assessor's Parcel of Taxable Property shall be classified as Developed Property or Undeveloped Property. Developed Property shall be further classified based on the Building Square Footage of the Unit. The classification of Exempt Property shall take into consideration the minimum Net Taxable Acreage as determined pursuant to Section K.

Section C: Maximum Special Taxes

1. Developed Property

The Maximum Special Tax for each Assessor's Parcel classified as Developed Property for any Fiscal Year shall be the amount determined by the greater of (i) the application of the Assigned Annual Special Tax or (ii) the application of the Backup Annual Special Tax for a given Final Subdivision Map.

2. Undeveloped Property

The Maximum Special Tax for each Assessor's Parcel classified as Undeveloped Property for any Fiscal Year shall be the amount determined by the application of the Assigned Annual Special Tax.

Section D: Assigned Annual Special Taxes

1. Developed Property

The Assigned Annual Special Tax in Fiscal Year 2007/2008 for each Assessor's Parcel of Developed Property shall be determined by reference to Table 1 according to the Building Square Footage of the Unit, subject to increase as described below.

Table 1

Assigned Annual Special Taxes for Developed Property Fiscal Year 2007/2008

Building Square Footage	Assigned Annual Special Tax
< 2,100	\$1,884.55 per Unit
2,100 – 2,400	\$1,989.25 per Unit
2,401 – 2,700	\$2,093.95 per Unit
> 2,700	\$2,224.82 per Unit

Each July 1, commencing July 1, 2008, the Assigned Annual Special Tax for each Assessor's Parcel of Developed Property shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

2. Undeveloped Property

The Assigned Annual Special Tax per Acre in Fiscal Year 2007/2008 for each Assessor's Parcel of Undeveloped Property shall be determined by reference to Table 2, subject to increase as described below.



Table 2

Assigned Annual Special Tax for Undeveloped Property Fiscal Year 2007/2008

Assigned Annual Special Tax

\$16,572.13 per Acre

Each July 1, commencing July 1, 2008, the Assigned Annual Special for each Assessor's Parcel of Undeveloped Property shall be increased by two percent (2.00%) of the amount in effect the prior Fiscal Year.

Section E: Backup Annual Special Taxes

Each Fiscal Year, each Assessor's Parcel of Developed Property shall be subject to a Backup Annual Special Tax. The Backup Annual Special Tax for Developed Property within a Final Subdivision Map shall be the rate per Lot calculated according to the following formula in Fiscal Year 2007/2008 or such later Fiscal Year in which such Final Subdivision Map is created:

The terms above have the following meanings:

B = Backup Annual Special Tax per Lot in each Fiscal Year

U = Assigned Annual Special Tax per acre of Acreage for Undeveloped Property in the Fiscal Year the calculation is performed

A = Acreage of Taxable Property in such Final Subdivision Map after subtracting the Exempt Property as determined by the Board in Section K

_ = Lots in the Final Subdivision Map at the time of calculation

Notwithstanding the foregoing, if all or any portion of the Final Subdivision Map(s) described in the preceding paragraph is subsequently changed or modified, then the Backup Annual Special Tax for each Assessor's Parcel of Developed Property in such Final Subdivision Map area that is changed or modified shall be a rate per square foot of Acreage calculated as follows:

- Determine the total Backup Annual Special Taxes anticipated to apply to the changed or modified Final Subdivision Map area prior to the change or modification.
- The result of paragraph 1 above shall be divided by the Acreage of Taxable Property which
 is ultimately expected to exist in such changed or modified Final Subdivision Map area, as
 reasonably determined by the Board.
- 3. The result of paragraph 2 above shall be divided by 43,560. The result is the Backup Annual Special Tax per square foot of Acreage which shall be applicable to Assessor's Parcels of Developed Property in such changed or modified Final Subdivision Map area for all remaining Fiscal Years in which the Special Tax may be levied. The Backup Annual Special Tax for an Assessor's Parcel of Developed Property in a Final Subdivision Map that is not changed or modified shall not be recalculated.



Section F: Method of Apportionment of the Annual Special Tax

Commencing Fiscal Year 2007/2008 and for each subsequent Fiscal Year, the Board shall levy Annual Special Taxes as follows:

Step One: The Board shall levy an Annual Special Tax on each Assessor's Parcel of

Developed Property in an amount equal to the Assigned Annual Special Tax

applicable to each such Assessor's Parcel.

Step Two: If the sum of the amounts collected in step one is insufficient to satisfy the Minimum

Annual Special Tax Requirement, then the Board shall Proportionately levy an Annual Special Tax on each Assessor's Parcel of Undeveloped Property in an amount up to the Assigned Annual Special Tax applicable to each such Assessor's

Parcel to satisfy the Minimum Annual Special Tax Requirement.

Step Three: If the sum of the amounts collected in steps one and two is insufficient to satisfy the

Minimum Annual Special Tax Requirement, then the Board shall Proportionately levy an Annual Special Tax on each Assessor's Parcel of Developed Property up to the Maximum Special Tax applicable to each such Assessor's Parcel, to satisfy the

Minimum Annual Special Tax Requirement.

Section G: Prepayment of Annual Special Taxes

The Annual Special Tax obligation of an Assessor's Parcel of Developed Property or an Assessor's Parcel of Undeveloped Property may be prepaid in full, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel at the time the Annual Special Tax obligation would be prepaid. The Prepayment Amount for an Assessor's Parcel eligible for prepayment shall be determined as described below.

An owner of an Assessor's Parcel intending to prepay the Annual Special Tax obligation shall provide CFD No. 7 with written notice of intent to prepay. Within thirty (30) days of receipt of such written notice, the Board shall reasonably determine the Prepayment Amount of such Assessor's Parcel and shall notify such owner of such Prepayment Amount. The Prepayment Amount shall be calculated according to the following formula:

P = PVT - RFC + PAF

The terms above have the following meanings:

P = Prepayment Amount
PVT = Present Value of Taxes
RFC = Reserve Fund Credit

PAF = Prepayment Administrative Fees

Notwithstanding the foregoing, no prepayment will be allowed unless the amount of Annual Special Taxes that may be levied on Taxable Property, net of Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year and such prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Board. Such determination shall include identifying all Assessor's Parcels that are expected to become Exempt Property.

With respect to any Assessor's Parcel that is prepaid, the Board shall indicate in the records of CFD No. 7 that there has been a prepayment of the Annual Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the prepayment of the Annual Special Tax obligation and the release of the Annual Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such Annual Special Tax shall cease.

Section H: Partial Prepayment of Annual Special Taxes

The Annual Special Tax obligation of an Assessor's Parcel may be partially prepaid at the times and under the conditions set forth in this section, provided that there are no delinquent Special Taxes, penalties, or interest charges outstanding with respect to such Assessor's Parcel at the time the Annual Special Tax obligation would be prepaid.

1. Partial Prepayment Times and Conditions

Prior to the conveyance of the first production Unit on a Lot within a Final Subdivision Map, the owner of no less than all the Taxable Property within such Final Subdivision Map may elect in writing to the Board to prepay a portion of the Annual Special Tax obligations for all the Assessor's Parcels within such Final Subdivision Map, as calculated in Section G.2. below. The partial prepayment of each Annual Special Tax obligation shall be collected for all Assessor's Parcels prior to the conveyance of the first production Unit on a Lot within such Final Subdivision Map.

2. Partial Prepayment Amount

The Partial Prepayment Amount shall be calculated according to the following formula:

 $PP = P_G x F$

The terms above have the following meanings:

PP = the Partial Prepayment Amount

P_G = the Prepayment Amount calculated according to Section G

F = the percent by which the owner of the Assessor's Parcel is partially prepaying

the Annual Special Tax A obligation

3. Partial Prepayment Procedures and Limitations

With respect to any Assessor's Parcel that is partially prepaid, the Board shall indicate in the records of CFD No. 7 that there has been a partial prepayment of the Annual Special Tax obligation and shall cause a suitable notice to be recorded in compliance with the Act to indicate the partial prepayment of the Annual Special Tax obligation and the partial release of the Annual Special Tax lien on such Assessor's Parcel, and the obligation of such Assessor's Parcel to pay such prepaid portion of the Annual Special Tax shall cease. Additionally, the notice shall indicate that the Assigned Annual Special Tax and the Backup Annual Special Tax for the Assessor's Parcel has been reduced by an amount equal to the percentage which was partially prepaid.

Notwithstanding the foregoing, no partial prepayment will be allowed unless the amount of Annual Special Taxes that may be levied on Taxable Property after such partial prepayment, net of Administrative Expenses, shall be at least 1.1 times the regularly scheduled annual interest and principal payments on all currently outstanding Bonds in each future Fiscal Year and such partial prepayment will not impair the security of all currently outstanding Bonds, as reasonably determined by the Board. Such determination shall include identifying all Assessor's Parcels that are expected to become Exempt Property.

Section I: Excess Assigned Annual Special Taxes

In any Fiscal Year which the Annual Special Taxes collected from Developed Property, pursuant to Step One of Section F, exceeds the Minimum Annual Special Tax requirement, the School District shall use such amount for acquisition, construction or financing of school facilities in accordance with the Act, CFD No. 7 proceedings and other applicable law as determined by the Board.



4/13/2007

Section J: Termination of Special Tax

Annual Special Taxes shall be levied for a period of thirty-three (33) Fiscal Years after Bonds have been issued, provided that Annual Special Taxes shall not be levied after Fiscal Year 2047/2048.

Section K: Exemptions

The Board shall classify as Exempt Property (i) Assessor's Parcels owned by the State of California, Federal or other local governments, (ii) Assessor's Parcels which are used as places of worship and are exempt from ad valorem property taxes because they are owned by a religious organization, (iii) Assessor's Parcels used exclusively by a homeowners' association, (iv) Assessor's Parcels with public or utility easements making impractical their utilization for other than the purposes set forth in the easement, (v) Assessor's Parcels developed or expected to be developed exclusively for non-residential use, including any use directly servicing any non-residential property, such as parking, as reasonably determined by the Board, (vi) Lot 86, and (vii) any other Assessor's Parcels at the reasonable discretion of the Board, provided that no such classification would reduce the Net Taxable Acreage to less than the Minimum Taxable Acreage listed in Table 3 below.

Not withstanding the above, the Board shall not classify an Assessor's Parcel as Exempt Property if such classification would reduce the sum of all Taxable Property to less than the Minimum Taxable Acreage. Assessor's Parcels which cannot be classified as Exempt Property because such classification would reduce the Acreage of all Taxable Property to less than the Minimum Taxable Acreage will continue to be classified as Developed Property or Undeveloped Property, as applicable, and will continue to be subject to Special Taxes accordingly.

Table 3

Minimum Taxable Acreage

Acres of Acreage 10.56

Section L: Appeals

Any property owner claiming that the amount or application of the Special Tax is not correct may file a written notice of appeal with the Board not later than twelve months after having paid the first installment of the Special Tax that is disputed. In order to be considered sufficient, any claim of appeal must: (i) specifically identify the property by address and Assessor's Parcel Number; (ii) state the amount in dispute and whether it is the whole amount or any a portion of the Special Tax; (iii) state all grounds on which the property owner is disputing the amount or application of the Special Tax, including a reasonably detailed explanation as to why the amount or application of such Special Tax is incorrect; (iv) include all documentation, if any, in support of the claim; and (v) be verified under penalty of perjury by the person who paid the Special Tax or his or her guardian, executor or administrator. A representative(s) of CFD No. 7 ("Representative") shall promptly review the appeal, and if necessary, meet with the property owner, consider written and oral evidence regarding the amount of the Special Tax, and rule on the appeal. If the Representative's decision requires that the Special Tax for an Assessor's Parcel be modified or changed in favor of the property owner, a cash refund shall not be made (except for the last year of levy), but an adjustment shall be made to the Annual Special Tax on that Assessor's Parcel in the subsequent Fiscal Year(s) as the representative's decisions shall indicate.



Section M: Manner of Collection

The Annual Special Tax shall be collected in the same manner and at the same time as ordinary ad valorem property taxes, provided, however, that CFD No. 7 may collect Annual Special Taxes at a different time or in a different manner if necessary to meet its financial obligations.

J:\CLIENTS\JURUPA.USD\Mello\CFD No. 7 Mastercraft (65246)\Formation Docs\Final Docs\RMA_Final.doc

H-20

4/13/2007

RESOLUTION NO. 2007/52

RESOLUTION OF THE BOARD OF EDUCATION OF THE JURUPA UNIFIED SCHOOL DISTRICT DECLARING NECESSITY FOR PROPOSED JURUPA UNIFIED SCHOOL DISTRICT COMMUNITY FACILITIES DISTRICT NO. 7 TO INCUR A BONDED INDEBTEDNESS

WHEREAS, pursuant Section 53321 of the California Government Code, the Board of Education (the "Board of Education") of the Jurupa Unified School District (the "School District") has adopted a resolution of intention to establish proposed Jurupa Unified School District Community Facilities District No. 7 of the County of Riverside, State of California, for the purpose of providing and financing school facilities and certain other public facilities to be owned by the Jurupa Area Recreation and Park District (collectively with the school facilities, the "Public Facilities") which are necessary to meet increased demands placed upon the School District and such public agencies as a result of development which will occur within said proposed community facilities district; and

WHEREAS, the Board of Education desires to issue bonds of the proposed community facilities district, the proceeds of which will be used for purposes of construction, acquisition, furnishing and equipping of Public Facilities; and

WHEREAS, the Board of Education has determined that it is necessary for said proposed community facilities district to incur a bonded indebtedness to construct, acquire, furnish and equip the Public Facilities; and

WHEREAS, the repayment of the bonds are to be secured by special taxes levied on all property in the proposed community facilities district.

NOW, THEREFORE, IT IS HEREBY RESOLVED by the Board of Education of the Jurupa Unified School District, the following:

Section 1. <u>Bonded Indebtedness</u>. The Board of Education of the School District of Jurupa Unified School District declares that it is necessary that a bonded indebtedness be incurred by and for the proposed Jurupa Unified School District Community Facilities District No. 7, County of Riverside, State of California, in an amount not to exceed \$4,000,000 for the purpose of financing the design, acquisition, construction, equipping and furnishing of the Public Facilities described in the resolution of intention with respect to the establishment of said community facilities district heretofore adopted by the Board of Education and the establishment of an appropriations limit in said community facilities district of \$500,000.

Section 2. <u>Costs Included</u>. The amount of the proposed indebtedness shall include all costs and estimated costs incidental to, or connected with, the accomplishment of the purposes for which the proposed bonded indebtedness is to be incurred, including, but not limited to, the estimated costs of construction, acquisition, equipping and furnishing of the Public Facilities which are proposed to be provided within and for the proposed community facilities district, acquisition of land and rights of way, satisfaction of contractual obligations relating to expenses



or the advancement of funds for expenses existing at the time the bonds are issued, architectural, engineering, inspection, legal, appraisal, fiscal and financial consultant fees, bond and other reserve funds, discount fees, interest on any bonds of the proposed community facilities district due and payable prior to the expiration of one year from the date of completion of the construction, acquisition, equipping and furnishing of the Public Facilities, not to exceed two years, election costs, and all costs of issuance of the bonds, including, but not limited to fees for bond counsel, costs of obtaining credit ratings, bond insurance premiums, fees for letters of credit, and other credit enhancement costs, and printing costs.

Section 3. <u>Payment of Bonded Indebtedness</u>. All non-exempt parcels of property within the proposed community facilities district shall be subject to the levy of special taxes to pay the principal of and interest on the bonds thereof which may be issued and sold to finance the design and construction of Public Facilities described in the Resolution of Intention. The tax is to be apportioned in accordance with the formula set forth in Exhibit "B" to the Resolution of Intention.

Section 4. <u>Hearing</u>. A public hearing on the proposed bonded indebtedness for said proposed community facilities district shall be held at 6:00 p.m. on June 21, 2007, in the Board Room, Education Center, 4850 Pedley Street, Jurupa, California. Said hearing shall be conducted concurrently with the hearing on the establishment of said proposed community facilities district.

Section 5. <u>Notice</u>. The School District Clerk shall publish a notice of the time and place of said hearing pursuant to Section 53346 of the California Government Code, and shall also give notice of the time and place of said hearing by first class mail to each registered voter and to each landowner or owner of leasehold interest in land within the proposed community facilities district.

PASSED AND ADOPTED by the Board of Education of the Jurupa Unified School District at a regular meeting thereof held on the 7th day of May, 2007 by the following vote.

2



Jurupa Unified School District

Resolution No. 2007/53

Emergency Repair of Four (4) HVAC Systems Sunnyslope Elementary School

Whereas, on April 3, 2007, vandals damaged Four (4) Heating, Ventilation, and Air Conditioning Systems beyond repair on relocatable classrooms at Sunnyslope Elementary School and;

Whereas, Public Contract Code Section 20113 states that the board may in an emergency when any work is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, by unanimous vote, with the approval of the county superintendent of schools, make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for that purpose without advertising for or inviting bids and;

Whereas, in order to permit the continuance of existing school classes at Sunnyslope Elementary an emergency replacement of the systems was required and;

Whereas the district contracted with Pacific Air, Heating and Cooling to replace the HVAC systems during the Spring Break recess at a cost of \$28,300.00;

NOW, THEREFORE, THE DISTRICT DOES HEREBY RESOLVE AND DECLARE AS FOLLOWS:

The Jurupa Unified School District, by unanimous vote declares the work performed during Spring Break to replace four HVAC systems on relocatable classroom buildings to be an emergency.

ADOPTED, SIGNED AND APPROVED this 7th day of May 2007.

	Carl Harris, President	
ATTEST:		
Mary Burns, Clerk of the Board	-	





APR 2 6 2007

FACILITY PLANNING

April 24, 2007

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

47-336 Oasis Street Indio, California 92201-6998

24980 Las Brisas Road Murrieta, California 92562 Mrs. Shelia E. Carpenter, Director Centralized Support Services Jurupa Unified School District 4850 Pedley Road Riverside, CA 92509

Dear Mrs. Carpenter:

Your letter dated April 18, 2007 requesting to waive the formal bid process in accordance with Public Contract Code 20113 declaring a state of emergency to for the replacement of four (4) Trane 4-ton HVAC systems, removal and disposal of existing equipment and all necessary sheet metal ducting and electrical work.

Specifically, this approval grants permission to Jurupa Unified School District to enter into a contract with Pacific Air, Heating & Cooling, Inc., to install the units. This work is necessary in order to provide classroom facilities to meet the needs of the district's enrollment and ensure the safety of the staff and students.

If you have any questions, please call me.

Riverside County

Gerald P. Colapinto

Board of Education

Lisa A. Convers

Lynne D. Craig

Betty Gibbel

Vick Knight

William R. Kroonen

Adolfo Mediano, Jr.

David Long, Ph.D. Riverside County

Superintendent of Schools

(951) 826-6670/PAX [951] 826-6199

DL:amf

Sincerely.



Jurupa Unified School District

Resolution No. 2007/54

Emergency Repair of Sound System Jurupa Valley High School

Whereas, the sound system at Jurupa Valley High School must be repaired in order to prepare for graduation ceremonies at Jurupa Valley High School and;

Whereas, the district will be seeking proposals from three contractors to upgrade the system and;

Whereas, the district has determined that time is of the essence and that all work must be completed prior to graduation ceremonies and;

Whereas, the advertisement, solicitation, and award of bids to upgrade the system and to perform the work will take more than eight (8) weeks and;

Whereas, Public Contract Code Section 20113 states that the board may in an emergency when any work is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, by unanimous vote, with the approval of the county superintendent of schools, make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for that purpose without advertising for or inviting bids and;

Whereas, in order to permit graduation ceremonies to occur at Jurupa Valley High School an emergency replacement of the sound systems is required and;

NOW, THEREFORE, THE DISTRICT DOES HEREBY RESOLVE AND DECLARE AS FOLLOWS:

The Jurupa Unified School District, by unanimous vote declares the work to be performed to upgrade the sound systems at Jurupa Valley High School stadium to be an emergency in order to permit graduation ceremonies to occur at Jurupa Valley High School.

ADOPTED, SIGNED AND APPROVED this 7th day of May 2007.

ATTEST:	Carl Harris, President
Mary Burns, Clerk of the Board	

JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509

(951) 360-4100

BOARD OF EDUCATION Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer John J. Chavez Michael A. Rodriguez SUPERINTENDENT Elliott Duchon

Resolution #2007/55 In Recognition of Classified School Employee Week May 20-26, 2007

WHEREAS, Classified employees are the foundation of the educational process for the students of Jurupa - our most precious resource - committed in their work to the establishment and promotion of a positive instructional environment; and

WHEREAS, Classified employees perform services and support essential to the schools, facilities and business operation of the Jurupa Unified School District - creating and maintaining an environment where learning can take place; and

WHEREAS, Classified employees serve as role models, making a positive difference daily, in the lives of Jurupa students; and

WHEREAS, Dedicated Classified employees are a valued, vital and integral part of our school district - performing essential work and achieving excellence - supporting the education, welfare and safety of Jurupa students;

BE IT THEREFORE RESOLVED, that the Jurupa Unified School District Board of Education expresses their grateful appreciation and wishes to recognize and honor the contribution of more than 900 classified employees, in over 100 job classifications, for their essential work supporting Jurupa students and the broader community, and hereby declares the week of May 20 through May 26, 2007, as Classified School Employee Week in the Jurupa Unified School District.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 7, 2007.

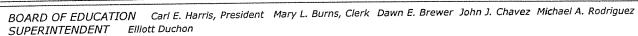
BOARD OF EDUCATION

Carl E. Harris, President	John J. Chavez, Member
Mary L. Burns, Clerk	Michael A. Rodriguez, Member
Dawn E. Brewer, Member	Elliott Duchon, Superintendent



JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100



Resolution #2007/56 In Recognition of "Teacher Appreciation Week" May 6-12, 2007

WHEREAS, certificated employees have the utmost respect and admiration for dedicating their lives and talents to the education of children—California's most precious and important resource; and

WHEREAS, certificated employees are recognized for their truly vital role in realizing the vision for California public education; and

WHEREAS, the Jurupa Unified School District acknowledges the limitless and lasting ways in which outstanding certificated employees contribute to their students' lives; and

WHEREAS, the Jurupa Unified School District recognizes that the quality of all students' educational experiences depends significantly and vitally upon the quality of their certificated employees;

NOW, THEREFORE, BE IT RESOLVED that the Jurupa Unified School District Board of Education expresses their grateful appreciation to all certificated employees for their contributions to the education of youth in the Jurupa Unified School District and hereby declares May 6-12, 2007 as "TEACHER APPRECIATION WEEK" in the Jurupa Unified School District.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 7, 2007.

BOARD OF EDUCATION

John J. Chavez, Member
Michael A. Rodriguez, Member
Elliott Duchon, Superintendent



JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100

BOARD OF EDUCATION Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer John J. Chavez Michael A. Rodriguez SUPERINTENDENT Elliott Duchon

RESOLUTION #2007/57

A RESOLUTION OF THE JURUPA UNIFIED SCHOOL DISTRICT ADOPTING PROCEDURES FOR THE TAKING AND STORING OF MINUTES PERTAINING TO CLOSED SESSION MEETINGS OF THE BOARD

WHEREAS, California Government Code Section 54957.2 provides that the governing Board of Trustees of the Jurupa Unified School District may, by ordinance or resolution, designate a clerk or other officer or employee of the District to enter in a minute book a record of topics discussed and decisions made at closed session meetings of the Board; and

WHEREAS, any such minute book maintained by a designee of the Board is not a public record subject to an inspection pursuant to the California Public Records Act and, therefore, must be kept confidential; and

WHEREAS, the Board desires that minutes pertaining to closed session meetings of the Board be taken and maintained by the District in a manner protecting the confidentiality of the minutes; and

WHEREAS, the Board desires to adopt policies and procedures pertaining to minutes of closed session meetings of the Board;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Jurupa Unified School District as follows:

- 1. The Board of Trustees of the Jurupa Unified School District hereby designate that person identified in the "Policies and Procedures for Taking and Storing of Minutes of Closed Session Meetings of the Board" set forth in Exhibit "A", to record and store minutes of each Closed Session meeting of the Board.
- 2. The Board of Trustees of the Jurupa Unified School District hereby approves the "Policies and Procedures for Taking and Storing of Minutes of Closed Session Meetings of the Board" set forth in Exhibit "A", which is attached hereto and incorporated herein by reference.



PASSED AND ADOPTED by the Board of District at a regular meeting thereof held following vote:	Trustees o on the 7th	f the Jurupa day of May	Unified /, 2007	School by the
President of the Board of Trustees				
ATTEST:				
Clerk of the Board of Trustees				
APPROVED AS TO FORM:				
By: District's Attorney				



STATE OF CALIFORNIA)
) ss.
COUNTY OF RIVERSIDE)

I, Mary Burns, Clerk of the Board of Trustees of the Jurupa Unified School District hereby certify this to be a true and correct copy of Resolution #2007/57 which was adopted by the Board of Trustees at its meeting on May 7, 2007.

Witness my hand and the seal of the Jurupa Unified School District this 7th day of May, 2007.

Clerk of the Board of Education



EXHIBIT "A"

POLICIES AND PROCEDURES FOR TAKING AND STORING MINUTES OF CLOSED SESSION MEETINGS OF THE DISTRICT'S BOARD OF TRUSTEES

The following policies and procedures shall apply to the taking and storing of minutes pertaining to closed session meetings of the Board.

- 1. The Senior Executive Assistant in attendance at each closed session meeting of the Board shall record in writing minutes of each closed session meeting in a minute book. The minute book shall contain, at least, a minimally descriptive list of the topics discussed, a description of each motion made by Board Members, the name of the Board Member making each motion, the name of the Board Member who seconds each motion and the name of each Board Member voting in favor of, against and abstaining on each motion. The minutes shall also reflect the names of all people present at each closed session discussion on each item noticed on the agenda for the closed session meeting.
- 2. If the Senior Executive Assistant is absent from the closed session meeting, the District Superintendent or his or her designee shall take minutes of the meeting. If neither the Senior Executive Assistant nor the District Superintendent is present at a closed session meeting, the President shall designate himself or herself or another Board Member present at the meeting to prepare the minutes.
- 3. Minutes of closed session meetings of the Board shall be delivered to the District Superintendent within five (5) business days of the date the minutes are taken. The District Superintendent shall store the minutes in order by date in a secured drawer or file cabinet in his or her office. Minutes of closed session meetings of the Board shall only be made available for review by the District Superintendent, the District's Attorney, members of the Board or pursuant to an order of a court of competent jurisdiction over the District.
- 4. Minutes shall be retained in accordance with the provisions of California Education Code section 35253.



BEST BEST & KRIEGER ATTORNEYS AT LAW

April 18, 2007

MEMORANDUM

To:

Elliott Duchon, Superintendent

FROM:

Legal Counsel

RE:

CLOSED SESSION MINUTE BOOK

CLOSED SESSION MINUTE BOOK

While the Board is not legally required to keep minutes of Closed Sessions, pursuant to Government Code §54957.2(a), the Board may, by ordinance or resolution, designate a clerk, officer or employee of the District who shall attend each Closed Sessions and keep written minutes in a minute book. The minute book need only contain a record of topics discussed and decisions made in each Closed Session. Once the resolution is adopted, minutes must be taken at all closed session meetings unless the ordinance is repealed by the Board.

Pursuant to Section 54957.1, the Board must publicly report certain actions taken in closed session and the vote or abstention of each Board Member on such actions. Having a person recording written minutes will be helpful to the Board in making the required public disclosures.

Notwithstanding their usefulness to the Board in making the required public disclosures, the minute book itself is confidential and not a public record subject to inspection pursuant to the California Public Records Act. An accidental or intentional disclosure of closed session minutes could result, for example, in the loss of the attorney-client privilege which might otherwise apply to the discussion of litigation in closed session. Because the minutes must be kept confidential, the Board may establish procedures not only for approving and storing the minutes, but also for their retention and destruction.

Despite their confidential nature, the written minutes may be made available to the Board Members and District's Attorney. Although not particularly detailed, the minute book could be used by a Board Member who was absent from the Closed Session to apprise him or herself of what was discussed and decided by the Board.

Cautionary Note:

The Board should mindful that if an interested person or the Riverside County District Attorney brings an action in court alleging a violation of the Brown Act at a Closed Session, the court may order disclosure of minute book. The Board, therefore, should be sure that the person designated to record minutes is trained and understands that the minutes should reveal no more than is necessary to accomplish their purpose.



BEST BEST & KRIEGER ATTORNEYS AT LAW

RESOLUTION DESIGNATING A MINUTE TAKER

The attached resolution may be used by the Board to designate a person to record and store written minutes and to adopt procedures to be followed pertaining to minutes of Closed Session. Rather than designating a single person (i.e. the Board Secretary) to record minutes, we propose that the Board provide for alternate minute takers as may become necessary. The attached resolution and accomplishes that. Additionally, the attached resolution provides procedures for taking, storing and retaining the minutes.

Pursuant to the procedures adopted by this resolution, the destruction of the minutes will be controlled by Cal Ed Code § 35253, that provides: Whenever the destruction of records of a district is not otherwise authorized or provided for by law, the governing board of the district may destroy such records of the district in accordance with regulations of the Superintendent of Public Instruction which he is herewith authorized to adopt. Presently, those regulations can be found in Title 5 of the California Code of Regulations at section 16020 et seq. Section 16033 states that "Minutes of the Board or Committees Thereof, including the text of a rule, regulation, policy, or resolution not set forth verbatim in the minutes but included therein by reference only" are classified as permanent records that "shall be retained indefinitely, unless microfilmed in accordance with Section 16022(c)."

STEVEN DeBAUN



JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-

BOARD OF EDUCATION Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer John J. Chavez Michael A. Rodriguez SUPERINTENDENT Elliott Duchon

RESOLUTION #2007/58

RESOLUTION OF THE GOVERNING BOARD OF THE JURUPA UNIFIED SCHOOL DISTRICT TO INCREASE BOARD MEMBER COMPENSATION

WHEREAS, Board By-Law 9250 authorizes Board members to receive compensation in the amount of \$400.00 per month provided such Board members either attend all meetings or are otherwise eligible to be paid for all meetings; and,

WHEREAS, Education Code section 35120, subdivision (e), provides that on an annual basis, the Board may increase the compensation of individual Board members in an amount not to exceed five (5) percent of the present monthly rate of compensation.

NOW THEREFORE, BE IT RESOLVED by the Board of Education of the Jurupa Unified School District that individual Board member compensation be increased by \$20.00 per month to \$440.00 per month effective the date of adoption of this Resolution.

PASSED AND ADOPTED by the Board of Trustees of the Jurupa Unified School District at a regular meeting thereof held on the 7th day of May, 2007 by the following vote:

Ayes: Noes:	President of the Board of Trustees
Abstain: Absent:	ATTEST:
	Clerk of the Board of Trustees
	APPROVED AS TO FORM:
	By:



BEST BEST & KRIEGER ATTORNEYS AT LAW

April 20, 2007

MEMORANDUM

To:

Elliott Duchon, Superintendent

CLIENT-MATTER No.: 12965.00000

FROM:

Steven C. DeBaun

Carrie A. Raven

RE:

BOARD MEMBER COMPENSATION

Board Bylaw Section 9250(a) and Education Code Section 35120

Presently, Board Bylaw Section 9250(a) authorizes Board members to receive compensation in the amount of \$400.00 per month.

The amount set by Board Bylaw Section 9250(a) is based on the maximum permitted by statute. Under California Education Code Section 35120, the compensation of Board Members is computed according to the average daily attendance for the prior school year.

Education Code section 35120(a)(4) provides, in part:

In any school district in which the average daily attendance for the prior school year was 25,000, or less, but more than 10,000, each member of the city board of education or the governing board of the district ... may receive as compensation for his or her services a sum not to exceed four hundred dollars (\$400) in any month. 1

Increase in Compensation Beyond Limits Set by Section 35120(a)(4)

Subdivision (e) to Education Code section 35120 provides:

On an annual basis, the governing board may increase the compensation of individual board members beyond the limits delineated in this section, in an amount not to exceed 5 percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the governing board.

Thus, the Board may vote to increase its monthly compensation of \$400 by five percent each year. When Education Code section 35120 (e) was first added to the statute, it also provided that the vote by the governing board could be rejected by a referendum by eligible voters in the District. In 2002, the part related to a referendum by voters was deleted. Therefore, the current law allows for the five percent increase annually by a simple resolution adopted by the governing board.



¹ For ADA between 25,000 and 60,000 the maximum compensation is \$750.00. RVPUB\CRAVEN\730882.1

BEST BEST & KRIEGER ATTORNEYS AT LAW

Resolution to Amend Board Bylaw Section 9250(a)

We have prepared the attached proposed amendment to Board Bylaw Section 9250(a) regarding the remuneration of board members. The adoption of this resolution follows the usual course for decision making by the board.

Please contact us if we may answer further questions about the process to increase Board Member compensation or any related issue.



JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100

BOARD OF EDUCATION Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer John J. Chavez Michael A. Rodriguez SUPERINTENDENT Elliott Duchon

RESOLUTION #2007/59

ABOLISHMENT OF TRUSTEE AREAS

WHEREAS, Education Code 5019(c) permits the governing board of a school district to initiate action to abolish trustee areas in the District; and.

WHEREAS, the Jurupa Unified School District governing board desires to abolish trustee areas in the District;

NOW, THEREFORE, BE IT RESOLVED, that the Jurupa Unified School District Governing Board requests that the Riverside County Committee on School District Organization call and conduct at least one public hearing on the proposal to abolish trustee areas in the District.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the Jurupa Unified School District at a regular meeting on May 7, 2007.

BOARD OF EDUCATION

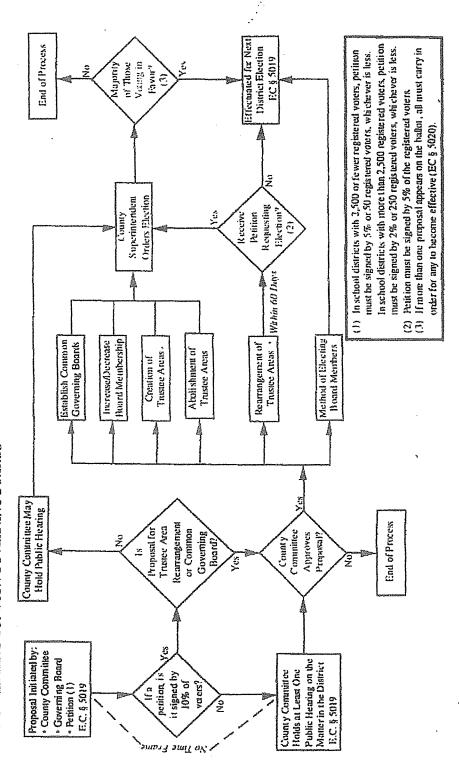
Carl E. Harris	John J. Chavez
Mary L. Burns	Michael A. Rodriguez
Dawn E. Brewer	Elliott Duchon, Superintendent



FLOWCHART E

OTHER FUNCTIONS OF THE COUNTY COMMITTEE

- · CREATING/ABOLISHING TRUSTEE AREAS
- INCREASING/DECREASING NUMBER OF BOARD MEMBERS
- REARRANGEMENT OF TRUSTEE AREAS
- ALTERNATE METHODS FOR ELECTING BOARD MEMBERS
- ESTABLISHING COMMON GOVERNING BOARDS





the following:

- (a) By its own action determine that the number of members of the governing board shall be increased to five, in which case two additional members shall be elected at an upcoming established election date, as specified in Section 1000 of the Elections Code, determined by the board.
- (b) Request the county superintendent of schools having jurisdiction to submit the question of whether the number of members of the governing board shall be increased to five to the voters of the elementary school district at an upcoming established election date, as specified in Section 1000 of the Elections Code, determined by the county superintendent of schools. At the same election, two additional members shall be elected to take office if the number of governing board members is increased.

Candidates for the two additional offices shall state in the declarations of candidacy filed for the election that the candidates are candidates for the two additional offices separately from the other offices to be filled in the election and shall clearly indicate to the voters that they may vote for two of the candidates to take office if the voters approve the proposed increase in the number of board members.

If the voters at the election do not approve the increase in membership of the governing board, the same question may be submitted to the voters at subsequent governing board member elections. Requests to the county superintendent to submit the question to the voters of a district shall be filed with him or her by the governing board of the district no later than 100 days prior to the election.

If, pursuant to either subdivision (a) or subdivision (b), two additional governing board members are authorized and elected, the one receiving the higher number of votes shall hold office for a term commencing the first day of the month following the election until the first Friday in December in the second succeeding year following the election in which a regular governing board election is held, and the other one shall hold office for a term commencing the first day of the month following the election until the first Friday in December in the first succeeding year following the election in which a regular governing board election is held. Thereafter the governing board shall be composed of five members elected in the same manner and for the same term as governing boards having five members.

- 5019. (a) Except in a school district governed by a board of education provided for in the charter of a city or city and county, in any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven or decrease to five the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.
- (b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.
 - (c) (1) A proposal to make the changes described in subdivision
- (a) or (b) may be initiated by the county committee on school



district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

- (2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.
- (d) If the county committee on school district organization approves pursuant to subdivision (a) the rearrangement of the boundaries of trustee areas for a particular district, then the rearrangement of the trustee areas shall be effectuated for the next district election occurring at least 120 days after its approval, unless at least 5 percent of the registered voters of the district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within 60 days of the proposal's adoption by the county committee on school district organization. If the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 120 days after its approval by the voters.
- **5019**.5. (a) Following each decennial federal census, and using population figures as validated by the Population Research Unit of the Department of Finance as a basis, the governing board of each school district or community college district in which trustee areas have been established, and in which each trustee is elected by the residents of the area he or she represents, shall adjust the boundaries of any or all of the trustee areas of the district so that one or both of the following conditions is satisfied:
- (1) The population of each area is, as nearly as may be, the same proportion of the total population of the district as the ratio that the number of governing board members elected from the area bears to the total number of members of the governing board.
- (2) The population of each area is, as nearly as may be, the same proportion of the total population of the district as each of the

other areas.

(b) The boundaries of the trustee areas shall be adjusted by the governing board of each school district or community college district, in accordance with subdivision (a), before the first day of March of the year following the year in which the results of each decennial census are released. If the governing board fails to adjust the boundaries before the first day of March of the year following the year in which the results of each decennial census are released, the county committee on school district organization shall do so before the 30th day of April of the same year.

The governing board of the school district or community college district shall reimburse all reasonable costs incurred by a county committee in adjusting the boundaries pursuant to this subdivision.

- (c) Except to the extent that the adjustment of trustee area boundaries is necessary for the purposes set forth in this section, the authority to establish or abolish trustee areas, rearrange the boundaries of trustee areas, increase or decrease the number of members of the governing board, or adopt any method of electing governing board members may be exercised only as otherwise provided under this article.
- **5019**.7. Section **5019**.5 shall not apply to multiple campus community college districts with campuses in more than one county.
- proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.
- (b) If a petition requesting an election on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.
- (c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.

- (d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.
- (e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:

"For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District --Yes" and "For the establishment (or abolition or rearrangement) of trustee areas in (insert name) School District -- No." "For increasing the number of members of the governing board of (insert name) School District from five to seven--Yes" and "For increasing the number of members of the governing board of (insert name) School District from five to seven--No." "For decreasing the number of members of the governing board of (insert name) School District from seven to five--Yes" and "For decreasing the number of members of the governing board of (insert name) School District from seven to five--No." "For the election of each member of the governing board of the (insert name) School District by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District -- No." "For the election of one member of the governing board of the (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--Yes" and "For the election of one member of the governing board of the name) School District residing in each trustee area elected by the registered voters in that trustee area -- No." "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the _ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District -- No." "For the establishment (or abolition) of a common governing board (insert name) School District and the ____ (insert name) School District--Yes" and "For the establishment (or abolition) of a ____ (insert name) School District and common governing board in the

If more than one proposal appears on the ballot, all must carry in order for any to become effective, except that a proposal to adopt one of the methods of election of board members specified in Section 5030 which is approved by the voters shall become effective unless a proposal which is inconsistent with that proposal has been approved by a greater number of voters. An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.

the ____ (insert name) School District -- No."

- 5021. (a) If a proposal for the establishment of trustee areas formulated under Sections 5019 and 5020 is approved by a majority of the voters voting at the election, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. In the event two or more trustee areas are established at such election which are not represented in the membership of the governing board of the school district, or community college district the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the governing board shall be made.
- (b) If a proposal for rearrangement of boundaries is approved by a majority of the voters voting on the measure, or by the county committee on school district organization when no election is required, and if the boundary changes affect the board membership, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030.
- (c) If a proposal for abolishing trustee areas is approved by a majority of the voters voting at the election, the incumbent board members shall serve out their terms of office and succeeding board members shall be nominated and elected at large from the district.
- 5022. If the number of members of the governing board is increased from five to seven, the two additional members of the board of trustees shall be appointed by the governing board of the district, with the term of one of those two additional appointees being designated to expire on the first Friday in December of the next succeeding odd-numbered year and the term of the other appointee being designated to expire on the first Friday in December of the second succeeding odd-numbered year.
- 5023. (a) Whenever an elementary, high school or unified school district or a portion of any such district is annexed to another school district in which trustee areas have been established the county committee on school district organization of the county having jurisdiction over the annexing district shall study and make recommendations with respect to trustee areas of the annexing district as enlarged. Procedures contained in Section 5019 shall be used for purposes of this section.
- (b) Recommendations adopted under provisions of subdivision (a), if approved by the electors, shall become effective on the same date that the annexing district as enlarged becomes effective for all purposes.
- 5024. The county committee may provide that an election to elect trustees, pursuant to its recommendations under Section 5023, shall be held at the same time as is held the election to effect a change in trustee areas.
- 5025. In the event an election is called pursuant to Section 5020,

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 written notice of the complaint procedures will be made to students, employees, parents/guardians, district/school advisory committees, appropriate private school officials or representatives and other interested parties.

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

Approved: 9-21-92

The notice shall:

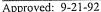
- 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- 2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
- 3. Advise the complainant of the appeal process pursuant to Education 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.

Approved: 9-21-92



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 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



Approved: 9-21-92

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

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.

INSTRUCTION

SUBJECT: Sexual Health and HIV/AIDS Prevention Instruction

The Governing Board recognizes that accurate information about family life and human sexuality may contribute to a decreased risk for sexually transmitted diseases or unintended pregnancies. The Board also recognizes that Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis and that education is a necessary component for helping to slow the spread of this disease. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

The district's curriculum shall be based on medically accurate and factual information and shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The district's program shall comply with the requirements of law and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Parent/Guardian Notification and Excuse

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in comprehensive sexual health education and HIV/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

- 1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV/AIDS prevention education are available for inspection
- 2. That parents/guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
- 3. That parents/guardians have a right to request a copy of Education Code 51930-51938
- 4. Whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV/AIDS prevention education, the notification shall include:

Adopted: 9-8-92 revised: 9-20-99

revised:

(update: Mar.07)



- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933-51934

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the district shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given.

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification.

Upon written request, a parent/guardian may excuse his/her child from participating in comprehensive sexual health or HIV/AIDS prevention education or from participating in questionnaires or surveys regarding health behaviors and risks. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51939)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of Student Rights

7906 Sex education

Adopted: 9-8-92 revised: 9-20-99

revised:

(update: Mar.07)



INSTRUCTION

SUBJECT: Sexual Health and Hiv/Aids Prevention Instruction

Comprehensive Sexual Health Instruction

The district's sexual health education curriculum shall satisfy the following criteria: (Education Code 51931, 51933)

- Instruction and materials shall be age appropriate. Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- All factual information presented shall be medically accurate and objective.
- Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.
- Instruction shall be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student, as otherwise provided in the Education Code.
- Instruction and materials shall be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities.
- Instruction and materials shall be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- Instruction and materials shall encourage a student to communicate with his/her parents/guardians about human sexuality.
- Instruction and materials shall teach respect for marriage and committed relationships.
- Instruction and materials may not teach or promote religious doctrine.
- Instruction and materials may not reflect or promote bias against any person on

9-8-92 Adopted: 9-20-99 revised: approved:



the basis of any category protected by Education Code 220.

- 10. Beginning in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
- 11. Beginning in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.
- 12. Beginning in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.
- 13. Beginning in grade 7, instruction and materials shall provide students with skills for making and implementing responsible decisions about sexuality.
- 14. Beginning in grade 7, instruction and materials shall provide students with information on the law on surrendering physical custody of a minor child 72 hours or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.

HIV/AIDS Prevention Instruction

HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school by instructors trained in the appropriate courses. Instruction shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences and shall include: (Education Code 51934)

- 1. Information on the nature of HIV/AIDS and its effects on the human body.
- 2. Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.
- 3. Discussion of methods to reduce the risk of HIV infection, including:
 - a. Emphasis that sexual abstinence, monogamy, the avoidance of multiple sexual partners and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention.

Adopted: 9-8-92 revised: 9-20-99 approved:



- b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection.
- c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use.
- 4. Discussion of the public health issues associated with HIV/AIDS.
- 5. Information on local resources for HIV testing and medical care.
- 6. Development of refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
- 7. Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.

In-Service Training and Use of Consultants

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV/AIDS prevention education, through regional planning, joint powers agreements or contract services. (Education Code 51935)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV/AIDS prevention education and with the California Department of Education. (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for district personnel who have demonstrated expertise or received inservice training from the California Department of Education or federal Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV/AIDS in-service training to cover the topic of comprehensive sexual health education for district personnel teaching sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

The Superintendent or designee may contract with outside consultants with expertise in comprehensive sexual health or HIV/AIDS prevention education, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver the instruction or to provide training for district personnel. (Education Code 51936)

Adopted: 9-8-92 revised: 9-20-99 approved:

P 29.5 04/24/2007 10:17 FAX 14015L

₫ 002/002

C.B.M.S., INC. 1115 MAIN STREET - HOPE VALLEY, RI 02632 TEL: 401-539-2299 - FAX: 401-539-3431

04/24/07

TO WHOM IT MAY CONCERN;

M-F ATHLETICS IS THE SOLE SOURCE PROVIDER OF POLE VAULT AND HIGH JUMP STEEL COVERS MANUFACTURED BY

C.B.M.S. INC. OF HOPE VALLEY RHODE ISLAND

STATE OF CALIFORNIA

FIVE YEAR PLAN

DEFERRED MAINTENANCE PROGRAM

SAB 40-20 (REV 01/05)

Page 1 of 3

GENERAL INFORMATION

This Form is a summary of proposed deferrred maintenance projects the applicant district plans on completing annually over the next five fiscal years using the Basic Grant, pursuant to Education Code Section 17591. The fiscal year the plan commences is determined by the fiscal year in which it was filed. New and revised plans are accepted on a continuous basis for the current fiscal year up to the last working day in June. Revisions are not accepted for prior fiscal years.

SPECIFIC INSTRUCTIONS

Part I - Authorized District Representative

Complete to designate or change the authorized district representative. Enter the name of the district employee that can act on behalf of the District. A consultant who is on contract with the district to communicate with the OPSC on behalf of the district's board may be listed.

Part II - Estimated Fiscal Year Data

ITEM	DESCRIPTION	INSTRUCTIONS
1	Number of Projects	List the number of eligible projects in each of the project categories shown (refer to Regulation Section 1866.4.1).
2-6	Current and subsequent fiscal years	Enter the total estimated costs in each project category for each fiscal year identified for the projects reported in column 1.
7	Total Estimated Cost	For each project category enter the totals of columns 2-6.
8	Grand Total	Total all columns.
9	Remarks	Include any additional information for each category. If the district is applying for extreme hardship grants for any of the projects listed on the plan, identify those projects in this space. If additional space is needed, you may attach a separate sheet with your remarks to this form.
10	School Information	List the facilities where deferred maintenance projects are planned as reported in column 1 or this Five Year Plan (refer to Regulation Section 1866.4.1). If additional space is needed, you may attach a separate sheet.
11	Certification	Review and complete (refer to Regulation Section 1866.4 and EC Section 17584.1).

When completed mail this form to:

Office of Public School Construction Attn: Deferred Maintenance Program 1130 K Street, Suite 400 Sacramento, CA 95814

NOTE: Any Five Year Plan, SAB 40-20, not conforming to State Allocation Board (SAB) guidelines will be returned to the district. If you need assistance in completing this form, please contact the Office of Public School Construction, at 916.445.3160.



STATE OF CALIFORNIA FIVE YEAR PLAN DEFERRED MAINTENANCE PROGRAM SAB 40-20 (REV 01/05)

STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 2 of 3

SCHOOL DISTRICT	Jurupa Unified School District	FIVE DIGIT DISTRICT CODE NUMBER 40/
COUNTY	Riverside	CURRENT FISCAL YEAR 2006 / 2007

The district:

has not previously submitted a Five Year Plan.

is submitting this updated/revised Five Year Plan which supersedes the plan currently on file with SAB.

Part I - Authorized District Representative

The following individual has been designated as a district representative by the school board minutes:

DISTRICT REPRESENTATIVE	TITLE
Pam Lauzon	Assistant Superintendent
BUSINESS ADDRESS 4850 Pedley Road Riverside, CA 92509	TELEPHONE NUMBER 951-360-4157
E-MAIL ADDRESS	FAX NUMBER

Part II - Estimated Fiscal Year Data

PROJECT CATEGORY	1. NUMBER OF PROJECTS	2. CURRENT FISCAL YEAR	3. SECOND FISCAL YEAR	4. THIRD FISCAL YEAR	5. FOURTH FISCAL YEAR	6. FIFTH FISCAL YEAR	7. TOTAL ESTIMATE COST
ASBESTOS	6	43,045	20,000	20,000	20,000	20,000	123,045
ELECTRICAL	4	44,611	45,000	38,000	35,000	35,000	197,611
FLOORS	10	96,029	100,000	125,000	125,000	125,000	571,029
HVAC - A/C	39	209,022	120,000	1,125,000	1,560,000	1,605,000	4,619,022
PAINTING-EXT.	14	252,850	450,000				702,850
PAINTING-INT.	17	590	81,000	172,500	48,000	37,000	339,090
PAVING	24	368,789	302,700	284,500	315,500	368,000	1,639,489
PLUMBING	23	80,854	337,950	361,950	298,950	211,250	1,290,954
ROOFING	14	385,923	435,500	650,000	275,000	25,000	1,771,423
WALL SYSTEMS	12	298,333	410,000	100,000	100,000	100,000	1,008,333
8. Grand Total	163	1,780,046	2,302,150	2,876,950	2,777,450	2,526,250	12,262,846

9. Remarks



STATE OF CALIFORNIA

FIVE YEAR PLAN

DEFERRED MAINTENANCE PROGRAM

SAB 40-20 (REV 01/05)

STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 3 of 3

10. List the school names where deferred maintenance projects are planned in this Five Year Plan:

ALL SITES CAMINO REAL ELEM. **EDUCATION CENTER** GLEN AVON ELEM. GRANITE HILL ELEM. INA ARBUCKLE ELEM. INDIAN HILLS ELEM. JURUPA MIDDLE SCHOC JURUPA VALLEY H.S. LEARNING CENTER MIRA LOMA MIDDLE MISSION BELL ELEM. MISSION MIDDLE SCHOO NUEVA VISTA H.S. PACIFIC AVENUE ELEM. PATRIOT H.S. PEDLEY ELEM. PERALTA ELEM. RUBIDOUX H.S. RUSTIC LANE ELEM. SKY COUNTRY ELEM. STONE AVENUE ELEM. SUNNYSLOPE ELEM. TROTH STREET ELEM. VAN BUREN ELEM.

11. Certifications:

I certify as District Representative that:

WEST RIVERSIDE ELEM.

- * this work does not include ineligible items and that all work will be completed in accordance with program requirements, applicable laws and regulations. The district shall maintain proper documentation in the event of an audit; and,
- * the district understands that should an audit reveal that these funds were expended for other than eligible deferred maintenance costs, the SAB will require the district to return all inappropriately expended funds; and,
- * the plans and proposals for expenditures of funds as outlined in this report were discussed in a public hearing at a regularly scheduled school board meeting on May 7, 2007, and the district has complied with all the other requirements of Education Code Section 17584.1; and,
- * Beginning with the 2005/2006 fiscal year, the district has complied with Education Code Section 17070.75 (e) by establishing a facilities inspection system to ensure that each of its schools is maintained in good repair; and,
- * This Form is an exact duplicate (verbatim) of the form provided by the OPSC. In the event a conflict should exist, then the language in the OPSC form will prevail.
- * I certify under penalty of perjury under the laws of the State of California that the statements in this application and supporting documents are true and correct.

SIGNATURE OF DISTRICT REPRESENTATIVE	DATE
SIGNATURE OF DISTRICT REPRESENTATIVE	



STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

1 1 1 1 1 1 1 1 1 1	ISTRIC	SCHOOL DISTRICT: Jurupa Unified School District	Distric	7	noo	COUNTY: Riverside			CURRENT FISCAL YEAR 2006-2007	APPLICATION NUMBER 40/ 40/
L NAME						FISCA	L YEAR DATA			
175 20,000 20,000 20,000 3,375 3,3			<u>3</u>	(2) RRENT FY	(3) SECOND FY	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS
DDLE SCHOM46 3,375 3,375 SDLE SCHOW56 4,660 4,660 SM. 15,310 7,275 EELEM. 367 625 SET ELEM. 367 36,000 35,000 SDLE SCHOK48 4,152 36,000 35,000 4,152 LEY H.S. 341 4,450 36,000 35,000 4,152 ALEY H.S. 344 6,455 36,000 35,000 35,000 4,152 ALEY H.S. 344 6,456 36,000 35,000 35,000 36,000 ALEY H.S. 344 6,456 36,000 35,000 35,000 36,000 ALEY H.S. 344 6,456 100,000 125,000 125,000 125,000 36,000 ALEY H.S. 344 </td <td>ALL</td> <td></td> <td>275</td> <td></td> <td>20,000</td> <td>20,000</td> <td>20,000</td> <td>20,000</td> <td>80,000</td> <td>Asbestos/lead removal -install prior to 1978</td>	ALL		275		20,000	20,000	20,000	20,000	80,000	Asbestos/lead removal -install prior to 1978
HIS HOLE SCHOye 4660 IN. 363 7,275 EETERM. 367 625 19,910 1	3	RUPA MIDDLE SCHO	746	3,375					3,375	
Harmonia	M	SSION MIDDLE SCHO	796	4,660					4,660	
EELEM 567 625 EET ELEM 794 19,910 \$20,000 \$20,000 \$20,000 \$19,910 PDLE SCHOF48 4,152 45,000 38,000 35,000 35,000 4,152 LLEY H.S. 341 34,004 536,000 35,000 35,000 4,152 LLEY H.S. 341 34,004 538,000 355,000 35,000 4,152 LLEY H.S. 344 6,455 7 7 6,455 7 LLEY H.S. 344 6,456 100,000 125,000 335,000 \$197,611 MIDDLE SCHO37 6,365 100,000 125,000 125,000 539,365 ENUE SCHO37 6,786 2,281 6,786 AKI S 2,281 2,281 H.S. 385 2,478 SEET ELEM 386 3,663 SEET ELEM 386 3,663	B		563	7,275					7,275	
FET FELFM. 794 19,910 S35,845 S20,000 S20,000 S20,000 S15,000 153,000 JDLE SCHOF48 4,152 LLEY H.S. 344 6,456 LLEY H.S. 346 6,365 100,000 125,000 125,000 125,000 536,000 539,365 LLEY H.S. 348 6,365 100,000 125,000 125,000 125,000 539,365 ELEY H.S. 386 2,320 H.S. S663 FET FELFM. 328 4,611 S35,845 H.G. S20,000	R		267	625					625	
153,000 153,	Ä	OTH STREET ELEM.	794	19,910					19,910	
153,000 153,	ASE	SESTOS	11	\$35,845	\$20,000	\$20,000	\$20,000	\$20,000	\$115,845	
FY H.S. 341 34,004 34,004 34,004 S. 344 6,456 6,456 6,456 S. 344,611 \$45,000 \$38,000 \$35,000 \$39,065 EY H.S. 324 64,365 100,000 125,000 125,000 539,365 EY H.S. 324 64,411 4,411 4,411 S. 350 365 2,261 4,411 S. 385 2,261 2,261 S. 385 2,320 2,320 SELEM. 328 5,663 5,663 SELEM. 338 4,638 4,638	AL		346		45,000	38,000		35,000	153,000	
EY H.S. 344 6,455 34,004 6,455 S. 344,611 \$45,000 \$38,000 \$35,000 \$35,000 \$197,611 S. 44,611 \$45,000 \$125,000 \$125,000 \$125,000 \$39,365 EY H.S. \$24 \$441 \$4411 \$4411 DLE SCHO317 \$6,786 \$4411 \$6,786 S. \$85 \$2,261 \$2,261 S. \$1320 \$14,11 \$14,11 S. \$14,12 \$14,11 \$14,11 S. \$1,250 \$1,250 \$1,250 S. \$1,250 \$1,250 \$1,250 S. \$2,261 \$2,261 S. \$2,320 \$2,320 STELEM. \$2,320 \$2,478 STELEM. \$38 \$4,638	3	RUPA MIDDLE SCHO	148	4,152					4,152	Schoolwide
S. 344 6,455 6,456 S. 44,611 \$45,000 \$38,000 \$35,000 \$197,611 EY H.S. 324 64,365 100,000 125,000 125,000 125,000 539,365 BIDDLE SCHO31 6,786 4,411 4,411 4,411 DLE SCHO31 6,786 2,261 2,261 S. 385 2,320 2,320 2,320 ELEM. 323 2,478 2,478 2,478 ETELEM. 328 5,663 4,638 4,638	3		341	34,004					34,004	
\$44,611 \$45,000 \$38,000 \$35,000 \$197,611 EY H.S. 324 64,365 100,000 125,000 125,000 539,365 BIDDLE SCHO317 6,786 4,411 4,411 SLE SCHO317 6,786 6,786 6,786 SLELEM 523 2,261 2,261 SLELEM 523 2,478 2,320 SLELEM 523 5,663 4,638	ਲ		344	6,455					6,455	LIGHTING
371 64,365 100,000 125,000 125,000 125,000 539,365 324 6,32 4,411 632 4031 6,786 4,411 4031 2,261 385 2,320 323 2,478 4,638 4,638	급	ECTRICAL	ii	\$44,611	\$45,	######################################	11	\$35,000	\$197,611	
324 632 632 549 4,411 4,411 HOX17 6,786 6,786 IM316 2,261 2,261 385 2,320 2,320 523 2,478 2,478 7.36 5,663 5,663 538 4,638 4,638	A		37.1	64,365		125,000		125,000	539,365	
4,4114,4116,7866,7862,2612,2612,3202,3202,4782,4785,6635,6634,6384,638	3		324	632			-		632	
6,7866,7862,2612,2612,3202,3202,4782,4785,6635,6634,6384,638	Ξ		349	4,411					4,411	
2,2612,2612,3202,3202,4782,4785,6635,6634,6384,638	₹	SSION MIDDLE SCHO	317	6,786					98,786	Rms. 21-24
385 2,320 2,320 4. 523 2,478 2,478 EM. 336 5,663 5,663 538 4,638 4,638	4	ACIFIC AVENUE ELEN	1516	2,261					2,261	
4. 523 2,478 EM. 336 5,663 538 4,638	짚	JBIDOUX H.S.	385	2,320					2,320	
EM. 536 5,663 5,663 5,663 5,663 538 4,638 4,638	젒		523	2,478					2,478	
538 4,638 4,638	۳	OTH STREET ELEM.	536	5,663					5,663	
	\$	'N BUREN ELEM.	538	4,638					4,638	Rms. C3 & P12



STATE OF CALIFORNIA DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY DEFERRED MAINTENANCE PROGRAM SAB 40-1 (REV. 08/92)

SAB 40-1 (REV. 08/92)	U8/9Z)									
SCHOOL DISTR	SCHOOL DISTRICT: Jurupa Unified School District	I District		COUN	COUNTY: Riverside	d)		CURRENT FISCAL YEAR	APPLICATION NUMBER	ı
								2006-2007	40/ 40/	
					FISCA	FISCAL YEAR DATA				
PROJECT CATEGORY	(1) SCHOOL NAME	(2) # CURRENT FY		(3) SECOND FY	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS	1
FLOORS	WEST RIVERSIDE ELEMO9		2,475					2,475		ı \
Sub-Total For	FLOORS	======================================	\$96,029	\$96,029 \$100,000	\$125,000	3 \$125,000 \$125,000 \$125,000	\$125,000	\$571,029		
HVAC - A/C	CAMINO REAL ELEM.	381			120,000			120,000	OFFICE, B-11- B-16	
HVAC - A/C	CAMINO REAL ELEM.	382				130,000		130,000	MPR, F-17 - F-22	
HVAC - A/C	CAMINO REAL ELEM.	583					140,000	140,000	P-1 THRU P-10	
HVAC - A/C	GLEN AVON ELEM.	345				40,000	30,000	70,000	PORTABLES	
HVAC - A/C	GRANITE HILL ELEM.	366				160,000		160,000	RMS. 1-7, OFFICE	
HVAC - A/C	GRANITE HILL ELEM.	367					170,000	170,000	RMS. 8 - 16, MPR	
HVAC - A/C	INA ARBUCKLE ELEM. 392	392			135,000			135,000	OFFICE, MPR,RMS.C-12-15, D16-18	
HVAC - A/C	INA ARBUCKLE ELEM.	393				175,000		175,000	RMS.H19-20, G1-4,F5-7,F8-11	
HVAC - A/C	INDIAN HILLS ELEM.	396	9,885					9,885	RM. 16	
HVAC - A/C	INDIAN HILLS ELEM.	397				125,000		125,000	ROOMS 1-9	
HVAC - A/C	INDIAN HILLS ELEM.	784					145,000	145,000	ROOMS 10-17	
HVAC - A/C	INDIAN HILLS ELEM.	368			000'09			000'09	OFFICE AND MPR	
HVAC - A/C	JURUPA MIDDLE SCHO642		7,200		120,000			127,200	ROOMS 103 - 112	
HVAC - A/C	JURUPA MIDDLE SCHO643	0643				120,000		120,000	ROOMS 201 - 211	
HVAC - A/C	JURUPA MIDDLE SCHO/87	787					160,000	160,000	ROOMD 301 - 310	
HVAC - A/C	JURUPA VALLEY H.S.	352 2	29,317					29,317	B-WING COMPRESSOR, GYM FAN & A/C UNIT	
HVAC - A/C	JURUPA VALLEY H.S.	353			350,000			350,000		
HVAC - A/C	JURUPA VALLEY H.S.	354				350,000		350,000		
HVAC - A/C	JURUPA VALLEY H.S.	789					350,000	350,000		
HVAC - A/C	MIRA LOMA MIDDLE	344 1	11,550					11,550	REPLACE DUCT WORK	
Ø.										



STATE OF CALIFORNIA DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY

DEFERRED MAINTENANCE PROGRAM	SAB 40-1 (REV. 08/92)	ANALES ENGINEERING INTERPRETATION OF THE PROPERTY OF THE PROPE

Curron C	UND 40-1 (11EV. 00/04)	0/ 54. /		ALAS AS SALOTA ASTRONOMENA A PRODUCTION OF THE PROPERTY OF THE					
Carbon C	OL DISTRIC	T: Jurupa Unified School	I District	COU	INTY: Riverside	d)		CURRENT FISCAL YEAR 2006-2007	APPLICATION NUMBER 40/ 40/
Mission Middle School Name # Current Fer					FISCA	L YEAR DATA			
MISSION MIDDLE SCHO345 26,620 150,000	ECT GORY	(1) SCHOOL NAME	(2) # CURRENT F)	(3) SECOND	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS
NUEVA VISTA H.S. 356 78,900 78,	HVAC - A/C	MISSION MIDDLE SCHO						26,620	ROOMS 1, 2 and Commun. Rm.
FUBIDOLIX H.S. 563 150,000 1	HVAC - A/C			_				78,900	
RUSTIC LANE ELEM.	HVAC - A/C		362			150,000		150,000	
RUSTIC LANE ELEM. 316 120,000 130,000	HVAC - A/C		363				200,000	200,000	
RUSTIC LANE ELEM. 316 130,0000 130,000	HVAC - A/C		314	120,000				120,000	D11 - D14, E15 - E18, G19-20
SKY COUNTRY ELEM. 316 L10,000 110,000 110,000 SKY COUNTRY ELEM. 323 100,000 130,000 130,000 SUNNYSLOPE ELEM. 324 140,000 140,000 140,000 SUNNYSLOPE ELEM. 325 16,010 140,000 120,000 120,000 SUNNYSLOPE ELEM. 325 16,010 80,000 80,000 140,000 VAN BUREN ELEM. 332 14,880 80,000 80,000 80,000 WEST RIVERSIDE ELEM36 14,880 80,000 80,000 80,000 WEST RIVERSIDE ELEM38 14,880 80,000 80,000 WEST RIVERSIDE ELEM38 14,880 80,000 80,000 WEST RIVERSIDE ELEM38 14,880 80,000 80,000 WEST RIVERSIDE ELEM39 14,880 30,000 80,000 WEST RIVERSIDE ELEM39 14,880 30,000 80,000	- A/C		315		130,000			130,000	A1-A4, B5-B7, C8-C10
SKY COUNTRY ELEM. 310 110,000<	- A/C			_				21,860	Rooms 19, 20 and Office
SKY COUNTRY ELEM. 323 100,000 130,000 130,000 SUNNYSLOPE ELEM. 324 16,010 140,000 140,000 140,000 SUNNYSLOPE ELEM. 325 16,010 120,000 120,000 120,000 YAN BUREN ELEM. 332 80,000 80,000 80,000 VAN BUREN ELEM.3 333 14,880 80,000 80,000 WEST RIVERSIDE ELEM33 14,880 80,000 80,000 WEST RIVERSIDE ELEM33 80,000 80,000 80,000 WEST RIVERSIDE ELEM33 32,000 30,000 30,000	- A/C		319		110,000			110,000	Office, Library, Rms. B1 - B6
SUNNYSLOPE ELEM. 324 100,000 140,000 140,000 140,000 140,000 SUNNYSLOPE ELEM. 325 A.A.B. BUREN ELEM. 326 A.B. BUREN ELEM. 327 A.B. BUREN ELEM. 328 A.B. BUREN ELEM. 329 A.B. BUREN ELEM. 329 B.B. BUREN ELEM. B.B. BUREN ELEM. <td>- A/C</td> <td></td> <td>320</td> <td></td> <td></td> <td></td> <td>130,000</td> <td>130,000</td> <td>Rms. C7 - C12, D13 - D18</td>	- A/C		320				130,000	130,000	Rms. C7 - C12, D13 - D18
SUNNYSLOPE ELEM. 324 140,000 120,000 120,000 SUNNYSLOPE ELEM. 325 A 16,010 120,000 120,000 TROTH STREET ELEM. 332 A 60,000 80,000 80,000 VAN BUREN ELEM. 333 14,880 80,000 80,000 80,000 WEST RIVERSIDE ELEM.33 A 80,000 80,000 80,000 WEST RIVERSIDE ELEM.33 A 80,000 80,000	- A/C		323		100,000			100,000	Office, Rms. B1 - B6
FROTH STREET ELEM. 325 16,010 120,000 120,000 VAN BUREN ELEM. 332 44,880 80,000 80,000 WEST RIVERSIDE ELEM.33 14,880 80,000 80,000 WEST RIVERSIDE ELEM.33 80,000 80,000 80,000	- A/C		324			140,000		140,000	Rooms F15 - F20, MPR
FROTH STREET ELEM: 327 16,010 16,010 16,010 VAN BUREN ELEM: 333 AMBUREN ELEM: 333 80,000 80,000 WEST RIVERSIDE ELEM: 34 14,880 80,000 80,000 WEST RIVERSIDE ELEM: 35 AMEST RIVERSIDE ELEM: 37 80,000 80,000 WEST RIVERSIDE ELEM: 34 AMEST RIVERSIDE ELEM: 35 AMEST RIVERSIDE ELEM: 36 80,000 WEST RIVERSIDE ELEM: 35 AMEST RIVERSIDE ELEM: 36 80,000 80,000 WEST RIVERSIDE ELEM: 35 AMEST RIVERSIDE ELEM: 36 80,000 80,000 WEST RIVERSIDE ELEM: 36 AMEST RIVERSIDE ELEM: 36 80,000 80,000	- A/C		325				120,000	120,000	Rooms P7 - P18
VAN BUREN ELEM. 332 60,000 60,000 60,000 VAN BUREN ELEM. 333 14,880 14,880 14,880 14,880 14,880 14,880 WEST RIVERSIDE ELEM.33 AMEST RIVERSIDE ELEM.33 80,000 80,000 80,000 WEST RIVERSIDE ELEM.33 AMEST RIVERSIDE ELEM.33 30,000 80,000 For HVAC - A/C \$216,222 \$1,25,000 \$1,560,000 \$1,605,000 \$4,626,222	- A/C	TROTH STREET ELEM.		•		-		16,010	Building B and Rm. 6
VAN BUREN ELEM: 333 80,000 80,000 WEST RIVERSIDE ELEM:37 14,880 80,000 80,000 WEST RIVERSIDE ELEM:38 14,880 80,000 80,000 WEST RIVERSIDE ELEM:39 30,000 80,000 80,000 For HVAC - A/C \$216,222 \$1,125,000 \$1,560,000 \$1,605,000 \$4,626,222	- A/C		332			000'09		000'09	
WEST RIVERSIDE ELEMS3 14,880 14,860,202 14,626,222 14,860,203 14,660,000	- A/C		333				80,000		
WEST RIVERSIDE ELEM37 80,000 WEST RIVERSIDE ELEM38 30,000 WEST RIVERSIDE ELEM39 30,000 ====================================	- A/C	WEST RIVERSIDE ELEA		0				14,880	Rms. 1, 2, 42
WEST RIVERSIDE ELEM38 30,000 WEST RIVERSIDE ELEM39 30,000 ************************************	- A/C	WEST RIVERSIDE ELEN	V537			80,000		80,000	
30,000 =================================	- A/C	WEST RIVERSIDE ELEN	W38				80,000		
\$216,222 \$120,000 \$1,125,000 \$1,560,000 \$1,605,000	- A/C	WEST RIVERSIDE ELEA	N539			30,000		30,000	
	otal For	HVAC - A/C	**************************************	2 \$120,000	\$1,125,000	\$1,560,000	11	\$4,626,222	



27,000 27,000

27,000 27,000

338

EDUCATION CENTER 348 GRANITE HILL ELEM.

PAINTING-EXT. PAINTING-EXT.

STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

SCHOOL DISTR	SCHOOL DISTRICT: Jurupa Unified School District	istrict	noo	COUNTY: Riverside	a		CURRENT FISCAL YEAR	APPLICATION NUMBER	
					***************************************		2006-2007	40/ 40/	
				FISCA	FISCAL YEAR DATA				
PROJECT CATEGORY	(1) SCHOOL NAME #	(2) # CURRENT FY	(3) SECOND FY	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS	
PAINTING-EXT.	INA ARBUCKLE ELEM. 339	9 25.000							
PAINTING-EXT.	JURUPA MIDDLE SCHO853						25,000		(
PAINTING-EXT.	JURUPA VALLEY H.S. 394		201.000				65,000	ALL EXTERIOR)
PAINTING-EXT.	MIRA LOMA MIDDLE 364	4 85.000					201,000	ALL EXTERIOR	
PAINTING-EXT.							000'58	ALL EXTERIOR	
PAINTING-EXT.	\simeq						45,500	ALL EXTERIOR	
PAINTING-EXT.	PERALTA EL FM 344		000				4,163		
PAINTING-FXT			000'00				000'09		
		1,155					1,155	CONTRACT	
PAINTING-EXT.	RUSTIC LANE ELEM. 345	22	65,000				65,000		
PAINTING-EXT.	SKY COUNTRY ELEM. 346	6 2,032					2.032	AII EXTERIOR	
PAINTING-EXT.	SUNNYSLOPE ELEM. 349	o	70,000				70 00 OZ		
PAINTING-EXT.	WEST RIVERSIDE ELEM52	2 25,000					25,000	TRIM	
L						;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;			
Sub-lotal For	PAIN ING-EXT.	\$252,850	\$450,000				\$702,850		
PAINTING-INT.	CAMINO REAL ELEM. 365	ıΩ	5,000	10,000			15,000	All interior	
PAINTING-INT.	GLEN AVON ELEM. 366	"	000'9	80,000			86.000	Portables & all interior	
PAINTING-INT.	GRANITE HILL ELEM. 367	4	4,000		12,000		16,000	All interior	
PAINTING-INT.	INA ARBUCKLE ELEM. 368	m	6,000		10,000		16,000	Portables & all interior	
PAINTING-INT.	INDIAN HILLS ELEM. 369	•		10,000			10,000	All inferior	
PAINTING-INT.	JURUPA MIDDLE SCHO680	-	15,000			25,000	40,000		
PAINTING-INT.	JURUPA VALLEY H.S. 381		15,000	20,000			35,000	Interior/Portables	
PAINTING-INT.	MISSION BELL ELEM. 370					12,000	12,000	All interior	
PAINTING-INT.	MISSION MIDDLE SCHO366	290					069	PAINT RMS 4-20	
A CONTRACTOR OF THE PROPERTY O									

STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

	(20) 25)									
SCHOOL DISTRI	SCHOOL DISTRICT: Jurupa Unified School District	ol District		COUN	COUNTY: Riverside			CURRENT FISCAL YEAR 2006-2007	APPLICATION NUMBER 40/ 40/	
					FISCAL	FISCAL YEAR DATA				
PROJECT CATEGORY	(1) SCHOOL NAME	(2) # CURRENT FY	1	(3) SECOND FY	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS	
PAINTING-INT.	NUEVA VISTA H.S.	382	ediana and property and	2,000	7,500			6,500	Interior/Portables	
PAINTING-INT.	PEDLEY ELEM.	372		4,000		10,000		14,000	Portables	
PAINTING-INT.	RUSTIC LANE ELEM.	373		3,000	8,000	000'9		17,000	Portables - all interior	
PAINTING-INT.	SKY COUNTRY ELEM.	374		4,000	10,000			14,000	Portables & interior	
PAINTING-INT.	STONE AVENUE ELEM. 375	1. 375		3,000	10,000			13,000	All interior	
PAINTING-INT.	SUNNYSLOPE ELEM.	376		5,000	8,000			13,000	All interio	
PAINTING-INT.	TROTH STREET ELEM. 377	1. 377		4,000		10,000		14,000	All interior	
PAINTING-INT.	VAN BUREN ELEM.	378		5,000	000'6			14,000	MPR, All interior	
Sub-Total For	Sub-Total For PAINTING-INT.	ij Ŏ	*590	\$81,000	\$172,500	\$590 \$81,000 \$172,500 \$48,000 \$37,000	\$37,000	\$339,090		
PAVING	ALL SITES	127 97,7	97,711	110,000	125,000	145,000	170,000	647,711	REPLACE DAMAGED WALKWAYS-DISTRICTWIDE	
PAVING	CAMINO REAL ELEM.	372 13,3	13,323		14,500		16,500	44,323	SEAL & STRIPE ALL ASPHALT	
PAVING	GLEN AVON ELEM.	374 13,3	13,323	14,850		15,500		43,673	SEAL AND STRIPE ALL ASPHALT	\
PAVING	GRANITE HILL ELEM.	376 13,3	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	INA ARBUCKLE ELEM.	385	13,323	14,850		15,500		43,673	Seal/stripe all asphalt	
PAVING	INDIAN HILLS ELEM.	383 13,	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	JURUPA MIDDLE SCHO407		13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
PAVING	JURUPA VALLEY H.S.	702	13,323	14,850		15,500		43,673	SEAL/STRIPE ASPHALT	
PAVING	MIRA LOMA MIDDLE	13,	13,323		14,500		16,500	44,323	PATCH/SEAL & STRIPE ALL ASPHALT	
PAVING	MISSION BELL ELEM.	384	13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
PAVING	MISSION MIDDLE SCHO111		13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
PAVING	NUEVA VISTA H.S.	120 13,	13,323	14,500	14,500		16,500	58,823	SEAL/STRIPE ALL ASPHALT	
PAVING	PACIFIC AVENUE ELEM387		13,323	14,850			16,500	44,673	SEAL/STRIPE ALL ASPHAL	



STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

SAB 40-1 (REV. 08/92)	8/92)									
SCHOOL DISTRIC	SCHOOL DISTRICT: Jurupa Unified School District	ol Distri	ರ	Mnoo	COUNTY: Riverside			CURRENT FISCAL YEAR	APPLICATION NUMBER	
								2006-2007	40/ 40/	
And the state of t					FISCAI	FISCAL YEAR DATA				
PROJECT CATEGORY	(1) SCHOOL NAME	CC #	(2) JRRENT FY	# CURRENT FY SECOND FY	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS	
PAVING	PATRIOT H.S.	337	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	PEDLEY ELEM.	390	13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	· ·
PAVING	PERALTA ELEM.	392	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	RUBIDOUX H.S.	117	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	RUSTIC LANE ELEM.	394	13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
PAVING	SKY COUNTRY ELEM.	396	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	STONE AVENUE ELEM. 398	. 398	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	SUNNYSLOPE ELEM.	00	13,323		14,500		16,500	44,323	SEAL/STRIPE ALL ASPHALT	
PAVING	TROTH STREET ELEM. 402	. 102	13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
PAVING	VAN BUREN ELEM.	104	13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
PAVING	WEST RIVERSIDE ELEMOS	M105	13,323	14,850		15,500		43,673	SEAL/STRIPE ALL ASPHALT	
Sub-Total For	PAVING	ii	\$404,140	\$302,700	\$284,500 \$315,	\$315,500	\$368,000	\$1,674,840		
PLUMBING	ALL SITES	151	26,995	40,000	45,000	50,000	55,000	216,995		
PLUMBING	CAMINO REAL ELEM.	705		16,250	16,250	16,250	16,250	000'59	REPLACE FIXTURES OVER 4 YEARS	
PLUMBING	GLEN AVON ELEM.	130		23,350	23,350	23,350		70,050	REPLACE FIXTURES OVER 3 YEARS	
PLUMBING	GRANITE HILL ELEM.	902	1,855					1,855		
PLUMBING	INA ARBUCKLE ELEM. 131	131		10,000	10,000	10,000	10,000	40,000	REPLACE FIXTURES	
PLUMBING	INDIAN HILLS ELEM.	707		13,750	13,750	13,750		41,250		
PLUMBING	JURUPA MIDDLE SCHO445	0445		19,000	19,000	19,000		92,000		
PLUMBING	JURUPA VALLEY H.S.	714		10,000	10,000	20,000	30,000	70,000		
PLUMBING	JURUPA VALLEY H.S.	303	8,631					8,631		
PLUMBING	MIRA LOMA MIDDLE	713	16,250	10,000				26,250		



STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

3AB 40-1 (REV. 00/32)	00/32)									
SCHOOL DISTR	SCHOOL DISTRICT: Jurupa Unified School District	ol Distric		Nnoo	COUNTY: Riverside	a		CURRENT FISCAL YEAR	APPLICATION NUMBER	
								2006-2007	40/ 40/	
					FISCA	FISCAL YEAR DATA				
PROJECT CATEGORY	(1) SCHOOL NAME	# #	(2) # CURRENT FY	(3) SECOND FY	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS	
PLUMBING	MISSION BELL ELEM.	708		16,000	16,000	16,000	16,000	64,000		ď.
PLUMBING	MISSION MIDDLE SCHO47	0447	10,017					10,017		
PLUMBING	NUEVA VISTA H.S.	715	2,878	5,000	5,000			12,878		
PLUMBING	PEDLEY ELEM.	135	2,360					2,360		
PLUMBING	PERALTA ELEM.	602	3,045					3,045		
PLUMBING	RUBIDOUX H.S.	149		20,000	50,000	20,000	900'09	200,000		
PLUMBING	RUSTIC LANE ELEM.	137		22,000	22,000			44,000		
PLUMBING	SKY COUNTRY ELEM.	710	1,341	29,000	29,000			59,341		
PLUMBING	STONE AVENUE ELEM. 711	1.711	535	5,000				5,535		
PLUMBING	SUNNYSLOPE ELEM.	712	1,061	16,000	16,000	16,000		49,061		
PLUMBING	TROTH STREET ELEM. 139	1. 139	1,356	30,600	30,600	30,600		93,156		
PLUMBING	VAN BUREN ELEM.	141	4,530	22,000	22,000			48,530		
PLUMBING	WEST RIVERSIDE ELEM43				34,000	34,000	34,000	102,000		
Sub-Total For	PLUMBING	11 11	\$80,854	\$337,950	\$361,950	\$80,854 \$337,950 \$361,950 \$298,950 \$211,250	\$211,250	\$1,290,954		
ROOFING	ALL SITES	165		25,000	25,000	25,000	25,000	100,000	PORTABLES	
ROOFING	CAMINO REAL ELEM.	339				250,000		250,000		
ROOFING	GRANITE HILL ELEM.	716	984					984	RM. 30	
ROOFING	INA ARBUCKLE ELEM. 307	. 307			75,000			75,000	COVERED WALKWAY, RMS.1-4	
ROOFING	JURUPA VALLEY H.S.	315	195,000		180,000			375,000		
ROOFING	LEARNING CENTER	314		5,500	2,000			7,500		
ROOFING	MISSION MIDDLE SCHO'88	10788	812					812	C-REPLACE ROOF	
ROOFING	NUEVA VISTA H.S.	340	4,436					4,436		
1										



STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

SCHOOL DISTR	TOI.								
200000	Solitor District: Jufupa Unified School District	District		COON	COUNTY: Riverside			CURRENT FISCAL YEAR 2006-2007	APPLICATION NUMBER 40/ 40/
				The state of the s	FISCAL	FISCAL YEAR DATA			
PROJECT	(1) SCHOOL NAME #	(2) # CURRENT FY	SEC	7	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS
ROOFING		791 106	105,218		235,000			340,218	
ROOFING		312			85,000			85,000	RMS.39 & 40
ROOFING			78,000					78,000	
KOOFING	SKY COUNTRY ELEM. 3	310			48,000			48,000	
ROOFING	STONE AVENUE ELEM. 349	49	682					682	
ROOFING	VAN BUREN ELEM. 74	741	791					791	P1,P3
Sub-Total For	ROOFING	\$38	======================================	\$30,500	\$650,000	\$385,923 \$30,500 \$650,000 \$275,000 \$25,000	\$25,000	\$1,366,423	
WALL SYSTEMS	ALL SITES	187 20	20,200 10	100,000	100,000	100,000	100,000	420,200	REPLACE TOILET PARTITIONS, CEILING
WALL SYSTEMS	GRANITE HILL ELEM.	318	1,443					1.443	TLES, & WALL BDS. RM 30
WALL SYSTEMS	INA ARBUCKLE ELEM.	319	452					452	
WALL SYSTEMS	INDIAN HILLS ELEM.	724 8	8,121					8,121	Bm24
WALL SYSTEMS	JURUPA MIDDLE SCHO927		29,010					29.010	TOIL ET BARTITIONS & DOOP
WALL SYSTEMS	JURUPA VALLEY H.S. 771		79,359					79,359	
WALL SYSTEMS	MISSION MIDDLE SCHO174		5,217					5,217	REPLACE EXT. DOORS-BLDGS. A & B
WALL SYSTEMS	RUBIDOUX H.S.	330 18	18,558 12	125,000				143,558	TOILET PARTITIONS
WALL SYSTEMS	RUSTIC LANE ELEM. 73	730 5	5,292					5,292	
WALL SYSTEMS	SKY COUNTRY ELEM. 322		125,000 18	185,000				310,000	REPLACE STUCCO EXTERIOR
WALL SYSTEMS	VAN BUREN ELEM. 32	325	248					248	TOILET PARTITIONS
WALL SYSTEMS	WEST RIVERSIDE ELEW77		5,433					5,433	
Sub-Total For	Sub-Total For WALL SYSTEMS	\$298,333	±===== \$4	**************************************	\$100,000	10,000 \$100,000 \$100,000 \$100,000	\$100,000	\$1,008,333	



STATE OF CALIFORNIA
DEFERRED MAINTENANCE FIVE YEAR PLAN - DETAIL by PROJECT CATEGORY
DEFERRED MAINTENANCE PROGRAM
SAB 40-1 (REV. 08/92)

SCHOOL DISTRICT: Jumpa Unified School District COUNTY: Riverside COUNTY: Riverside COUNTY: Riverside CURRENT FISCAL YEAR APPLICATION NUMBER PROJECT (1) (2) (3) (4) (5) (6) (7) REMARKS CATEGORY SCHOOL NAME # CURRENT FY THIRD FY FOURTH FY FIFTH FY TOTAL ESTIMATED COST REMARKS									
(1) (2) (3) SCHOOL NAME # CURRENT FY SECOND FY	SCHOOL DISTRICT:	Jurupa Unified Schoo	ol District	noo	NTY: Riversid	d)		CURRENT FISCAL YEAR 2006-2007	APPLICATION NUMBER 40/ 40/
SCHOOL NAME # CURRENT FY SECOND FY					FISCA	L YEAR DATA			
	PROJECT CATEGORY		(2) # CURRENT FY	<u>}</u>	(4) THIRD FY	(5) FOURTH FY	(6) FIFTH FY	(7) TOTAL ESTIMATED COST	REMARKS
								11 11 11 11 11 11 11 11 11 11 11 11 11	

Grand Total - All Categories

\$1,815,397 \$1,897,150 \$2,876,950 \$2,777,450 \$2,526,250

\$11,893,197



Jurupa Unified School District

Personnel Report #19

May 7, 2007

Extra Compensation Assignment

Education Services; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$6,880 total.

Elementary	Instrumental	Music	Coordinator	Mr.	Clifford Keating
Elementary	Instrumental	Music	Coordinator	Mr.	Robin Snyder
Elementary	Instrumental	Music	Coordinator		William Snyder
	Instrumental			Mr.	Michael Wasinger

Education Services; conduct BTSA meetings, post observation conferences and meetings; September 2006 through April 2007; not to exceed 2 hours per day; appropriate hourly rate of pay; Funding Source: California Peer Assistance and Review; \$2,163 total.

Ms. Melissa Fox Ms. Hayley Wangerin Ms. Victoria Preciado Ms. Kelly Keprios Ms. Colleen Kellar

<u>Education Services</u>; stipend to attend optional staff development day at Pacific Avenue Elementary; March 10, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$4,000 total.

Ms.	Kristin Bernier	Ms.	Debbie Betz		Janet Coleman
Ms.	Lisa Dutra	Mr.	Bruce Hebert		Mary Kahlefent
Ms.	Janice Kidd	Ms.	Jennifer Lester		Terese Miranda
Mr.	Brian Mitchell	Mr.	David Moehlman	${\tt Ms.}$	Ina Poetoehena
Ms.	Lisa Rodriguez	Mr.	Hector Sanchez	Ms.	Marisol Stokes

Ms. Patricia Valle-Sanchez

<u>Education Services</u>; stipend to attend optional staff development day at Rubidoux High School; March 17, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$8,750 total.

Ms.	Leanna Apodaca	Mr.			Andrea Biggs
Ms.	Lisa Brown	Ms.			Alison Cherry
Ms.	Celina Collins	Mr.	Juan Carols Delgado		
Mr.	Pat Eickman	Ms.	Martha Escobar		Daniel Guzman
Ms.	Connie Halloway	Ms.	Paula Hamilton		Chris Kimball
Mr.	Michael Krapes	Ms.	Kwang-Sug Lee		Michelle Lenichek
Mr.	DeWayne Mason	Ms.	Heather McIntosh		Charles Meyerett
Mr.	David Moberly	Ms.	Kristina Moore		Armando Muniz
Mr.	Rigoberto Olazaba	Mr.	Kristin Podgorski		Oscar Reynoso
Mr.	Josh Runyan	Mr.	Jeremy Samson		Julie Sanzberro
Ms.	Jenna Saugstad	Ms.	Shawna Stockberger	Mr.	Richard Vasquez
Mr.	Fred Veenendaal	Ms.	Karen Wright		



CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; stipend to attend optional staff development day at Nueva Vista High School; March 5 & 26, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$3,500 total.

Ms. Lucile Arntzen Ms. Margery Ashwood Ms. Deb Bennett
Ms. Traci Coffelt Mr. Gary Ennis Ms. Maudie Gooden
Mr. Art Huerta Mr. Jeff Jacobs Ms. Karen Lancaster
Mr. Terence Prosser Ms. LeDair Sanner Mr. Doug Torbert
Mr. Rich Torbert Ms. Mariann Vetrhus

<u>Camino Real Elementary</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$12,496 total.

Ms. Penelope Joven Student Study Team Leader Ms. Kristy Doty Testing Coordinator Technology Coordinator Ms. Denise Turner Ms. Joan Bain GATE Coordinator Ms. Kathryn Gonzalez Science Fair Coordinator Ms. Denise Turner Science Fair Coordinator EL Facilitator Ms. Carol Camacho Ms. Wendy Holder Spelling Bee Coordinator Ms. Julie Stice Spelling Bee Coordinator Safe Schools Site Coordinator Ms. Kathryn Gonzalez Safe Schools Site Coordinator Ms. Denise Turner Ms. Barbara Flores CRT/Summative Coordinator Yearbook Advisor Ms. Gayle Ravenscroft Ms. LeAnn Bryan Yearbook Advisor Combination Class Ms. Wendy Holder Combination Class Ms. Julie Stice Ms. Paula Cannon Group Leader Mr. Daniel Cornejo Group Leader Designated Translator Ms. Guadalupe Godinez

<u>Ina Arbuckle Elementary</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$13,000 total.

EL Facilitator

GATE Coordinator

GATE Coordinator

Safe Schools Site Coordinator

Spelling Bee Coordinator

Student Study Team Leader

Student Study Team Leader

Testing Coordinator

Ms. Nanette Prince-Egetter

Ms. Kate Jardine

Ms. Connie Dam

Ms. Beth VandenRaadt

Ms. Silvana Diaz

Ms. Nanette Prince-Egetter

Ms. Nanette Prince-Egetter

Ms. Ms. Mirethy Crider

Technology Coordinator Mr. Timothy Crider Science Fair Coordinator Ms. Kate Jardine Designated Translator Ms. Josefina Gamez

Principal's Designee Ms. Nanette Prince-Egetter Student Council Coordinator Ms. Jodie Nichols Young Author's Coordinator Ms. Nancy Velasquez Young Author's Coordinator Ms. Bertha Fletes Group Leader Ms. Cathe Giles Ms. Karen Garinger

Group Leader Ms. Karen Garinger
Designated Translator Ms. Josefina Barron



CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mission Bell Elementary; provide after school ELO program; April 16, 2007 through May 10, 2007; not to exceed 210 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$7,570 total.

Ms. Sandie Allen Mr. Jim Beckley Ms. Michelle Castaneda
Ms. Chelsie daCosta Ms. Francie Dempsey Ms. Debbi England
Ms. Monica Graves Mr. Alex Ortiz Ms. Donna Prince
Ms. Ramona Sanchez Ms. Joanne Tyler

Rustic Lane Elementary; class size overage; March 7, 2007 through June 22, 2007; appropriate rate of pay; Funding Source: Special Education; \$3,747 total.

Ms. Daniella Bride

Stone Avenue Elementary; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$14,886 total.

Mr. Dale Stoa Student Study Team Leader Ms. Kelly Scroggins Testing Coordinator Ms. Emily Terry GATE Coordinator Ms. Kathy Pedroza EL Facilitator Science Fair Coordinator Ms. Debbie Pekarcik Mr. John Payne Student Council Advisor Ms. Deborah Reiner Principal's Designee Ms. Christa Kish Technology Coordinator Spelling Bee Coordinator Ms. Marie Wayland Safe Schools Site Coordinator Mr. Alex Garcia Mr. Alex Garcia Disaster Prep Coordinator Combination Class Ms. Penny Read Mr. Wayne Fowler Combination Class Mr. Dave Gruidl Combination Class Mr. Barry Brandon Combination Class Ms. Kelly Scroggins Combination Class Ms. Esther Fisher Designated Translator Ms. Sandy West Ms. Marie Wayland Leadership Team Leadership Team Ms. Kirstin Hardin Leadership Team Leadership Team Ms. Kathryn Malone Leadership Team Mr. Barry Brandon Leadership Team Ms. Kelly Scroggins

Troth Street Elementary; provided after school ELO instruction; March 19, 2007 through April 27, 2007; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$4,500 total.

Ms. Tina Browning Ms. Heather Burnett Mr. James Carey
Ms. Johanna Downs Mr. Adam Gonzales Ms. Michelle Guyer
Ms. Kelly Horspool Ms. Connie Nagle Ms. Crystal Parker
Ms. Maria Preciado Ms. Lucienne Schwendener Ms. Janice Sheldon
Ms. Margie Sivert Mr. Esteban Martinez Ms. Andrea Roe



CERTIFICATED PERSONNEL

Extra Compensation Assignment

<u>Van Buren Elementary</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$16,213 total.

Ms. Sandra Roberson Student Study Team Leader Ms. Karen Laskey Testing Coordinator Mr. Earl Edwards Technology Coordinator Ms. Shelley Edwards GATE Coordinator Ms. MyLinh Nguyen Science Fair Coordinator Spelling Bee Coordinator Ms. Sandra Roberson Ms. Josefina Castro EL Facilitator Safe School Site Coordinator Ms. Sandra Roberson Principal's Designee Ms. Josefina Castro Principal's Designee Ms. Linita Simmons Ms. Jessie Caballero Group Leader Ms. Kathleen Perez Group Leader Ms. Nancy Jenkins Group Leader Ms. Lynn Parrella Ms. Imelda Naarrette Group Leader Group Leader Ms. Cindi Carvo Group Leader Combination Class Ms. MyLinh Nguyen Combination Class Ms. Jessica May Combination Class Ms. Lynn Parrella Ms. Cindi Carvo Combination Class Ms. Christine Silva Designated Translator

West Riverside Elementary; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$9,550 total.

EL Facilitator Ms. Dolores Hernandez Ms. Carole Patty GATE Coordinator Ms. Dolores Hernandez Science Fair Coordinator Ms. Lupe Flint Designated Translator Spelling Bee Coordinator Ms. Carole Patty Ms. Arlene Stevens Student Study Team Leader Mr. Mark Gonzales Technology Coordinator Ms. Dolores Hernandez Testing Coordinator Ms. Jodi Archibald Career Day Coordinator Principal's Designee Ms. Dolores Hernandez Ms. Dolores Hernandez Group Leader

<u>Mira Loma Middle School</u>; assist with choir practice and events; January 2007 through June 22, 2007; not to exceed 14 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$505 total.

Ms. Melva Morrison

<u>Jurupa Valley High School</u>; provide students supervision at FFA events and activities; September 2006 through June 2007; not to exceed 277 hours; appropriate hourly rate of pay; Funding Source: Partnership Academies Programs; \$9,985 total.

Ms. Sara Diefenbach

Rubidoux High School; extra period daily teaching assignment; March 10, 2007 through June 19, 2007; not to exceed 1 hour per day; appropriate rate of pay; Funding Source: Unrestricted Resources; \$3,663 total.

Mr. Brian Miller



CERTIFICATED PERSONNEL

Extra Compensation Assignment

<u>Learning Center</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Special Education; \$1,438 total.

Student Study Team Leader Student Study Team Leader Ms. Judy Hanlon Ms. Diane Pearson

<u>Learning Center</u>; provide independent study instruction; April 2007 through June 2007; not to exceed 3 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$975 total.

Ms. Karen Garinger

<u>Learning Center</u>; provide independent study instruction; March 28, 2007 through April 27, 2007; not to exceed 5 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$721 total.

Ms. Julie Sontag

Leave of Absence

Teacher on Special Assignment 80%	Ms. Dani Andersen 4520 Garden City Lane Corona, CA 92883	Maternity Leave March 29, 2007 through May 22, 2007 with use of sick leave and Unpaid Special leave May 23, 2007 through June 11, 2007 without compensation.
Teacher	Ms. Patricia DeSantos 17318 Emerald Lake Ct. Riverside, CA 92503	Amend Unpaid Special Leave to January 9, 2007 through April 13, 2007 without compensation.
Teacher 60%	Ms. Monica Jarcy 850 S. Lee Marie Cir. Anaheim, CA 92808	Maternity Leave March 23, 2007 through May 15, 2007 with use of sick leave.
Teacher	Ms. Hilliary Salley 2338 N. Waterman Ave. San Bernardino, CA 9240	Maternity Leave March 13, 2007 through May 7, 2007 04 with use of sick leave.
Teacher 40%	Ms. Amy Stanford 8752 Maroon Peak Way Riverside, CA 92508	Maternity Leave April 3, 2007 through May 9, 2007 with use of sick leave and Unpaid Special Leave May 10, 2007 through June 21,2007 without compensation.

Ms. Amy Warhop

SDC Teacher

Teacher

187 Cape Elizabeth Way 2007 through May 28, 2007 Riverside, CA 92506 with use of sick leave.

Ms. Annika White Maternity Leave March 28, 2007 -

Maternity Leave April 3,

Ms. Annika White Maternity Leave March 28, 20 14583 Vasco Way through May 8, 2007 with use Moreno Valley, CA 92555 of sick leave.

CERTIFICATED PERSONNEL

Place on 24-Month Re-employment List

Teacher

Ms. Shawndel Brown 332 Madison Avenue Pomona, CA 91767 Eff. April 16, 2007

Resignation

Teacher

Ms. Tanya Fontes 4020 Corvallis Dr. Reno, NV 89511 Amend Eff. Date From June 30, 2007 to April 17, 2007

Teacher

Ms. Gisele Helfand 995 B Street Ashland, OR 97520 Eff. June 30, 2007

Substitute Assignment

Teacher

Ms. Melinda Curtis 1405 Fairhill Dr. Riverside, CA 92507 As needed Prospective Teacher Permit

Teacher

Mr. Gordon Hannon 6155 Pegasus Dr. Riverside, CA 92503 As needed Emergency 30-Day Permit

Teacher Hourly

Ms. Kathi Jensen 1020 La Cresta Dr. Redlands, CA 92373 As needed Standard Elementary Life, Clear Pupil Pers. Serv. Basic, Spec. LH Life, RSP Cert. Life

Teacher

Ms. Margaret Martin 5998 Half Dome Dr. Fontana, CA 92336 As needed CBEST Waiver

Teacher

Ms. Manida Pena 180 W. Big Springs #1 Riverside, CA 92507 As needed Emergency 30-Day Permit

Teacher

Ms. Christine Wakeman 1133 W. Blaine St. #87 Riverside, CA 92507 As needed CBEST Waiver

Teacher

Mr. Daniel Wasilewski 17615 Owen Ct. Fontana, CA 92335 As needed Emergency 30-Day Permit

Teacher

Mr. Randolph Zuniga 145 W. Boardbent Dr. Riverside, CA 92507 As needed Prospective Teacher Permit



CLASSIFIED PERSONNEL

Short-Term/Extra Work

<u>Transportation</u>; provide transportation during spring break; April 9, 2007; not to exceed 8 hours each; appropriate hourly rate of pay; Funding Source: Transportation; \$1,289 total.

Ms. Yolanda Patton Bus Driver Special Students Mr. Jonathon Diaz Bus Driver Special Students Ms. Gail Tellez Bus Driver Mr. Henry Montoya Bus Driver Ms. Jackie Donohue Bus Driver Ms. Rachelle McGauley Bus Driver Ms. Ione Hogue Bus Driver Special Students Ms. Robertha Medinilla Bus Driver Special Students Bus Driver Special Students Ms. Janet Cordova

<u>Maintenance</u>; provide assistance with paint projects throughout District; March 5, 2007 through April 30, 2007; not to exceed 40 hours per week; appropriate hourly rate of pay; Funding Source: Routine Repair and Maintenance; \$6,650 total.

Maintenance Worker

Mr. Philip Chacon

<u>Ina Arbuckle Elementary</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$326 total.

Designated Translator

Ms. Josefina Barron

Mission Bell Elementary; assist with ELO after school program; April 16, 2007 through May 10, 2007; not to exceed 32 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$441 total.

Activity Supervisor/Health Care Aide Café Mgr.-Elementary

Ms. Susan Goodwine Ms. Brenda Greaver

Troth Street Elementary; assist with ELO after school program; March 12, 2007 through April 30, 2007; not to exceed 2 days per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,500 total.

Ms. Susy Aguirre Clerk Typist Ms. Delia Batiz Bilingual Language Tutor Activity Supervisor Ms. Maria Castillo Ms. Veronica Chavez Bilingual Language Tutor Ms. Francisca Corcoles Activity Supervisor Ms. Jeanine Cortez Instructional Aide Ms. Alice Gonzalez Activity Supervisor Activity Supervisor Ms. Mayte Ledea Ms. Amalia Lujan Activity Supervisor Ms. Janet Richards Clerk Typist

<u>Troth Street Elementary</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$326 total.

Designated Translator

Ms. Amelia Raya



CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rubidoux High School; provide assistance and training in attendance office due to vacancy; April 2-6, 2007; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$600 total.

Night Attendance Caller Clerk Typist Ms. Gloria Acosta Ms. Carlene Jones

<u>Learning Center</u>; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$326 total.

Designated Translator

Ms. Mary Huaracha

<u>Learning Center</u>; attend bilingual language tutor training; November 2006 through June 2007; not to exceed 21 hours; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; \$366 total.

Bilingual Language Tutor

Ms. Marbely Villalobos

Change of Position

From Bus Driver Special Students
To Bus Driver

Ms. Isabel Flores Vivar 7820 Madrona Dr. Fontana, CA 92336 Eff. April 16, 2007 Work Year F

Promotion

From Instructional Aide to Bilingual Language Tutor

Ms. Rosa Guevara 11201 58h St. Mira Loma, CA 91752 Eff. April 16, 2007 Work Year El

From Secretary to Secretary HS Asst. Principal Ms. Elizabeth Leach 7392 Pheasant Run Rd. Riverside, CA 92509 Eff. April 11, 2007 Work Year A

From Café Asst. Mgr.- Sec. to Café Mgr.- H.S.

Ms. Sharon Miller 10388 Mull Ave. Riverside, CA 92505 Eff. March 26, 2007 Work Year E1

From Instructional Aide to Administrative Secretary

Ms. Nickole Vance 20153 Sweetbay Rd. Riverside, CA 92508

Eff. April 4, 2007 Work Year A

CLASSIFIED PERSONNEL

Regular Assignment

Instructional Aide	Ms. Magdalena Buenrrostro 4872 Dodd St. Mira Loma, CA 91752	Eff. March 26, 2007 Work Year E1
Café Asst. I	Ms. Fernanda Diaz 10418 Jurupa Rd. Mira Loma, CA 91752	Eff. April 16, 2007 Work Year F
Café Asst. I	Ms. Jessica Martinez 9954 50 th St. Riverside, CA 92509	Eff. April 16, 2007 Work Year F
General Maintenance Journeyman	Mr. Dale Miller 6550 Shannon Rd. Riverside, CA 92504	Eff. April 9, 2007 Work Year A
Instructional Aide	Ms. Dayna Watson 8332 Bridlepath Circle Riverside, CA 92509	Eff. April 26, 2007 Work Year El
Café Asst. I	Ms. Tina Woods 6414 Pine Falls Trails Riverside, CA 92509	Eff. April 16, 2007 Work Year F

Return to Former Position

From Secretary/Acct. Clerk To Senior Fiscal Clerk	Ms. Dorothy Leis 8054 Whitney Dr. Riverside, CA 92509	Eff.	May 3,	2007
	Substitute Assignment			

Custodian	Mr. Calvin Bernard PO Box 3887 Riverside, CA 92519	As needed
Clerk Typist	Ms. Alicia Kennedy 11711 Collett Ave. #1935 Riverside, CA 92505	As needed
Activity Supervisor	Ms. Patricia Manson 8782 Kim Ln. Riverside, CA 92509	As needed

Ms. Kelle Wallace 26420 Silverado Ct.

Moreno Valley, CA 92555

<u>Termination</u>

As needed

Clerk Typist

MANAGEMENT/CONFIDENTIAL PERSONNEL

Resignation

Youth Opportunity Coordinator

Ms. Nancy Matzenauer 7907 Ralston Pl.

Eff. June 30, 2007

Riverside, CA 92508

OTHER PERSONNEL

Short-Term/Extra Work

Administrative Services; serve on Administrative Hearing Panel and SARB Panel; February 2007 through June 2007; not to exceed 15 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$12,727 total.

Retired Guidance Coordinator

Ms. Kathi Jensen

<u>Grounds</u>; provide assistance with landscape projects throughout District; April & May 2007; not to exceed 40 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$9,959 total.

Short-Term Groundskeeper

Mr. Brian Parham

Short-Term Groundskeeper

Mr. Mike Crawford

Operations; provide assistance due to absence; March 26, 2007 through May 31, 2007; not to exceed 40 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$5,414 total.

Short-Term Custodian

Mr. Angel Aragon

<u>Student Services</u>; provide counseling support services for parents and students; August 2007 through June 2008; not to exceed 20 hours per week each; appropriate hourly rate of pay; Funding Source: School Safety & Violence Prevention; \$12,800 total.

Student & Community Liaison Student & Community Liaison Ms. Elizabeth Einecke Ms. Lisa Vandenraadt

<u>Language Services & Student Programs</u>; provide training of budget reports; March 21, 2007; not to exceed 4 hours; appropriate hourly rate of pay; Funding Source: Economic Impact Aid; \$66 total.

Short-Term Secretary/Account Clerk Ms. Traci McClaury



OTHER PERSONNEL

Short-Term/Extra Work

<u>Mira Loma Middle School</u>; attend AVID training; August 2006 through February 2007; not to exceed 36 hours total; appropriate hourly rate of pay; Funding Source: Donations; \$360 total.

AVID Tutor

AVID Tutor

AVID Tutor

Mr. Jacob Madrid

Ms. Lorena Garcia

Ms. Corrine Astfalk

Regular Assignment

School Mental Health Therapist

Ms. Alisa Flakes 1691 Hollyhock Dr. Moreno Valley, CA 92551 Eff. April 16, 2007 Work Year E1

The above actions are recommended for approval:

Tamara Elzig, Assistant Superintendent-Personnel Services

Z-I pg.II





Tentative Agreement Between NEA-Jurupa and Jurupa Unified School District

The Parties agree to modify the 2004-2007 NEA-J Collective Bargaining Agreement as follows:

Article VII- Hours of Duty - amend as attached

Article XIV- Basic Compensation and Article XVII- Health and Welfare

1.76%	Increase to salary and health and welfare negotiated in 2005-2006 applied in 2006-2007
5.0%	Salary increase effective July 1, 2006.
.5%	Longevity increase effective February 1, 2007.
<u>.5%</u>	Health and Welfare increase effective July 1, 2007.
7.76%	Total ongoing increase
1.0%	From 2007-08 COLA

Increase ratio for Speech and Language Pathologists from 1.03 to 1.06 effective July 1, 2006.

This is a two-year settlement for the 2006-2007 and 2007-2008 school year. However, the Parties agree to reopen salary and health and welfare if any one of the following occur:

- 1. The District experiences any increase in unrestricted discretionary funds.
- 2. The District experiences increased categorical funds that offset unrestricted contributions or expenses.
- 3. The District receives any new equalization funds.
- 4. The District receives one-time mandated costs reimbursements.
- 5. The District receives an increase in the projected funded base revenue limit of \$5,759.23.

Article XV- Extra compensation - amend as attached

Appendix A - Memo of Understanding for Personal Necessity Days

Appendix B- Memo of Understanding regarding Article VIII Class Size



The Parties agree to attend CTA-provided training for Interest Based Bargaining prior to 2007-2008 negotiations.

For the Association

Date

For the District

Date

ARTICLE XIV

BASIC COMPENSATION

<u>Section 1 - Basic Certificated Salary Schedule (Schedule I).</u> The basic salary of all unit members shall be determined by the "Basic Certificated Salary Schedule."

A. Application of Salary Schedule.

1. <u>Definition of Terms.</u>

- a. "Degree" refers to earned degrees in education or a public school subject.
- b. "Unit" refers to semester units from an accredited college or university.
- c. "Bachelor's Degree" means any earned Bachelor of Science or Bachelor of Arts degree or equivalent from an accredited institution.
- d. "Master's Degree" means any earned Master of Science or

 Master of Arts degree or equivalent from an accredited

 institution.
- e. "Doctor's Degree" means any earned Doctor of Philosophy or

 Doctor of Education degree or equivalent from an accredited

 institution.
- f. "Accredited Institution" means an institution listed as accredited by the appropriate regional accrediting commission in the most recent issue of the "Accredited Institutions of Postsecondary Education" published by the Council for Higher Education Accreditation.
- g. "Semester Unit" means one semester hour of upper division or graduate-level work from an accredited institution. All



column headings indicate requirements in semester units. Transcripts indicating quarter-hour credit will be evaluated in semester-hour equivalents, with one (1) quarter hour equaling 2/3 semester hours.

- h. "Upper Division Courses" are those certified by an accredited institution as junior or senior level. Any graduate class would be considered equal to or superior to upper division.
- i. "Prior Teaching Experience" a year of prior teaching experience for credit must equal seventy-five percent (75%) of the minimum 175-day teaching year required by California law. Full-time teaching in Grades K-12 or Special Education Programs in public school only is accepted.
- j. "Transcript" is a documentary record of completed work certified by notarized signature or institutional seal and received by direct mail in the Personnel Office from an accredited institution.
- k. "Training Beyond Bachelor's Degree" accreditable training beyond the Bachelor's Degree shall include only those courses certified by the institution.
- 1. "8.0 Vocational Credential" In recognition of the value of the 8.0 Vocational Credential, a unit member who holds the credential but not the Bachelor's Degree shall be placed on the Basic Certificated Salary Schedule as if holding the Bachelor's Degree. A unit member who holds both the credential and the Bachelor's Degree shall be placed on the Basic Certificated Salary Schedule as if holding the



Master's Degree.

m. "Part-time Employee" - a unit member whose annual employment agreement is for less than a full day's service or for less than a full work year shall be defined as a part-time employee. A part-time unit member shall earn compensation in the same proportion as his/her work agreement is to a full-time work year. A part-time unit member, other than one participating in the Reduced Workload Program, who has earned tenure as a full-time unit member and who has not been on part-time status longer than three years shall be allowed to return to full-time status at the beginning of the next school year if written notification of such intent is given to the District no later than February 15. In the spring Offer and Notice of Reemployment, the District will include notice of the possibility of short-term employment.

2. <u>Initial Placement.</u>

Initial salary placement for the school year shall be made a. by September 15 by the Assistant Superintendent Personnel Services and based upon documentary evidence which has been September 10. Subsequent before received on or documentation shall not be considered except for placement adjustment for the subsequent school year and then in training placement only. Ιt is the relation to responsibility of each unit member to insure that verification of prior employment or transcript of training has been received in the Personnel Office prior to September 10. In the event official transcripts are not available



prior to September 10, a grade card or a written, signed statement from the course instructor shall be accepted; however, official transcripts of coursework must be in the Personnel Office no later than November 1.

- b. Unit members initially employed by the District on or after July 1, 1989 shall be given credit for each year prior full-time teaching experience in a public school up to a maximum of twelve (12) years. This credit is granted pursuant to Government Code Section 3543.2 and Education Code Section 45028(b) and is intended to apply only to newly hired unit members for purposes of initial placement on the salary schedule.
- c. Only units earned after receipt of the Bachelor's Degree will normally be used in salary placement. This may include work taken prior to completion of the Bachelor's Degree, but only that work taken in the last semester or summer prior to receiving the degree and certified on the official institution transcript as graduate degree credit beyond Bachelor's Degree requirements shall be acceptable for graduate credit.

3. Column Advancement.

- a. There shall be no limit on horizontal movement. The unit member shall be moved to the column for which his/her educational advancement qualified him/her.
- b. Educational training taken for advancement must be from an accredited college or university. Units or hours must be of the upper division or graduate level, unless a specific



lower division course is required to meet a credential requirement, or is a prerequisite for necessary advanced improve course needed to coursework, or is а instructional level of the unit member. Such a lower division course will not be accepted for column advancement credit unless the unit member has received written approval prior to enrollment in the course from the Assistant Superintendent Personnel Services. Approval will be for specific units and can in no way be deemed general approval for a particular type of course or any series of courses. One-third (1/3) of the total units between columns can be inservice credits. The District may pay the fees or tuition activities or inservice courses such jeopardizing the use of such courses or inservice activities for column advancement purposes.

- c. A unit member who qualifies for a salary increase based on column advancement shall be paid the increased salary not later than three regular pay periods or three months, whichever is longer, after the unit member files proper documentation (such as official transcripts or official grade reports). A letter from the institute of higher education on official letterhead verifying course completion will also be temporarily accepted pending unit member submission of official transcripts or grade reports.
- d. Salary increases earned as a result of column advancement shall be made effective at the beginning of the pay period immediately following the receipt of proper documentation in



the Personnel Office.

e. Education training shall be evaluated in semester units.

4. Experience Credit for Step Increment Advancement.

- a. After initial placement, only one (1) increment step per year may be credited for advancement on the salary schedule.

 A minimum of 132 days (seventy-five percent of the State-required 175 days) must have been rendered as actual service, exclusive of unpaid leave, to qualify for such advancement.
- b. A unit member shall advance one (1) increment step per year in compliance with the Basic Certificated Salary Schedule. However, unit members who have advanced to the maximum step of a given column on the Basic Certificated Salary Schedule shall not lose experience credit advancement as a result of a delay in qualifying for column advancement.
- c. When a part-time employee obtains or returns to full-time employment, time worked in the part-time assignment shall be totaled and the unit member shall be placed on the appropriate salary step. For purposes of this calculation, any fractional year remaining must total 132 full-time equivalent days (seventy-five percent of the State-required 175 days) or more to be credited.

Section 2 - Longevity Increment. A unit member who has completed twenty (20) years of full-time regular certificated employment in the District shall receive a salary allowance each subsequent year in addition to his/her placement on the Basic Certificated Salary Schedule. The amount of the longevity increment shall be determined by years of full-time regular



certificated employment in the District and a percentage of the amount in Column G, Step 13 of the Basic Certificated Salary Schedule. After twenty (20) years, the annual salary allowance shall be equal to three and one-half percent (3.5%) of Column G, Step 13. This percentage shall change to four and three-quarters percent (4.75%) of G-13 for unit members who have completed twenty-four (24) years, and to six percent (6%) of G-13 for unit members who have completed twenty-eight (28) years.

Effective February 1, 2007, after twenty (20) years, the annual salary allowance shall be equal to four and one-half percent (4.5%) of Column G, Step 13. This percentage shall change to six and one-quarter percent (6.25%) of G-13 for unit members who have completed twenty-four (24) years, and to nine and one-half (9.5%) of G-13 for unit members who have completed twenty-eight (28) years.

District shall be able to count up to five (5) years of said experience toward the longevity increment. This five (5) year credit benefit applies only to unit members whose first day of paid service as a unit member was prior to July 1, 1990.

Section 3 - Ratios (Schedule II). The ratios listed as Responsibility/Qualification Ratios are applied to placement on the Basic Certificated Salary Schedule to determine annual base pay for the basic work year for each unit member in each position. (The basic work year is the year for the Teacher, Nurse, Language, Speech & Hearing Specialist Speech and Language Pathologist, and Resource Specialist.) Annual pay is then extended proportionately for longer work years, if any, as shown on the Work Year Schedule.



was filled.

Section 5 - Doctoral Stipend. Unit members with an earned Doctorate degree shall receive an additional yearly stipend of \$925. This amount shall be increased to reflect any increases in doctoral stipends for other employees in the District. Effective July 1, 1997, the amount of the doctoral stipend shall be equal to two and one-half percent (2.5%) of the amount in Column G, Step 13 of the Basic Certificated Salary Schedule.

Section 6 - English Learner Assessment and Instruction.

- A full-time teacher assigned to a District-designated bilingual, English-immersion, or ESL class shall receive an annual stipend of \$950. A part-time teaching assignment shall be appropriately prorated. At the secondary level, this means a stipend of \$190 per assigned period per year. Effective July 1, 2000, the above referenced annual stipend shall be changed to \$500, with an additional \$500 paid if the teacher has CLAD, SB1969 or equivalent certification. A part-time assignment shall be appropriately prorated. Effective July 1, 2002 this stipend shall cease for classroom teachers and the basic certificated salary schedule shall be increased by thirty-three one hundredths percent (.33%). A full-time Language, Speech and Hearing Specialist Speech and Language Pathologist or Psychologist whose assignment, as determined by the District, requires that fifty percent (50%) or more of their standardized student assessments be conducted in Spanish shall receive an annual stipend of \$950. Effective July 1, 2000, the stipend shall be increased to \$1,000. A part-time assignment shall be appropriately prorated.
- B. Effective July 1, 2002 through June 30, 2005 any classroom teacher who has or receives California certification authorizing them to teach



proof of submission to the state by June 30, 2005 for certification authorizing them to teach English learners shall be eligible to receive the one-time bonus. The District agrees to provide the necessary training for teachers to receive this certification to allow teachers to become certified prior to June 30, 2005. Such training shall be provided during the regular work day. Teachers shall be given released time to participate in this training.

- C. Planning and Progress Documentation
 - 1. Elementary teachers who are assigned twelve (12) or more designated English learners shall be provided one (1) day of released time to complete required planning and/or student progress documentation. Elementary teachers who are assigned eight (8) or more such students will be provided with one-half (1/2) day of released time. Such released time shall be conducted during normal working hours at the unit member's work site.
 - 2. Secondary ELD/English teachers who are assigned sixty (60) or more designated English learners shall be provided one (1) day of released time to complete required planning and/or student progress documentation. Secondary teachers who are assigned forty (40) or more designated English learners shall be provided one-half (1/2) day of released time. Such released time shall be conducted during normal working hours at the unit member's work site.

Section 7 - Increase in Basic Certificated Salary Schedule (1999-2000 School Year). During the 1999-2000 school year, the Basic Certificated Salary Schedule shall be increased effective January 1, 2000 by a minimum of 2.61%. The actual amount of the increase shall be a percentage equivalent to the



percentage increase in the ongoing unrestricted Revenue Limit funding per ADA actually received by the District.

Section 8 - Mandatory Staff Development Day.

- A. A mandatory District staff development day for all unit members shall be scheduled by the District on one (1) of the two (2) teacher orientation days prior to the start of the first semester in the 1999-2000 and 2000-2001 school years. In the 1999-2000 school year, the staff development day will be on Thursday, September 2, 1999.
- B. Funding actually received by the District from the State for such a mandatory staff development day, less reasonable administrative costs, shall be used to augment the Basic Certificated Salary Schedule effective January 1, 2000. The formula for increasing the salary schedule shall be as follows:
 - Determine the amount of the staff development allowance authorized by the State Legislature and received by the District.
 - 2. Deduct 5% for administrative costs from the amount received by the District.
 - 3. Divide the remaining dollar amount by the cost of a 1% salary schedule increase, including fixed costs.
 - 4. The resultant percentage shall be added to the Basic Certificated Salary Schedule retroactive to January 1, 2000.
- C. This salary schedule increase shall continue unless the State allowance is reduced or discontinued. If so, the salary schedule increase shall be reduced or discontinued accordingly. If the salary schedule is reduced or discontinued, the limitations on Pre-Student Inservice Days that were included in the 1995-1998 Agreement (Article XIII, Section 7) shall be reinstated.



that were included in the 1995-1998 Agreement (Article XIII, Section 7) shall be reinstated.

D. The remaining state-funded Staff Development Days shall, if offered by the District, be scheduled as voluntary days outside the work year or work day and paid at a rate of two hundred fifty dollars (\$250) per complete day (7 hours 15 minutes, including lunch). Participation or non-participation in a voluntary staff development day shall not have an adverse effect on the unit member's evaluation.

11

//

2-3

Jurupa Unified School District

BASIC CERTIFICATED SALARY SCHEDULE

(Effective July 1, 2006)

	B B.A. with fewer than 30 units	C B.A. + 00 units	D B.A. + 45 units or M.A.	E B.A. .+ 60 units	F B.A. + 60 including M.A.	G B.A. + 75 including M.A.
Step 1	\$45,062	\$45,062	\$47,355	\$50,276	\$53,634	\$56,560
2	45,747	46,093	49,189	52,270	55,696	58,762
3	45,747	47,775	51,025	54,264	57,759	60,968
4	45,747	49,457	52,859	56,259	59,821	63,173
5	47,569	51,139	54,695	58,253	61,884	65,378
6	49,100	52,821	56,531	60,247	63,947	67,584
7.	50,626	54,502	58,367	62,242	66,010	69,786
8	52,154	56,186	60,202	64,235	68,074	71,991
9	53,683	57,867	62,037	66,231	70,135	74,197
10 7	55,211	59,548	63,874	68,224	72,198	76,402
11					74,260	78,607
12					76,323	80,810
13					78,386	83,577

Longevity	Steps					
21,*	58,136	62,473	66,799	71,149	81,311	86,502
25*	59,181	63,518	67,844	72,194	82,356	87,547
29*	60,226	64,563	68,889	73,239	83,401	88,592

All units are semester units



^{*}Based on years of service within Jurupa Unified School District

Jurupa Unified School District

BASIC CERTIFICATED SALARY SCHEDULE

(Effective February 1, 2007)

	B B.A. with fewer than 30 units	C B.A. † 30 units	D B.A. + 45 units or M.A.	B.A. + 60 units	F B.A. + 60 including M.A.	G B.A. + 75 including M.A.
Step 1	\$45,062	\$45,062	\$47,355	\$50,276	\$53,634	\$56,560
2	45,747	46,093	49,189	52,270	55,696	58,762
3	45,747	47,775	51,025	54,264	57,759	60,968
	45,747	49,457	52,859	56,259	59,821	63,173
5	47,569	51,139	54,695	58,253	61,884	65,378
6	49,100	52,821	56,531	60,247	63,947	67,584
. 7	50,626	54,502	58,367	62,242	66,010	69,786
8	52,154	56,186	60,202	64,235	68,074	71,991
9	53,683	57,867	62,037	66,231	70,135	74,197
10	55,211	59,548	63,874	68,224	72,198	76,402
11					74,260	78,607
12					76,323	80,810
13				`	78,386	83,577

Longevity	Steps					
21*	58,972	63,309	67,635	71,985	82,147	87,338
25*	60,435	64,772	69,098	73,448	83,610	88,801
29*	63,151	67,488	71,814	76,164	86,326	91,517

All units are semester units

*Based on years of service within Jurupa Unified School District

P/ (Z-2) (2,5)

Schedule II

RESPONSIBLITY/QUALIFICATION RATIOS

Counselor (Middle School)	1.03
Language, Speech and Hearing Specialist	1.03
Speech and Language Pathologist	1.06
Counselor (High School)	1.06
Guidance Coordinator	1.09
Mental Health Counselor	1.09
Psychologist (see attached Memo of Understanding for appropriate ratio)	1.10 or 1.12
Behavior Specialist	1.12
Program Specialist	1.12



participate in the development of additional site-specific aspects
of these guidelines (including procedures for visitors on campus)
so that, under the direction of the principal, each site has a
clear and concise plan for responding to potentially dangerous
situations. Such additional elements shall be kept to a necessary
minimum and consistent with District policy.

- Opies of site plans shall be forwarded by the principal to the District Safety Committee and the Association on a regular basis.

 Copies of the incident logs shall be forwarded by the principal to the District Safety Committee and the Association at the end of the month. Each unit member shall receive a current copy of the site plan for his/her work site(s).
- Section 9 Tuberculosis Exam. Examinations for tuberculosis shall be required every four (4) years. However, unit members may choose to have examinations every two (2) years. Examinations shall be paid for by the District. The type of examination shall be determined by the unit member from among medically acceptable tests.
- 18 <u>Section 10 Walkie Talkies</u>. The District shall provide three (3) "Walkie-
- 19 Talkies" or their equivalent to each middle school and comprehensive high
- 20 school for use by unit members assigned to the physical education departments.
- 21 The Walkie-Talkies shall be used only in emergency situations for two-way
- 22 communications between the site administration office and the unit member.
- 23 ARTICLE VII
- 24 HOURS OF DUTY
- 25 Section 1 Regular Work Day.
- 26 A. The regular work day for classroom teachers and nurses is seven (7)
 27 hours and fifteen (15) minutes including lunch. This time span also

includes any unit member(s) who meet regularly with pupils for 1 Other unit members shall work an 8-hour day including 2 instruction. lunch.

3

- The regular work day shall include the following: instructional 4 в. activities; preparation and conferencing activities; campus and student 5 supervision outside the classroom; parent conferences; tutorial and 6 guidance assistance to students; professional development meetings; student assessment and diagnostic activities; school and student record 8 maintenance; curriculum development activities; instructional materials 9 development; district committee assignments; and other duties clearly 10 required of the profession. 11
- The regular work day shall be a consecutive period of time including 12 C. lunch, unless a unit member otherwise initiates a request which is 13 approved by the supervising administrator. 14
- Each unit member shall be entitled to one (1) duty-free lunch period of 15 no less than thirty (30) minutes each day exclusive of passing periods 16 prior to and at the conclusion of the lunch period. 17
- No unit member will be regularly assigned to teach more than 300 minutes 18 per day, exclusive of student supervision and other adjunct duties. 19 However, this does not prohibit a unit member from voluntarily teaching 20 more than 300 minutes upon receiving written approval from the Assistant 21 Superintendent Personnel Services. 22
- The instructional day for teachers of kindergarten classes, including 23 F. any supervision of kindergarten students and instructional assistance in 24 other primary classes, shall not exceed 300 minutes per 25 be required to supervise non-Kindergarten teachers shall not 26 kindergarten students. 27

G. Secondary Assignments.

- 1. No regular classroom teacher at the secondary level (grades 7-12) will be required to teach more than five (5) regular instructional periods per day, excluding advisory or homeroom periods.
- 2. If a regular classroom teacher willingly accepts an assignment to teach a sixth instructional period, he/she shall be compensated at one-fifth sixth of his/her per diem for each period or hour of service. There shall be no additional compensation for time spent in preparation for this extra period of teaching. This compensation shall be considered extra compensation and part of the unit member's base salary for STRS reporting purposes if allowable by STRS.
 - minutes, the site administrator(s) shall meet with an appointee of the Association to explain the circumstance and provide names of unit members at the site who are willing to accept the additional teaching assignment. Prior to compiling such a list, the site administrator(s) shall notify each unit member at the site in writing of the intent to create the extra teaching assignment(s) and request names of those willing and able to accept the assignment.
 - b. The selection of unit members for a sixth period of instruction shall be made using the following priorities:
 - Period availability;
 - Possession of a current credential/ authorization for the assignment;
 - Currently in the department for two (2) or more



1 4. Not having taught a sixth instructional period within
2 the past three (3) years.
3 In the event that multiple applicants are determined to be

5

7

8

9

14

15

16

17

18

19

20

21

equally qualified for the assignment, the position shall be assigned by lot administered by Association and District representatives.

- c. An appointee of the Association and the site administrator shall meet to determine the qualifications of applicants and to administer the lottery process, if necessary.
- 10 H. Variations may occur in the starting and ending times of the work day of
 11 various unit members as a result of differences among class, school and
 12 office schedules. These times shall be established by the supervising
 13 administrator at each work location.
 - Teaching unit members at elementary school sites shall have a choice of beginning their work day either fifty (50) minutes or fifteen (15) minutes before the instructional day for students begins. The choice shall be made during the first week of school and shall be normally irreversible except as provided in Section 2 of this Article. The principal may temporarily adjust a unit member's schedule to permit attendance at faculty or other meetings (i.e. Student Study Team, IEP Conferences) when other time arrangements are not possible.
- 22 J. Non-kindergarten double session instructional assignments will not 23 exceed the number of minutes that are or would have been assigned to 24 unit members in the same assignment on regular sessions at that school 25 and grade level.
- 26 K. Regular duty hours which are in addition to actual teaching hours are generally reserved for instructional preparation and conferences and



shall not be used to excess by assignment of other duties.

2 L. <u>Supervision</u>.

- 1. Full-time elementary unit members, excluding kindergarten teachers
 but including K/1 combination class teachers, shall not be
 required to perform any supervision duties prior to afternoon
 recess, except during inclement weather.
- 7 2. Kindergarten teachers shall not be required to perform any supervision assignments prior to the commencement of the instructional day, except during inclement weather.
- 3. Middle school teachers shall not be required to perform any supervision assignments prior to the commencement of the instructional day, except during inclement weather.
- 13 M. Unit members at a continuation high school shall only be assigned
 14 student supervision during non-instructional time during one (1) session
 15 of a double session work day.
- 16 N. Unit members who supervise administratively assigned student detentions
 17 before or after the instructional day shall be compensated at the basic
 18 certificated hourly rate.
- 19 O. No duties or uncompensated supervision shall be assigned on days not specified as workdays except as such duty on a non-work day is part of an extra compensation assignment.

22 P. Staff Meetings.

- 23 1. Staff meetings shall be scheduled on an as-needed basis by administration.
- 25 2. Required attendance at staff, department or grade level meetings
 26 held during the regular work day of an instructional day shall be
 27 limited to no more than an average of two (2) per month.



1 a. At the elementary and middle school levels no required
2 meetings may extend beyond the regular work day.

- b. At the high school level, these meetings may extend beyond the regular work day. Such extensions shall not exceed one
 (1) hour.
- 3. The Association and the District recognize that additional required staff meetings may be necessary to complete mandated state or federal reviews at schools involved in the review process.
 - a. At the comprehensive and continuation high schools, no more than eighteen (18) additional meetings which do not exceed one (1) hour each may be held during the review and during the fifteen (15) preceding school months.
 - b. At all other schools, during the review year and the three (3) preceding school months, no more than thirteen (13) additional staff meetings may be held for such purposes.
- No unit member shall be required to substitute without extra compensation. Substitution assigned will be at the basic certificated hourly rate. In cases of emergency, period and/or partial day substitution shall be kept at a minimum and distributed equitably among available unit members, with volunteers given first consideration. A unit member shall not be required to substitute at a school site or location that is not part of his/her regular assignment, except under exigent circumstances. In case of regularly scheduled school or district events, period and/or partial day substitution shall be assigned by management from available volunteers. If volunteers are unavailable, assignments will be made by management on a rotational

- unavailable, assignments will be made by management on a rotational basis. Nurses, Psychologists and Speech and Language Pathologists shall be excluded from such assignments. There shall be a uniform
- 4 system at each site for the compensation of substitution which shall
- 5 include time cards signed by the administrator and unit member. Each
- site shall maintain an up-to-date log of such substitutions.
- 7 R. Any unit member(s) who agrees to be designated by a site administrator
- 8 as a translator shall receive a yearly stipend of \$200 for foreign
- 9 language translation services provided for the District during the
- 10 regular work day. Administratively requested or authorized translation
- service, including sign language, performed outside of the regular work
- day shall be compensated at the basic certificated hourly rate.

13 <u>Section 2 - Temporary Exceptions.</u>

- 14 A. Unit members shall be excused temporarily from regular duty hours or be
- allowed to vary arrival and leaving times temporarily when reasonable
- cause is shown. Written arrangements shall be made in advance with the
- 17 supervising administrator. Such changes must not interfere with the
- performance of basic duties necessary for the operation of the education
- and other service programs at that school or location.
- 20 B. On a day that a unit member discharges a supervision assignment or other
- adjunct duty outside his/her regular work day, the unit member may
- substitute the time used for a portion of the regular work day.
- 23 However, such substitution must not interfere with instruction of
- 24 students.
- 25 C. On any day that the outside shade temperature at the worksite exceeds
- 26 102°F or the indoor worksite temperature exceeds 90°F, unit members who
- 27 regularly meet with pupils for instruction and whose worksites are not



air conditioned shall not be required to work beyond the time actually spent meeting with students. Other unit members whose work sites are not air conditioned shall not be required to work beyond the time the first full-day class at the location, exclusive of double sessions, is

5 dismissed.

6

7

8

9

10

11

12

- At elementary school sites, a unit member who is assigned additional, unscheduled student supervision because of inclement weather shall be entitled to compensatory time off at the earliest available time. Such compensatory time shall be arranged with the principal and shall not interfere with the instruction of students or other regularly scheduled duties or responsibilities. When the normal recess schedule is not implemented due to inclement weather, principals shall provide each unit member with adequate time to take care of personal needs.
- 14 E. Early dismissal times for students shall be established on days of
 15 adverse weather conditions such as extreme heat as determined by the
 16 Superintendent.
- 17 F. Kindergarten teachers who have been assigned to team teach in another
 18 classroom shall not be assigned to substitute for another unit member
 19 during that time, except in emergencies.
- Ninety (90) minutes of on-campus teacher planning/collaboration time 20 shall be designated each week at each elementary school in the form of 21 one minimum day per week. Unit members at each elementary school, in 22 consultation with the site administrator, shall develop a proposed plan 23 that provides for 90 minutes of planning/collaboration time one day per 24 The proposed plan must include daily bell schedules which assure 25 that every student continues to receive sufficient instructional minutes 26 to qualify the District for state incentive money for longer day/longer 27



to qualify the District for state incentive money for longer day/longer year and shall not require additional non-budgeted District expenditures for staffing, busing, supplies, materials or equipment. The plan would include a provision for kindergarten teachers for scheduled team collaboration and planning time. The purpose of the minimum day is to provide teachers with scheduled team collaboration and planning time during the regular school day to focus on high- quality instruction and student work, and student learning goals, with the goal of improving student achievement. A majority vote of the entire teaching staff is required to designate a plan that averages thirty (30) minutes per minimum day for individual teacher planning/preparation time and sixty (60) minutes per minimum day for meetings, team collaboration and/or staff development as determined by the site administrator and leadership When developing the minimum day plan, it is permissible to skip The parties agree that the minimum days during shortened weeks. District may modify the plan, cancel a minimum day, and/or discontinue the minimum day at one or more sites upon mutual agreement by both This article shall be reviewed after two (2) years to assure parties. district/state/federal mandates at with alignment continuation of the article must be agreed upon by both parties.

1

2

3

5

6

7

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

н.

A minimum day schedule shall be established for the Friday prior to the day that report cards are sent home, for each quarter of the school year for each elementary school. In addition, the last day of the school year shall also be designated as a minimum day for each elementary school. Recommendations from each staff for a workable and appropriate schedule for each of the five (5) minimum days may be submitted if sufficient time for consideration is given. If the school receives

busing services the recommendation must take into consideration the availability of these services. Unless recommended differently or the recommendation is not workable or appropriate, efforts shall be made to have instruction end at its regular time so that non-instructional time will be available in the morning. Unit members assigned at each site shall complete their regularly assigned day. Kindergarten teachers shall meet with their assigned class but shall not be required to assist with the adjoining session's classes. It may be necessary to combine morning and afternoon kindergarten classes on these days. Time normally used for instruction by classroom teachers shall be used as teacher determined on-campus preparation time which may include parent conferences and report card completion. During the first quarter of the school year, the minimum day shall be scheduled prior to the two (2) agreed that scheduled parent teacher conference days. Ιt is instructional minutes may be increased on other instructional days to allow the District to continue to receive state incentive money for a longer day/longer year. This will require the addition of up to two (2) minutes of instruction on average for each of the remaining 176 days. Therefore, to implement the minimum day schedule during the duration of this Agreement, all references to a limitation of 300 minutes of teaching time shall be increased to 302 minutes as it applies to K-6 elementary teachers at sites, if necessary, to schedule the minimum days.

1

2

3

5

6

7

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

Section 3 - Adjunct Duties. The hours of duty in this Article are considered minimums and additional hours of service may be occasionally assigned outside the regular work day to complete certain duties. Those duties are defined as district designated Back-To-School Night, Open House, parent conferences,



- 1 supervision of student activities, promotion and graduation. Assignment of
- 2 such adjunct duties shall be subject to the limitations listed below:
- 3 A. An attempt shall be made to assign adjunct duties equitably.
- 4 B. One (1) assigned adjunct duty per work year shall be considered as part
- of the Basic Work Year salary.
- 6 C. Supervision assignments may include assisting with the conduct of the
- 7 activity such as timing of athletic events, score keeping or taking
- 8 tickets but not such activities as washing cars, serving food, or
- 9 selling items.
- 10 D. Any assigned supervision in a parking area shall not include directing,
- 11 assisting, confronting or in any manner supervising non-students,
- whether they are inside or outside of a vehicle or on horseback. Prior
- to assigning such supervision, a site administrator shall attempt to
- secure a volunteer(s) for the assignment. All such supervision
- 15 assignments shall be kept to an absolute minimum.
- 16 E. Elementary and Middle School unit members may be assigned one (1)
- additional adjunct duty outside the regular work day which shall be
- compensated. Compensation shall be at a rate equal to two (2) hours at
- 19 the basic certificated hourly rate.
- 20 F. Elementary unit members may be assigned only one (1) adjunct duty to
- organize, present or participate in student performances. Such
- assignment may be in conjunction with a scheduled PTA type meeting. No
- other involuntary attendance at PTA type meetings outside the regular
- 24 work day will be required.
- 25 G. Unit members assigned on a regular basis to more than one school site
- 26 shall not be required to perform any routine day-to-day supervision
- 27 duties or sponsor any student clubs or classes. They may be required to

perform one (1) uncompensated adjunct duty and one (1) other compensated duty per year. Compensation shall be the same as stated in paragraph "E" above.

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

High School unit members may be assigned to sponsor or to assist with the sponsorship of a club or class. Although attendance at club or class meetings during the regular work day (exclusive of lunch) may be required from time to time, such required attendance shall be kept to a minimum and be consistent with the terms of paragraph "K" of Section 1 of this Article. Any required meetings assigned outside the regular work day to satisfy this requirement shall be compensated at the same rate as stated in paragraph "E" above. An equal distribution of club and class sponsor assignments shall be attempted by site administration by first soliciting requests from unit members at that site. addition to assisting with club or class sponsorships, High School unit members may be assigned general supervision at student activities such as dances, performances or athletic events outside the regular work day. The number of unit members assigned per event shall be limited to the number needed to supervise the expected attendees. Prior to making such assignments, site administration shall solicit unit members from that assigned general All such assignment(s). such desiring supervisions shall be compensated at the same rate as stated in paragraph "E" above.

23 I. Guidance Coordinators shall be excluded from these limitations.

J. As part of the equitable assignment of adjunct duties, High School
Department Heads may be assigned attendance at Awards Night and
Graduation. Such assignment(s) shall be considered part of their extra
compensation assignment, however, and shall not be additionally

- 1 compensated.
- 2 <u>Section 4 Proficiency Testing.</u> Fifth grade teachers who are required to
- 3 conference with the parents of twelve (12) or more students who have failed to
- 4 pass a mandated fifth grade proficiency test, shall be provided one (1) day of
- 5 released time for preparation of elementary proficiency assessment conference
- 6 summaries. Fifth grade teachers who are required to conference with parents
- 7 of eight (8) or more such students will be provided with one half (1/2) day of
- 8 released time. Such released time shall be conducted during normal working
- 9 hours at the unit member's work site.
- 10 Section 5 Parent Conferences.
- 11 A. If, on a designated elementary conference day, an approved parent
- conference is held outside the school's regular office hours, the office
- shall be open with an administrator on duty. A supervised area shall be
- 14 provided, if requested.
- 15 B. Parent conferences on non-conference days should be held during regular
- office hours, when practical.
- 17 <u>Section 6 After Hour Meetings.</u> A unit member shall not be required to
- 18 attend a meeting and/or conference held before or after the regular work day
- 19 without an administrator's approval. An administrator shall be present at the
- 20 site during such approved meeting and/or conference.
- 21 <u>Section 7 Individualized Education Program Meetings</u>
- 22 A. Elementary Resource Specialists and elementary Speech and Language
- Pathologists shall maintain a schedule which includes 80% direct
- 24 instruction and 20% student assessment, coordination of and attendance
- 25 at Individualized Education Program (IEP) and Student Study Team (SST)
- 26 meetings.
- 27 B. Unit members who participate in Individualized Education Program (IEP)





meetings which extend beyond their regular work day shall be compensated at the contractual hourly rate after 120 minutes per month.

Section 8 - Full Inclusion

4 A. Definitions.

- 1. <u>Special Day Class</u>. A self-contained classroom where instructional services are provided to both severely handicapped and non-severely handicapped students who have been identified by an IEP team to have more intensive needs than can be met in the regular school program and/or the resource specialist program.
- 2. <u>Integration</u>. Special Day Class students who participate in general education programs for at least some portion of the day in what are typically non-academic activities which may include but are not limited to art, physical education, music, etc. Participation is independent of specific abilities or prerequisites.
- Mainstreaming. Special Day Class students who are integrated but who participate in general education programs for at least some portion of the day in what are typically core academic classes which may include but are not limited to reading, mathematics, social science, etc. Participation is based on the prerequisite of specific strengths or skills in the content area. A mainstreamed student or a student taking part in integration activities is not considered to be a "fully-included" student.
- 4. <u>Full Inclusion</u>. Severely handicapped students who are placed full time into a regular education classroom for whom curricular, behavioral and/or physical adaptations may be needed. Full inclusion is that special education option determined by an IEP



team or specified in a plan established to meet the requirements of Section 504 of the Rehabilitation Act of 1973, that places a severely handicapped student in an age appropriate regular education classroom on a full-time basis. The included student is that significant curricular degree such a handicapped to adaptations are required which necessitate the collaboration of Special education regular and special education teachers. services which these students require will still be provided, i.e. hearing aids, Braille machine, etc. There is no prerequisite for the student to be included in the regular classroom and the student is not expected to meet the same curricular standards. "Severely handicapped students" do not include students whose sole deaf/hard being condition is handicapping orthopedically impaired, visually impaired or having some other health impairment.

16 B. <u>Full Inclusion Planning</u>. Identification and planning for full inclusion 17 students shall be done at each site by an appropriate IEP team.

1

2

3

5

6

7

8

9

10

11

12

13

14

- 18 C. <u>Full Inclusion Funds</u>. Each full inclusion site shall receive an
 19 additional allocation of one thousand dollars (\$1,000) to support
 20 planning and implementation of the full inclusion program as specified
 21 by the IEP team.
- D. Release Time. Release time shall be allocated to unit members who are teachers of identified full inclusion students to provide planning time with the resource specialist or special day class teacher, and other support personnel. Release time shall be paid for with the funds specified in Part C above.
- 27 E. Specialized Training. Unit members who provide direct service to a full



inclusion student(s) shall be provided with specialized training necessary for successful implementation of the student's IEP. Such training may be provided by a nurse, if appropriate. If training is conducted during non-duty hours, the unit member(s) and trainer(s) shall be compensated at the certificated hourly rate. Trainers shall receive appropriate release time to plan training sessions. Release time shall be paid for with the funds specified in Part 3 above.

- 8 F. <u>Prior Notification</u>. A unit member who will be assigned to provide 9 direct service to a full inclusion student should receive prior 10 notification of the assignment and be offered released time for 11 instructional planning with the appropriate special education staff.
- 12 G. Specialized Physical Health Care. Specialized Physical Health Care

 13 procedures are specific health care needs identified in a medical

 14 protocol that may be performed on a daily basis to ensure the health and

 15 well being of a student, including students who are fully included.
 - Only unit members who are qualified or trained in accordance with Education Code Section 49423.5 may assist students who require specialized physical health care services.
 - 2. The District shall comply with all Education Code and Title V provisions so unit members may work and provide specialized health care in a safe, appropriate environment.
 - 3. As required by Government Code Section 825, the District shall defend a unit member against any claim or action against him/her for an injury arising out of an act or omission occurring within the scope of his/her employment as an employee of the District while implementing the provisions of this section.

27 //

1

3

5

7

16

17

18

19

20

21

22

23

24

25

26

R (2.2)

1 //



ARTICLE XV

1 EXTRA COMPENSATION ASSIGNMENTS

- 2 Section 1 Compensation Formulas and Criteria. Extra compensation for extra
- 3 duties shall be paid in accordance with the extra compensation formulas and
- 4 criteria in this Article.
- 5 Section 2 Method of Payment.
- 6 A. Annual or seasonal extra compensation assignments shall be paid as part
- of the unit member's regular pay warrant upon completion of the
- 8 assignment.
- 9 B. Hourly extra compensation assignments shall be paid as part of the unit
- 10 member's regular pay warrant for that pay period.
- 11 <u>Section 3 Voluntary Assignments.</u> All extra compensation assignments other
- 12 than assigned period and/or partial day substitution shall be voluntary.
- 13 <u>Section 4 Computation of Extra Compensation Amounts.</u>
- 14 A. The amount paid for extra compensation assignments shall be determined
- by multiplying the percentage listed on Schedule III or Schedule IV by
- the amount of Step 1, Column "B" on the Basic Certificated Salary
- 17 Schedule. For the annual and seasonal amounts, the result shall be
- rounded up to the nearest five dollars (\$5.00). For the daily amount,
- the result shall be rounded up to the nearest ten cents (\$0.10). For
- the hourly amount, the result shall be rounded up to the nearest five
- 21 cents (\$0.05).
- 22 B. Prior to implementation of a negotiated change in any factor of the
- above formula, a designated representative of each Party shall meet and
- 24 calculate successor amounts and transmit the calculation to the
- 25 Association, the Personnel Office and Business Office.
- 26 Section 5 Summer School Workday and Compensation.
- 27 A. The basic daily Summer School minimum workday shall be four hours
- and thirty-six minutes or 4.6 hours, which shall include two hundred
- 29 forty (240) minutes of instruction.
- 30 B. The Summer School Daily Rate is calculated by multiplying Step 1, Column

- "B" on the Basic Certificated Salary Schedule by the percent factor (.5%) indicated on Schedule IV. This calculation is based upon the basic workday conditions described in A.
- In order to meet specific program needs and holiday schedules, the basic C. workday hours and the number of instructional minutes per day may be adjusted by the District following written notification from the Assistant Superintendent, Education Services to the Association. Summer School Daily Rate that year for those specifically affected programs, will be modified to reflect the compensation guidelines under the Summer School/Extended Year Rate in Schedule IV. 10

1

2

3

4

5

6

7

8

9

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

- An increase in the minutes of instruction (240) shall require a 1. corresponding increase in the Summer School Daily Rate. example, adding nine (9) minutes to the daily instructional minutes reflects a 3.75% increase (9 divided by 240). current Daily Rate is \$147.50, the corresponding increase would equal \$5.53 for a new total of \$153.03 with no increase in the When rounded up, the new daily rate amount would workday hours. equal \$153.10.
- An increase in the basic workday hours (4.6) shall require a 2. corresponding increase in the Summer School Daily Rate. example, adding nine (9) minutes to the workday would reflect a 3.26% increase (9 divided by 276). If the current Daily Rate is \$147.50, the corresponding increase would equal \$4.81 for a new total of \$152.31 with no increase in the instructional minutes. When rounded up, the new daily rate amount would equal \$152.40.
- An increase in both the minutes of instruction (240) and the 3. workday hours (4.6) shall require a corresponding increase in the For example, if the instructional Summer School Daily Rate. minutes and the workday minutes are both increased by nine (9) minutes, the result would then be \$147.50 + \$5.53 + \$4.81 for a new total of \$157.84. When rounded up, the new daily rate amount would equal \$157.90.

- 1 <u>Section 6 CIF Competition.</u> A coach shall receive a weekly stipend equal to
- 2 ten percent (10%) of his/her seasonal coaching compensation for each week of
- 3 CIF playoff competition involving his/her team. The site principal, after
- 4 consultation with the coach, shall designate the number of assistant coaches,
- 5 if any, who are eligible for the stipend.
- 6 <u>Section 7 Assignments.</u>
- 7 A. Each athletic team that represents a comprehensive high school in CIF competition shall have at least one (1) compensated coach.
- 9 B. The District may only hire non-unit member coaches (walk-ons), pursuant to Education Code Section 44919(b), when no unit member applicant is qualified as determined by District criteria established pursuant to
- 12 Education Code Section 35179.5.
- 13 C. In selecting a person to fill a vacant hourly, Summer School, Adult
- 14 Education or other extra compensation assignment listed on Schedule III,
- parts B or C, a unit member applicant who is qualified, as determined by
- District criteria established for the assignment at the job site, shall
- be chosen before a non-unit member. It is assumed that
- unless a special situation exists, certain extra compensation
- 19 assignments that are logical extensions of a specific unit member's
- teaching assignment, such as Instrumental Music Coordinator, shall be
- 21 filled by that unit member.
- 22 D. Prior to the principal naming a department head, grade level leader, or
- K-6 special education leader, the department or group members will have
- the opportunity to come to agreement and submit a candidate to the
- 25 principal using the following process:
- 26 1. The principal shall announce the vacancy to the department or group and will accept nominations for the assignment.
- 28 2. The department or group shall, in a timely manner, submit its candidate(s) for the vacancy.
- 30 3. The method by which the department or group comes to agreement shall be determined by the department or group. Such methods may include election, consensus, or acclamation. If there is no clear agreement, a list of candidates will be submitted to the





1 principal.

- 2 4. If, after a candidate has been selected, the principal or a
 3 majority of the department or group so requests, a vacancy shall
 4 be announced for the following year.
- 5. Each department head, or group grade level leader, or K-6 special
 education leader assignment shall be determined at least once
 every three (3) years. At least one-fourth (1/4) of the
 department head positions at each site shall be subject to these
 provisions annually.

10 Section 8 - Adult Education Notification and Preparation Time.

- 11 A. Notification of selection to an Adult Education assignment shall be in 12 writing and shall include the location of the assignment and the 13 subject to be taught.
- B. Unit members who teach Adult Education classes for two hundred fifty

 (250) minutes or more per day shall receive one (1) additional hour of

 paid preparation time per day.

17 Section 9 - Anticipated Vacancies.

- 18 A. Prior to June 1, the District shall post a list of anticipated extra
 19 compensation assignment vacancies for the following school year. This
 20 list shall be updated by the first workday of October.
- 21 B. Anticipated Adult Education vacancies shall be posted on every 22 Association bulletin board when practical.
- Seasonal comprehensive high school coaching position vacancies shall be 23 posted district wide by school administration prior to a selection being 24 The posting requirement may be waived if the position becomes made. 25 vacant within three (3) weeks of the commencement of the season of the 26 sport involved, or after the season begins. In such cases, the position 27 shall be posted the following year, and the incumbent coach must apply, 28 along with other applicants, if he/she desires to continue in the 29 position. 30
- 31 <u>Section 10 Additional Preparation Periods</u>. Additional preparation periods 32 scheduled as a result of extra compensation assignments shall not be used for 33 the calculation of class sizes in any calculation formulas in the Class Size



- 1 Article (e.g. if five (5) unit members are assigned one (1) additional
- 2 preparation period each, then they shall be counted as four (4) unit members
- 3 for purposes of calculating class size average).
- 4 <u>Section 11 Summer Session Staffing</u>. For the 2003 summer session, staffing
- 5 for summer school Programs will be made under the provisions that follow.
- 6 These provisions may be extended beyond the 2003 summer session upon the
- 7 mutual written agreement of the Parties. Anticipated vacancies for summer
- 8 school positions will be announced to unit members by a posting at each
- 9 school site. Reasonable efforts will be made to match applicants to vacancies
- 10 to which they are qualified. Each applicant will receive equal consideration
- 11 for each position to which he/she has applied, based on the applicant's
- 12 credential(s) and relevant experiences. In the event that the number of
- 13 applicants exceeds the number of anticipated vacancies, the following
- 14 selection process will be used: Unit members who apply for state reimbursed
- 15 summer school positions including regular education, special education,
- 16 proficiency and independent study programs will be selected by use of a point
- 17 system based upon the criteria and procedures indicated below. Non-unit
- 18 member applicants will only be considered in the absence of qualified unit
- 19 member applicants willing to teach the specific course being offered.
- 20 A. <u>Credential/Permit/Authorization</u>. An applicant must possess a valid,
- 21 appropriately registered credential/permit or must currently be teaching
- 22 under an authorization that allows him/her to teach the specific course
- for which he/she has applied.
- 24 B. <u>Criteria</u>. The selection of unit members for summer school employment
- 25 will be based upon the following conditions:
- 26 1. Recent Teaching Experience Within the District. One (1) point
- 27 will be awarded to each applicant who has taught in the subject
- area for a length of time equivalent to one semester within the
- 29 most recent three year period. For purposes of this section, a
- 30 summer school assignment will be considered as equivalent to one
- 31 semester.

- 32 2. <u>Prior Non-selection</u>.
 - a. One point shall be awarded to an otherwise qualified



1 applicant for each year in which he/she applied but was not 2 selected in the previous three (3) years. On a yearly 3 basis, the most recent three-year period will be reviewed to 4 determine each applicant's summer school employment history. 5 Points for prior non-selection will range from zero (0) to a 6 maximum of three (3). 7 A unit member who declines a summer school employment offer 8 for which he/she has applied will not receive points for 9 non-selection. 10 Points awarded under this criterion shall begin accruing 11 with the summer session of 1998. 12 Current Assignment. 3. 13 9-12 Summer School/7-12 Special Education Summer School. 14 One point shall be awarded to each applicant whose current 15 assignment (7-12) is in the same department as the summer 16 school course that is being offered. 17 K-8 Proficiency - Promotion Programs/Independent Study/Kb. 18 6/Special Education Summer School. One point shall be 19 awarded to each applicant whose current assignment is at an 20 elementary or middle school site. 21 The maximum number of points awarded to any applicant shall c. 22 not exceed one (1) under this criterion. 23 In circumstances where more than District Seniority. 4. 24 applicant is equally qualified for the position, the applicant 25 with the greatest district seniority shall receive the position. 26

27

28

29

30

31

32

33

Procedures.

members for summer school employment.



a regular (non-substitute) certificated employee.

In the event that two or more of these applicants have the same

district seniority, the tie shall be broken by lot administered

by Association and District representatives. District seniority

will be based on the first day of paid service to the District as

The following procedures shall be used to select unit

The District shall determine which courses are to be offered based 1. 1 upon student enrollment. 2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

- Continuing summer school employment shall be contingent upon sufficient student enrollment as determined by the District. courses and the number of positions to be posted should be determined no later than June 1 of each school year.
- The District will post summer school vacancies. 2. announcements will indicate the specific course/position, summer school site and the necessary credential requirement. applications must be received at the personnel office by the closing date indicated on the announcement.
- Shortly after the closing date for applications, the summer school 3. administrator(s) will review the applications and match the applicants' qualifications to the courses being offered.
- Selections shall be made using the criteria indicated above from 4. among the qualified applicants.
 - In the event that declining student enrollment requires the 5. consolidation of sections of the same course at a site, resulting in the elimination of a teaching position at that site, the directly impacted unit member with the fewest number of criteria In the event of a tie, the unit member points shall be released. with the least district seniority shall be released. The same process shall apply to other district summer school programs, including Independent Study.
 - Unit members released from summer school employment under the 6. condition described in Step Five above, shall be recorded as having been non-selected.
- The criteria and procedures for summer school staffing Exclusions. 28 pertain only to traditional state reimbursed programs. Programs that 29 are funded through categorical or alternative sources are not subject to 30 the staffing procedures described in this section. 31
- Certain specialty programs that require the continuing delivery of 32 instructional services from the regular school year into the summer 33



1		school session shall also be excluded. Such programs include Band,
2		AVID, ROTC, Program Specialist, ASB Leadership, continuing Independent
3		Study, Community Day School, and others as determined by representatives
4		of the Association and the District.
5	E.	Remedy. If the non-selection of a unit member is caused by an
6		unintentional error in the implementation of this procedure, the non-
7		selected unit member shall be guaranteed a future summer school position
8		when a course is next offered for which he/she is qualified. The
9		District and the Association shall mutually agree upon the determination
10		of such an error.
11	F.	Review. The Parties agree to review the efficiency of this program and
12		determine its future use or necessary modification five (5) years after
13		its initial implementation, or sooner by mutual agreement.
14		on 12 - Bilingual Nursing Assistance. Any nurse(s) assigned to provide
15	on-go	ing assistance to non-English speaking students shall receive one (1)
16		of extra compensation pay at the certificated hourly rate each week of
17	his/h	er regular work year. Payment shall be made at the end of the school
18	year.	
19	//	
20	//	
21		
22		
23		
24		
25		
26		
27		
28		
29		



1		SCHEDULE III	
2		EFFECTIVE JULY 1, 2000)	
3 4	(A) EXTRA COMPENSATION FOR EX	TRA DUTIES - SEASONAL RATES	FOR COMPREHENSIVE
5 6 7	HIGH SCHOOL HIMLIAGE		Percent of B-1
8 9 10	near 100 data 100 data	(fall + spring) (summer)	11.50% 3.50 8.00
11 12	Head Basketball Coach	(winter) (summer)	3.50 8.00
13 14	Head Baseball Coach	(spring) (summer) (spring)	3.50 8.00
15 16	Head Softball Coach	(summer)	3.50 6.00
17 18 19 20 21 22 23	Assistant Football Coach Other Assistant Coaches	(summer) (fall + spring) (summer)	8.00 3.50 8.50 3.50 6.00
24 25		KTRA DUTIES - ANNUAL RATES Aprehensive High School	
26 27		prenensive High School	3.00%
28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 55 56 57 57 57 57 57 57 57 57 57 57 57 57 57	Academic Decathlon Advisor ASB Advisor Choral Music Coordinator College Bowl Advisor Color Guard Advisor Drama Advisor Drill Team Advisor English Language Site Facility Forensic Advisor GATE Coordinator Head Class Sponsor (freshman) Head Class Sponsor (senior) Head Class Sponsor (senior) Head Class Sponsor (sophomore Instrumental Music Coordinato Instrumental Music Coordinato Journalism Advisor Mock Trial Advisor Model Congress Advisor Model U.N. Advisor Pep Squad Advisor Safe Schools Site Coordinator Student Study Team Leader + 5 Testing Coordinator Technology Coordinator Science Fair Coordinator Yearbook Advisor) r r (summer)	11.50 8.00 8.00 6.00 8.00 1.50 3.00 3.50 8.00 4.00 3.50 8.50 3.00 8.50 3.00 8.50 3.00 8.50 9.00
56	Co	ntinuation High School	
57 58 59 60 61 62	English Language Site Facilit Journalism Advisor Yearbook Advisor Student Study Team Leader + 5 Testing Coordinator Technology Coordinator		1.50 4.00 5.00 3.00 2.00 2.00



1 2	GATE Safe	Coordinator Schools Site Coordinator	1.50 1.50
3 4		ce Fair Coordinator	1.00
5		Middle School	
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Chora Color Engli Head Head Instr Journ Yearb Safe Stude Testi Techn GATE Scien Math	dvisor 1 Music Coordinator Guard Advisor sh Language Site Facilitator Grade Sponsor (eighth) Grade Sponsor (seventh) umental Music Coordinator alism Advisor ook Advisor Schools Site Coordinator nt Study Team Leader + 504 ng Coordinator ology Coordinator Coordinator ce Fair Coordinator Field Day Coordinator ing Bee Coordinator	5.00 6.00 4.00 1.50 2.00 1.00 6.00 4.00 5.00 1.50 3.00 2.00 2.00 1.50 1.00
24 25		Elementary School	
26 27 28 29 31 32 33 34 35 37 39 41 42 43 44 45 47	Distr Distr Engli Stude Testi Techn GATE Scien Math Safe Spell Acade Other (Stud Yearb	ict Choral Music Coordinator ict Instrumental Music Coordinator ict Recreational Program Coordinator sh Language Site Facilitator nt Study Team Leader + 504 ng Coordinator ology Coordinator Coordinator ce Fair Coordinator Field Day Coordinator Schools Site Coordinator ing Bee Coordinator mic Olympics Coordinator assigned extra compensation ent Council, Principal's Designee, ook, Disaster Preparedness, Young rs - Maximum of 3 per site)	5.00 5.00 5.00 1.50 3.00 2.00 2.00 1.50 1.00 1.00 1.00
48 49 50		EXTRA COMPENSATION FOR EXTRA DUTIES - DEPARTMENT HEA L RATES	D OR GROUP LEADER -
51 52	-	Comprehensive High School Formula	
53 54	1.	Annual base per department head plus	5.00%
55 56	2.	Per period (based on first semester schedule)	.07
57		Middle School Formula	
58 59	1.	Annual base per department head plus	2.00
60 61	2.	Per teacher (including department head)	.10



1	Elementary School Group Leader Formula	
2	1. Annual base for each K-6 group grade leader and special	education leader
3		1.00
4 5	Annual base if more than one position/site	2.50
6 7	2. Per teacher (including group leader)	05
8 9	plus	- 30
10	3. Per grade	
11		
12		
13		
14		
15	SCHEDULE IV	
16 17	(Effective July 1, 2000)	
18 19	(A) EXTRA COMPENSATION FOR EXTRA DUTIES - HOURLY RATE	
20 21 22	•	Percent of B-1
23 24 25 26 27 28	Adult Education Teacher, Curriculum Development Assignment, Driver Training Teacher, Extra Period Daily Teaching Assignment, Home Teacher, Saturday School Assignment, Other Hourly Assignments	.084%
29 30 31	(B) EXTRA COMPENSATION FOR EXTRA DUTIES - SUMMER SCHOOL/EXTENDED YEAR RATE	
32 33 34 35		.500
36 37		



ARTICLE XVII

HEALTH AND WELFARE BENEFITS

Section 1 - Availability.

- A. The District shall make available to all full-time and certain part-time members a health, dental and vision benefits program as defined in this article. A description of health and welfare benefits will be offered to each unit member at the time of initial employment. The same information will be available to all unit members in subsequent years on request. Specific plans, coverages and carriers will be selected by and may be changed by mutual agreement of both parties. A list of available coverages may be obtained from the benefits office.
- B. The following insurance plans shall be provided:
 - 1. Met Life Dental or Reach the Tooth Gold
 - 2. Kaiser or Blue Cross California Care
 - 3. Medical Eye Services or Eye Med

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

- 1. American Fidelity Income Protection
- 2. American Fidelity Cancer
- 3. UNUM-Provident Life Term Life
- 4. M.E.S. Supplemental Vision
- C. Unit members who are currently receiving a cash option shall continue to receive the cash option. Employees will receive the cash option of \$2,200 if the employee opts for an employee only dental benefit, or \$1,833 if the employee opts for a family dental benefit. These unit members may irrevocably choose to leave the cash option and elect to take additional insurance. Unit members who are not currently receiving



- a cash option may not receive a cash option by waiving benefits coverage.
- D. The District shall provide benefits offered under this Article to eligible domestic partners to the same extend that such benefits are offered to spouses, subject to the provisions and requirements of the insurance carriers. To establish eligibility the employee shall submit a copy of his/her domestic partner certificate showing registration with the California Secretary of State.

Section 2 - Deductions and Payment.

- A. Deductions authorized by unit members shall be deducted from the September through June payrolls as appropriate.
- B. Unit members may participate in a vehicle insurance plan with the A+
 Insurance Company (formerly California Casualty Insurance Company).

 Participation shall be voluntary and all costs shall be paid by the unit member.
- C. The District shall contribute to the benefits pool an amount equal to \$5,200 times the number of FTE unit members. For the 2004-2005 school year only, an additional \$200 per FTE shall be added to the benefits pool. This additional funding shall continue as long as the amount of the District contribution for routine maintenance is either 2% of the combined general fund or 3% of the unrestricted general fund.
- D. For the 2004-2005 school year, the following surcharges shall apply:

a. Employee Only \$750

b. Employee + Spouse \$1,640

c. Employee + Dependents \$1,480

d. Employee + Family \$2,200

E. For each of the school years, 2005-2006 & 2006-2007, the District shall



increase its contribution to Health and Welfare Benefits by \$200 per FTE provided the following conditions are met:

- a. The budget signed by the governor provides a 2.0% COLA or greater.
- b. The deficit is 2.1% or less.

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

F. Effective July 1, 2007, the District agrees to an ongoing contribution of \$371,884 to the benefit pool. This equates to a .5% increase on the 2005-2006 salary schedule.

<u>Section 3 - Insurance Periods.</u>

- A. The open enrollment period shall occur within 45 days prior to the beginning of a plan year. During open enrollment, unit members may change health insurance companies and/or voluntary plan selections. Unit members may not change coverage after the open enrollment unless the unit member's family circumstances have changed as defined by the insurance carrier and the IRS.
- B. Employees shall notify the District within 30 days of change of family status to allow for any necessary changes in benefit coverage.



Section 4 - Other Provisions.

- A. All coverages of the prior year are automatically continued for each qualified unit member. Adjustment of any necessary payroll deductions for optional plans shall be made automatically to reflect rate changes.
- B. Unit members who are absent because of illness and who have exhausted their accumulated paid leave shall continue to receive full insurance coverage to be paid by the District for that period of illness not to exceed twelve (12) months following exhaustion of said leave.
- C. Unit members on District-approved leaves of absence without pay may at their request continue to receive insurance coverage for the period of the leave at their own expense. The responsibility for maintaining continuing coverage rests with the unit member.
- D. The benefits provided in this Article shall remain in effect during the term of this Agreement. Should a unit member's employment terminate during the school year, he/she shall be entitled to continue all insurance coverage until the end of the school year. Such unit member shall pay advance premiums for the continued coverage on a month-to-month basis.
- E. The spouse and/or dependent children of a deceased unit member who are participants in a District health or dental program at the time of death of a unit member shall be allowed to continue in those programs for the remainder of the insurance period as defined in Section 3 above plus one (1) additional year, where permitted by the carrier, by paying advance premiums for the continued coverage on a month-to-month basis.

Section 5 - Part-Time Unit Member Benefits.

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



- B. Other unit members, who work less than a regular workday, or less than a basic work year, shall receive benefits in the ratio that their service bears to full-time. The part-time unit member will be required to pay an amount that when added to the ratioed benefit allowance will total the district contribution per FTE and will also be required to pay an appropriate surcharge as defined in Section 2, Paragraph D.
- C. Part-time unit members currently receiving a cash option shall receive a cash option as specified in Section 1, Paragraph C in the same ratio which their service bears to full time.
- D. Any part-time unit member with proof of health and/or dental coverage elsewhere may waive any requirement to purchase health and/or dental coverage through the District. A unit member who chooses to waive coverage will not be entitled to any cash option. A unit member once having elected to waive health and/or dental coverage is responsible for notifying the District if their alternative coverage is discontinued. The part-time unit member may apply for coverage through the District at that time.

Section 6 - District Limitations.

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

Section 7 - I.R.C. 125 Benefits. Additional Section 125 "Flexible Benefits" offered pursuant to the Internal Revenue Code are Dependent Care Assistance

(I.R.C.-129 Guideline) and Unreimbursed Medical Expenses (I.R.C.-105 Guideline). Implementation of these flexible spending accounts shall not result in any additional cost to the District. There shall be no District fees assessed to the unit members for supplemental cash back, group insurances, voluntary insurance selections or I.R.C. 125 utilization. There may be charges assessed by the I.R.C. 125 administrator.

Section 8 - Benefits Committee

- A. The Parties shall review the types of insurance coverage, plans, carriers, and providers and any other entities providing services of Health and Welfare benefits covered in the Article. Changes may occur upon mutual agreement of the Parties.
- B. A committee comprised of Association-selected representatives and the Superintendent and/or designee(s) shall meet to monitor plan benefits, charges, changes, and services provided by the companies as well as other items related to any benefit covered in this Article.

//

//



Appendix A



Memorandum of Agreement

Between

National Educators Association-Jurupa

and the

Jurupa Unified School District

The Parties agree to increase the number of Personal Necessity days from nine to ten days each year.

The Parties agree to revise Article XI., Section 11- Personal Necessity Leave as attached.

For the Association

4/4 Date

4/4/07

Date



Section 11 - Personal Necessity Leave.

- A. A unit member shall be entitled to use nine (9) ten (10) days of accrued sick leave during each school year in cases of personal necessity. Under no circumstances shall such leave be available primarily for purposes of personal convenience, the extension of a holiday or a vacation period, matters which reasonably can be taken care of outside work hours, or recreational activities. Use of Personal Necessity Leave is subject to the procedures listed below:
 - 1. A unit member shall not be required to secure advance permission, but will be responsible for advising his/her immediate supervisor or the Personnel Office at the earliest possible time for absences caused by any of the following:
 - a. The death of a member of the unit member's immediate family when the number of days of absence exceeds the limit provided under Bereavement Leave.
 - b. An illness of a member of the unit member's immediate family, including pregnancy of unit member's spouse, serious in nature, which under the circumstances the unit member cannot disregard, and which requires the attention of the unit member during his/her assigned work hours.
 - c. An accident involving the unit member's property or the person or property of a member of the unit member's immediate family.

 Such accident must be serious in nature and require the attention of the unit member during his/her assigned work hours.
 - Attendance at funeral services of a close friend.
 - e. Absence required in completing final oral and written examinations for advanced degrees when such examinations are not offered outside of the work day. or on Saturdays.

- f. Absence in order to seek alternative employment after receiving a layoff notice. (Note: In the event the notice is rescinded, the unit member shall have the day(s) fully restored.)
- 2. Advanced permission before being absent from duty shall be required in all other cases of personal necessity. Failure to secure advanced permission may result in the absence being taken without compensation. Examples of absences which could, on prior approval, be charged against personal necessity include:
 - g. A condition or circumstance that would result in a serious financial loss without the immediate attention of the unit member.
 - h. Other compelling personal reasons of the unit member. The nature of such reasons must be clearly stated and include circumstances which the unit member cannot disregard, and which require the attention of the unit member during assigned work hours.
 - i. Other personal necessity allowed at the discretion of the Superintendent or his/her designee.
 - j. Examples (a) through (i) are not intended to be all inclusive. A request for such leave must be submitted to the personnel officer or his/her designee two (2) workdays in advance of the requested leave date. Failure to secure advanced permission may result in the absence being taken without compensation.
- 2. Notwithstanding the provisions of Section 11, A, 2 above, three (3) days of non-accumulating personal necessity leave may be used each school year for personal business that can be transacted only during times the unit member is required to perform services for the District. No specific description of the personal business necessity shall be required on the Personal Necessity Leave Request Form unless the District has reason to provide the days of the personal necessity.

believe this Section has been abused. Such leave shall not be used for recreational activities, the extension of a holiday or recess period, or matters which can reasonably be taken care of outside work hours. Such leave shall not be used during the first and last five (5) days of each semester. Whenever possible notification of such leave shall be submitted to the personnel officer or his/her designee two (2) workdays in advance of the leave.

- B. <u>Limitations and Conditions.</u> The following limitations and conditions are placed on the use of Personal Necessity Leave.
 - 1. The total number of days allowed in one school year for such leaves shall not exceed nine (9) ten (10) days.
 - 2. The days allowed shall be deducted from and may not exceed the number of full-pay days of sick leave to which the unit member is entitled.
 - 3. A Personal Necessity Leave shall not be granted during a scheduled vacation or other leave of absence.
 - 4. Payment for such absence shall be made only upon certification by the unit member's immediate supervisor that the absence was caused by a situation designated as personal necessity within the meaning of this Section. The unit member shall be required to sign, on a form provided, a statement that such absence was or would be attributable to a personal necessity, and indicate the nature of such necessity. Such form shall be filled out and filed with the Personnel Office subject to the direction of the personnel officer two work days in advance of the requested leave date when possible. Failure to secure advanced permission may result in the absence being taken without compensation. Further verification may be required for just cause.

Appendix B



Memorandum of Agreement

Between

National Educators Association-Jurupa

and the

Jurupa Unified School District

The parties agree to revise Article VIII of the NEA-Jurupa Collective Bargaining Agreement as attached.



ARTICLE VIII

CLASS SIZE

Section 1 - Initial Class Size.

A. Class size for each school of the District shall be based on an enrollment for the school as estimated by the Deputy Superintendent of Business Services and Governmental Relations. The formulae for class size are as listed below:

1. <u>Elementary (K-6)</u>

Kindergarten Enrollment	30
Grades 1 - 3 Enrollment	30
Grades 4 - 6 Enrollment	32

2. Middle School (7-8)

Enrollment	32
THE CHILLIAM	

3. <u>High School (9-12)</u>

Enrollment	32
EHIOHHEHL	J 2

- B. The number of teachers at each school for each grade level shall be computed in 100ths. When totaled, the number of teachers for each school is rounded to the next higher whole number. If necessary, the number of high school teachers shall be proportionately increased to provide for students enrolled in six instructional periods. The above formulae shall be considered as minimums and shall not preclude the District from staffing at a higher level.
- C. The term "teacher" as used above means regular classroom teacher and does not include management personnel, psychologists, nurses, resource specialists, librarians, resource teachers, Language, Speech and Hearing Specialists Language Pathologists, special education teachers, or other unit members who do not meet regularly with students for classroom instruction.
- D. Should the District receive funds during the term of this Agreement to implement any program specifically designated for the purpose of reducing class size, the

J (2-2) By \$58 parties shall convene at the request of either party to negotiate the method of implementation.

E. One (1) additional teacher or <u>substitute teacher shall may</u> be provided at each comprehensive high school for the purpose of giving release time on an equitable basis to teachers of language arts classes where writing is emphasized. The specific duties of this teacher shall be developed by the language arts department staff and approved by the site administrator. This teacher shall not be counted in computing the staffing or class size formulas in this Agreement.

<u>Section 2 - Class Size Maximums</u> (unless changed as provided under Section 1 - Initial Class Size, subsection D).

A. On October 10 or on the 20th day of instruction, whichever is earlier, the following class maximums at elementary schools shall not be exceeded. After that date the following class maximums in elementary schools shall not be exceeded for more than five (5) consecutive days.

On October 1 or on the first day of the fourth complete week of instruction, whichever is earlier, the following class maximums at middle school and high schools shall not be exceeded. After that date the following class maximums at middle school and high schools shall not be exceeded for more than five (5) consecutive days. Class counts shall exclude a teacher's student aide(s). These limits will be interpreted as averages for teacher-student ratio in open space buildings, driver education classes, team teaching assignments, and large-group instruction situations.

1.	Elementary	(K-3)	32
		(4-6)	34
2.	Middle School	(7-8)	35
3.	Comprehensive High School	(9-12) 36	

4. Home Economics, Industrial Arts,



	and Photography		30	(or the number of operable work stations,
				whichever is lower)
5.	Video Production		30	
6.	Typing, Keyboarding and Computer classes	36	(or th	e number of
0.	Typing, itoyoomamig and the			operable work stations,
				whichever is lower)
7.	ASB		36	(or unlimited with
/·	AUD			instructor's approval)
8.	Physical Education	48		
9.	Performing groups such as, but not			
	limited to chorus, band, athletic			
	teams, drill teams, agriculture	(unlir	nited v	vith
				instructor's approval
10.	Madrigals and High School Jazz Band		23	(or unlimited with
				instructor's approval;
			·	all students must
,				meet course prerequisites)
11.	District designated academic tutorial			
	class, including but not limited to			
	mathematics and English		23	
12.	Continuation High School	23	(or t	the number of
				learning stations,
				whichever is lower)
If a	a class should exceed its maximum	allow	able	
dead	line(s) stated above, the teach	ner s	hall	receive extra

compensation equal to one- $\frac{\text{fifth}}{\text{sixth}}$ of his/her individual daily

rate of pay until the class size no longer exceeds the maximum.

- B. <u>Legal Requirements.</u> When applicable legal requirements impose class size limits, the maximum class size shall be either the legal or the Agreement limit, whichever is lower.
- C. <u>Averages</u>. The average class size at each school shall not exceed for more than one (1) school month the following:

Grade K-6

32

Grade 7-12

33

Special Education classes shall not be included in computing average class size.

D. <u>Staff Added.</u> When actual enrollments are known during the first four (4) weeks of school, additional staff shall be assigned as needed, or teachers shall be transferred from other schools in accordance with the above averages and maximums.

E. Special Students.

- Education class and is assigned to a regular class shall, for purposes of the above maximums, be counted as two (2) pupils, during the time in class until he/she is no longer Certified Eligible for a full time Special Education class. Physically handicapped students shall also be counted as two (2) pupils. Each Severely Emotionally Disturbed (SED) pupil shall be counted as three (3) pupils. For every four students certified eligible for a full time Special Education class assigned into a regular education classroom, an instructional aide will accompany and assist the students at the request of the regular education teacher.
- In assigning students to teachers before class size maximums have been reached, principals shall give consideration to lower class sizes for teachers who already have been assigned students Certified Eligible for

the Resource Specialist Program. Such consideration shall be based upon extra effort which may be required of the teacher assigned such students. The presence of such students in a classroom shall not, however, change the number of students counted for purposes of determining maximum class size.

Special Day Class

- a. On October 10th or on the 20th day of instruction, whichever is earlier, the Special Day Class (SDC) maximum class sizes shall be seventeen (17) students for elementary (K-6) and eighteen (18) students for secondary (7-12). After that date, the class size maximums shall not be exceeded for more than five (5) consecutive days, with the following exceptions:
 - 1). On or after the 21st day, up to two (2) classes at each site may be designated to exceed the maximum by no more than three (3) students each.
 - 2). Any teacher of a designated class shall receive extra compensation at one-fifth(1/5) -sixth (1/6) of his/her per diem beginning on the 21st day and every subsequent day that the maximum is exceeded.
 - 3). The class size exception(s) shall not extend beyond the first quarter or the 45th day of instruction, whichever is earlier.
 - 4). However, the SDC teacher of the designated class and the District may mutually agree to continue to exceed the class size maximum with continued compensation beyond the 45th day.
- b. No class may be initially designated to exceed the maximum after the end of the first quarter or the 45th day of instruction, whichever

is earlier.

- 4. If special students are mainstreamed, principals shall make reasonable efforts to assign them equitably among the appropriate classes.
- F. <u>Summer School/Extended Year.</u> Summer School/Extended Year Class sizes shall conform to this Agreement from the end of the second week until the end of the session.
- G. End of Year. During the fourth quarter, where maximum class sizes at an elementary school have been reached because of increasing enrollment, up to two (2) classes at such a school may exceed the maximum by three (3) students in accordance with the following procedure:
 - All classes at the grade level concerned, except bilingual classes mandated by state and/or federal government must be at the maximum.
 - 2. The teachers at the grade level affected may mutually agree upon how to assign the additional students, or the principal shall determine student assignments through a random-selection process in the event such mutual agreement cannot be reached.
 - 3. The principal at such school shall relieve the teacher whose class enrollment exceeds the stated maximum from extra duty assignments by the use of non-bargaining unit personnel.
- H. <u>Enrollment Count.</u> The District shall provide the Association President with a weekly report of all class sizes by individual class and period.

Section 3 - Case Load.

- A. Guidance Coordinators shall not be assigned a case load which exceeds an average of 380 students each.
- B. The District shall not exceed individual or average case load limitations as set by law. (Resource Specialist is 28 and Speech and Language Pathologists is 55.)



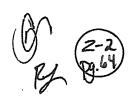
- C. On or after the 45th day of instruction or at the end of the first quarter, whichever is earlier, any RSP teacher whose case load exceeds limitations set by law, shall receive extra compensation at one-fifth (1/5) sixth (1/6) of his/her per diem for each day that the maximum is exceeded.
- D. In the event the District decides to layoff counselors, psychologists, speech and language pathologists or nurses, it will, prior to such layoffs, meet and negotiate with the Association on the effects of such layoffs, if so requested.
- E. The District shall make all reasonable efforts to maintain an equitable workload distribution among psychologists and nurses at each level (elementary, middle school, or high school) to which they are assigned.

Section 4 - Combined Coverage. When a classroom teacher is assigned students of another unit member, in addition to and at the same time he/she is teaching his/her own students, he/she shall be compensated according to the following formula: Number of hours of service rounded to the nearest half-hour, multiplied by the current certificated hourly rate and divided by the number of teachers so assigned. A full day of service equals 300 teaching minutes. This provision shall not apply to special education students being mainstreamed into regular classrooms, team teaching assignments, or teacher arranged disciplinary placements.

Section 5 - Elementary Combination Class Stipend. An annual stipend of 3.0% of Column B, Step 1, shall be paid to each regular elementary classroom teacher who teaches a combination grade class for at least one (1) semester or an equivalent number of days during the regular school year.

//

//



DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with G.C. 3547.5., E.C. 42142 and Criteria and Standards adopted by the State Board of Education

Jurupa Unified School District

Name of	Barga	aining	Unit:	NEA-
---------	-------	--------	-------	------

Certificated	X	Classified	
New Agreement		Reopener	Χ

The proposed agreement is a Two year agreement that covers the period beginning 07/01/2006 and ending 6/30/2008 and will be acted upon by the Governing Board at its meeting on 5/7/2007.

(Date)

A. PROPOSED CHANGE IN COMPENSATION

		Co	st Prior to	Fiscal Impact of Proposed Agreement							
	Compensation	F	Proposed		Current Year		Year 2	Year 3			
		Δ	greement		2006 - 07		2007 - 08		2008 - 09		
1	Salary Schedule - Increase (Decrease)	\$	66,736,700	\$	3,336,835 5.00%	\$	0.00%	\$	- 0.00%		
2	Step and Column - Increase (Decrease) Due to movement plus any changes	\$	-	\$	- #DIV/0!	\$	- #DIV/0!	\$	#DIV/0!		
3	Other Compensation - Increase (Decrease) Increase in Longevity Stipend effective	\$	850,924 %	\$	185,942 21.85%	\$	185,942 17.93%	\$	- 0.00%		
	2/1/2007	Lon	gevity Stipend								
4	Statutory Benefits - Increase (Decrease) (In STRS, PERS, FICA, WC, UI, Medicare, etc.)	\$	7,640,017	\$	403,287	\$	21,287 0.26%	\$	0.00%		
5	Health/Welfare Benefits - Increase (Decrease)	\$	5,299,636	\$	- 0.00%	\$	371,884 7.02%	\$	- 0.00%		
	Current Cap: \$5,800 Proposed Cap: \$5,800										
6	Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$	80,527,277 %	\$	3,926,064 4.88%	\$	579,113 0.69%	\$	0.00%		
7	Negotiated % of Total Compensation to Salary Schedule and Step and Column (Excluding Statutory Benefits)		N/A %		N/A 5.28%		N/A 0.80%		N/A 0.00%		
8	Total Number of Represented Employees		1006		1006		991		981		
9	Total Compensation Cost for Average Employee - Increase (Decrease)	\$	80,047 %	\$	3,903 4.88%	\$	584 0.70%	\$	0.00%		
*	Included in Adonted Budget										

*Revised in Adopted Budget

disclosure statement 5-19-07

10	What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"? 5% effective 7/01/06
11	Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain) No
12	Please include comments and explanations as necessary. In addition to the 5% increase effective 7/01/06, the Certificated Bargaining Unit added a 5% increase on Longevity effective 2/01/07. The Cost of this increase for the Certificated bargaining unit for the 06/07 year is \$185,942 with an additional increase of \$185,942 effective 7/01/07. The Certificated bargaining Unit negotiated an on-going contribution to their Health & Welfare pool of \$371,884 effective 7/01/07.
13	Does this bargaining unit have a negotiated cap for Health and Welfare benefits? XX YES NO Describe the district's annual cost per employee. The District Contributes \$5,800 per full time FTE. With this agreement, in addition to the \$5,800 per FTE, the District will contribute a lump sum total of \$371,884 to the Certificated Health and Welfare Pool on 7/01/07 and each year thereafter. These funds will be used to help mitigate the cost of the Health and Welfare insurance for the Certificated bargaining unit members.
day The rovi the	posed Negotiated Changes in Non-Compensation Items (i.e., class size adjustments, staff development ys, teacher prep time, classified staffing ratios, etc.) be bargaining unit agreed to change wording on the Kay-Day Teachers at the High Schools. The Kay-Day teacher was a ing teacher supplied to the High Schools to relieve the Composition English Teachers for one additional period on top of ir regular prep. The language has been changed to indicate that the Principals MAY have an FTE for the Kay-Day achers instead of SHALL. This has resulted in savings of 1 FTE per High School on the High School FTE Allocation.

В.

Λ	/hat are the specific impacts on instructional and support programs to accommodate the settlement?
n	clude the impact of changes such as staff reductions or increases, elimination or expansion of other
	ervices or programs (i.e. counselors, librarians, custodial staff, etc)
	'e have reduced Management Staff by one position.
٨	hat contingency language is included in the proposed agreement? Include specific areas identified for
Έ	openers, applicable fiscal years, and specific contingency language.
	nese is a two year agreement with contingency language that if any additional unrestricted revenues are received by the strict that those revenues will be available for negotiations.
٨	/ill this agreement increase deficit spending in the current or subsequent year(s)? "Deficit Spending" is
þ	efined to exist when a fund's expenditures and other financing uses exceed its revenues and other
	nancing sources in a given year. If yes, please explain.
	es, the District will use available reserves for the current and following year to cover the costs of this agreement.
*	
S	ource(s) of Funding for Proposed Agreement
	1. Current Year
	On-going increased revenue limit for COLA and the unrestricted/unappropriated Fund Balance
	2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in
	subsequent years (i.e., what will allow the district to afford the contract)?
	This is a two year agreement and the District will use the COLA from the Revenue Limit and the
	unrestricted/unappropriated Fund Balance
	3. If a multi-year agreement, what is the source(s) of funding for each year, including
	assumptions used, to fund these obligations in future years? (Remember to include compounding
	effects in meeting obligations).
	There are no additional expenditures to be incurred in this two year agreement unless additional unrestricted revenue
	are received. The District will use the current reserves and the COLA to cover all costs.



G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

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

Date of governing board approval of budget revisions in Col. 2 May 19, 2007 If the board approved revisions are different from the proposed revisions in Col. 2, provide an updated report upon approval of the district governing board.

		1 04	(Col. 1) est Board-Approved	۸،۲	(Col. 2)* justments as a		(Col. 3) Other Revisions	Tota	(Col. 4) Impact on Budget	
		Ope	rating Budget Before ement (As of 3/18/07)	Au	Result of Settlement	1	Board Approval Date:5/19/2007	(Col 1+2+3)		
REVENUES										
Revenue Limit Sources	8010-8099	\$	112,152,323	\$	_	\$	-	\$	112,152,323	
Federal Revenue	8100-8299	\$	15,140,073	\$		\$		\$	15,140,073	
Other State Revenue	8300-8599	\$	30,406,646	\$		\$	-	\$	30,406,646	
Other Local Revenue	8600-8799	\$	9,630,321	\$	-	\$	-	\$	9,630,321	
TOTAL REVENUES		\$	167,329,363	\$	•	\$	•	\$	167,329,363	
EXPENDITURES										
Certificated Salaries	1000-1999	\$	83,506,537	\$	3,522,777	\$	-	\$	87,029,314	
Classified Salaries	2000-2999	\$	24,172,912	\$		\$	124,736	\$	24,297,648	
Employees' Benefits	3000-3999	\$	25,936,173	\$	403,287	\$	36,695	\$	26,376,155	
Books and Supplies	4000-4999	\$	13,250,661	\$	_	\$	-	\$	13,250,661	
Services and Operating Expenditures	5000-5999	\$	14,204,543	\$	-	\$	-	\$	14,204,543	
Capital Outlay	6000-6999	\$	574,252	\$	-	\$	-	\$	574,252	
Other Outgo	7100-7299 7400-7499	\$	246,916	\$	·	\$		\$	246,916	
Support Costs	7300-7399	\$	(293,204)	\$	-	\$		\$	(293,204)	
TOTAL EXPENDITURES		\$	161,598,790	\$	3,926,064	\$	161,431	\$	165,686,285	
OPERATING SURPLUS (DEFICIT)									,	
Transfers In and Other Sources	8910-8979	\$	349,783	\$	450,000	\$	_	\$	799,783	
Transfers Out and Other Uses	7610-7699	\$	2,487,831	\$	_	\$	+	\$	2,487,831	
TOTAL EXPENDITURES AND USES		\$	164,086,621	\$	3,926,064	\$	161,431	\$	168,174,116	
CURRENT INCREASE (DECREASE) IN F	UND BALANCE	\$	3,592,525	\$	(3,476,064)	\$	(161,431)	\$	(44,970)	
BEGINNING BALANCE	9791, 9793, 9795	\$	12,190,080	\$	-			\$	12,190,080	
CURRENT YEAR ENDING BALANCE		\$	15,782,605	\$	(3,476,064)	\$	(161,431)	\$	12,145,110	
COMPONENTS OF ENDING BALANCE:										
Reserved Amounts	9710-9740	\$	6,163,718	\$		\$	-		\$6,163,718	
Reserves for Economic Uncertainties	9770	\$	4,922,599	\$	-	\$			\$5,045,223	
Board Designated Reserve Amounts	9780	\$	354,832	\$	-	\$			\$354,832	
Unappropriated Budget	9790	\$	4,341,456	\$	(3,476,064)	\$	(161,431)		\$581,337	

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

disclosure statement 5-19-07

Revised 2/06

munt-rear rinancial Projections

Ė

Jurupa Unified Unified School District Combined General Fund Projections 2004-2005 through 2008-2009

* V*	\$) 			9						(***							
Percent of Change	-0.93%	0.00% 0.72% 0.00%	1.18%	0.37%	-2.17%	-2.51%	0.00%	0.00%	-0.22%	-56.27%	-0.22%	-197.43%	-7.61%		***************************************		-22-		
Projected Budget 2008-2009		115,777,718 15,140,073 24,344,810 9,212,542	\$164,475,143	86,851,885	26,327,959	13,785,459	406,356	(293,204)	\$161,435,996	349,783	\$163,923,827	\$901,099	\$11,220,270	\$2,500 \$313 162	\$4,917,715	\$5,848,056 \$114,721	\$0 \$925,215	\$12,121,369 3.56%	disclosure statement 5-19-07
Percent of Change	.1.17%	1.68% 0.00% -20.51% -4.34%	-2.85%	-0.57%	2.03%	-28.08%	-29.24%	0.00%	-2:35%	0.00%	-2.31%	1956.57%	-0.37%						disclosure
Projected Budget 2007-2008	لننا	114,037,726 15,140,073 24,171,622 9,212,542	\$162,561,963	86,529,547	26,911,427	13,860,459	406,356	(293,204)	\$161,798,755	799,783	\$164,286,586	(\$924,840)	\$12,145,110	\$2,500 \$313 162	\$4,928,598	\$5,848,056 \$114,721	\$0 \$13,233	\$11,220,270 3.01%	
Percent of Change	-2.22%	6.46% -5.49% 38.00% -2.59%	8:93%	7.83%	4.28%	2:59%	133.77%	-2.56%	10.77%	9.97%	10.62%	-101.94%	23:44%	The state of the s					
Current Year Revised Budget 2006-2007	19,323	112,152,323 15,140,073 30,406,646 9,630,321	\$167,329,363	87,029,314 24,297,648		14	574,252		\$165,686,285	799,783	83	(\$44,970)	\$ 12,190;080; \$12,145,110;	\$2,500 \$313.162	\$5,045,223	\$5,848,056 \$354,832	\$0 \$581,337	\$12,145,110 3.35%	
Percent of Change over PY	-0.36%	6.01% \$ -10.92% \$ -18.18% \$ -16.67% \$	-0.74%	1.25% \$		50.39% Q	-36.73% \$	-2.56%	2.25%	58.20%	2.22%	-213.29%	7.17% \$				•		
Current Year Adopted Budget 2006-2007		\$111,678,328 \$14,269,307 \$18,292,727 \$8,238,785	\$152,479,147	\$81,719,716	\$25,876,061	\$11,493,162	\$157,880	(\$293,204)	\$152,940,592	\$304,000	\$155,405,782	(\$2,622,635)	\$9,167,240	\$2,500 \$187 945	\$4,662,173	\$0 \$496,236	\$0 \$1,195,751	\$6,544,605 3.77%	
Percent of Change	%67.0-	5.33% 19.04% 20.24% 18.26%	9.39%	7.85%	3.45%	7.74%	26.03%	4.12%	8.76%		9.07%	114.53%	12.27%						
Prior Year Actuals 2005-2006		\$105,350,670 \$16,019,408 \$22,358,277 \$9,886,863	\$153,615,218	\$80,709,207	\$25,293,771	\$13,845,551	\$245,645	(\$300,894)	\$149,573,436	\$727,276	\$152,027,452	\$2,315,042	\$9,875,039	\$2,500	\$4,560,824	\$5,373,334 \$972.597	\$967,664	\$12,190,081 3.64%	
Second Prior Year Actuals 2004-2005	19,920	\$100,021,616 \$13,457,025 \$18,595,099 \$8,359,948	\$140,433,688	\$74,835,413	\$24,449,687	\$0,692,103	\$194,915	(\$288,984)	\$137,524,352	\$35,563	\$139,390,140	\$1,079,111	\$8,795,928	\$2,500	\$4,181,705	\$2,942,892 \$1,060,886	\$1,440,869	89,875,039 4.03%	r • • • •
DESCRIPTION	COLA Actual/Projection % ADA Actual/Projection (Number) (excluding County and Charter) REVENUES	FEDERAL STATE LOCAL	REVENUE TOTALS	EXPENDITURES Certificated Salaries Classified Salaries	Benefits	books & Supplies Contracts & Services	Capital Outlay	Support Costs	EXPENDITURES TOTAL	OTHER SOURCES & USES Transfers In & Other Sources	TOTAL EXPENDITURES & USES	NET INCREASE/DECREASE IN FUND BALANCE	FUND BALANCE, RESERVES Beginning Balance Ending Balance	Reserve Amounts: Revolving Cash	Designated for Economic Uncert.	r repain Experiments Legally Restricted Balances Designated for	Designated for Unanmontated	Total Ending Balance	-

41. Multi-Year Projection Assumptions

Jurupa Unified School District

)										\										
Total Change	168,129,146	•	•	1,885,403	,	245,508	(2,882,343)	(3,641,184)	(374,784)		•	•	•			1		,	1		1	,	,	•	•		_		ß.
Other 89XX	799,783															,												1	
Local 86XX-87XX	9,630,321							(42,995)	(374,784)																				
State 83XX-85XX	30,406,646					245,508	(2,882,343)	(3,598,189)																					
Federal 81XX-82XX	15,140,073			> ,																						·			
Rev Limit 80XX	112,152,323		-	1,885,403					/																				
	168,174,116		201		ļ	•	•			1,535,603	(422,423)	238,595	98,144	(33,434)	(823,313)	(167,172)	(493,988)	(164,663)	(76,248)	68,346	85,671	42,836	85,671	37,373	21,279	139,412	34,174	44,998	58,874
7610-7629	2,487,831	V r 2.		18.25						1									7 3.1										
7300-7399	(293,204)																												
7100-7299 7400-7499	246,916																												
exxx	574,252																												
5XXX	14,204,543																												
4XXX	13,250,661				****																								
3XXX	26,376,155									264,913	(47,423)	34,917	15,286	(3,434)	(136,613)	(17,172)	(81,968)	(27,323)	(7,832)	24,499	28,437	14,219	28,437	12,977	4,837	49,616	12,250	14,710	17,864
2XXX	24,297,648									222,517	(25,000)									43,847	57,234	28,617	57,234	24,396	16,442	89,796	21,924	30,288	41,010
1XXX	87,029,314									1,048,173	(350,000)	203,678	82,858	(30,000)	(686,700)	(150,000)	(412,020)	(137,340)	(68,416)										
	006-2007	2007-2008 Adjustments	ist separately:	evenue Limit	Vo Change	SSR Projected COLA	oss of Mandated Costs	.oss of One-Time Funds	²rojected Master Plan ·undign	erowth, step/column	Retirement Savings	? Asst. Principals	Guidance Coordinator	oss of One Time Retiree.	oss of 10 Teaching osition, Average Salary	Less Current Year Increase or Hourly	Reduction of 6 Teacher Allocation at the H.S.	ess 2 Teachers/Enrollment	Adjustment for dome/Hospital	? Clerks	2 Secretaries	1 ASB Bookkeeper	2 Asst. Principals Secretaries	1 Library Technician	2 (3) Hour Healt Care Aides	1 Campus Supervisors	1 On Campus Detention Supervisor	1 Night-tend Custodian	1 He Coustodian

disclosure statement 5-19-07

11. Multi-Year Projection Assumptions

				r				····		()
	Total	Change	,			y .	'	1			-
	Other	XX68									
	Local	86XX-87XX									
	State	83XX-85XX									
	Federal					7					
	Rev Limit	80XX			•						
<u>:</u>			241,832	(433,284)	(102,895)	(80,438)	68,057	371,884	18,469	(3,936,806)	(344,084)
Jurupa Unified School District		7610-7629		-							
pa Unified		7300-7399 7610-7629									
Jur	7100-7299	7400-7499								(48,579)	
		XXX9								(167,896)	
		2XXX									(344,084)
		4XXX								(3,720,331)	
		3XXX	72,897	(98,490)	(27,871)	(22,766)	19,952	371,884	18,469		
		2XXX	168,935	(334,794)	(75,024)	(57,672)	48,105				
		1XXX									
			Custodians	oss of one time 2%	oss of Business Asst.	oss of Admin, Asst.	'urchasing Clerk	Contribution to Cert. Pool	Contribution to Class. Pool	Adjustment to Carryover's	see Attached

Sevised 9/05

H1. Multi-Year Projection Assumptions

									<u>.</u>				······································					
	Total Change	163,361,746	•		1,913,180	(450,000)				*	,	•						164,824,926
	Other: 89XX	799,783		•		(450,000)												349,783
	Local 86XX-87XX	9,212,542					-											9,212,542
	State 83XX-85XX	24,171,622			173,188													24,344,810
	Federal 81XX-82XX	15,140,073			× ,													15,140,073
	Rev Limit 80XX	114,037,726			1,739,992			,										(293,204) 2,487,831 163,923,827 115,777,718 15,140,073
rict		2,487,831 164,286,586					1,450,628	(422,423)	(592,950)	121,890	42,836	(634,977)	(181,134)	(180,000)	(12,412)	50,000	(4,217)	163,923,827
School Dist	7610-7629	2,487,831								•								2,487,834
Jurupa Unified School District	7300-7399	(293,204)																
Jun	7100-7299	198,337															(4,217)	194,120
	exxx	406,356																406,356
	5XXX	13,860,459												(125,000)		20,000		9,281,784 13,785,459
	4XXX	9,530,330											(181,134)	(55,000)	(12,412)			9,281,784
	3XXX	26,911,427					179,938	(47,423)	(112,950)	17,725	14,219	(634,977)						26,327,959
	2XXX	24,655,503					222,517	(25,000)			28,617							24,881,637
	1XXX	86,529,547					1,048,173	(350,000)	(480,000)	104,165								86,851,885
		2007-2008 TOTALS	2008-2009 Adjustments	List separately:	Adjustment for COLA	Adjustment for reduction in Revenue	Growth, step/column	Savings Retirement	Loss of 10 Teaching Position, Average Salary	1 Asst. Prinicpal	1 Asst. Principal's Secretary	Loss of SERP	Carryover Adjusments	Projected Cuts	Adjusments of 8150	Utitities	Adjustment for Payments Made	2008-2009 TOTALS

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1 State Reserve Standard

	Current Year 2006 - 07	Year 2 2007 - 08	Year 3 2008 - 09
Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) for both Unrestricted and Restricted General Fund	\$168,174,116	\$164,286,586	\$163,923,827
State Standard Minimum Reserve Percentage for this District %	3%	3%	3%
1c. State Standard Minimum Unrestricted Fund Reserve Amount for this District (Line 1a. times Line 1b. OR \$50,000 for a district with less than 1,001 ADA)	\$ 5,045,223	\$ 4,928,598	\$ 4,917,715

2 Budgeted <u>Unrestricted</u> Reserve (After Impact of Proposed Agreement)

2a. General Fund Budgeted <u>Unrestricted</u> Designated for Economic Uncertainties (Object 9770)	\$5,045,223	\$4,928,598		\$4,917,715
2b. General Fund Budgeted <u>Unrestricted</u> Unappropriated Amount (Object 9790)	 \$581,337	\$13,233		\$925,215
Special Reserve Fund for Other Than Capital Outlay Projects Budgeted Designated for Economic Uncertainties (Fund 17, Object 9770)	\$ ~	\$ -	\$	_
2d. Special Reserve Fund for Other Than Capital Outlay Projects Budgeted Unappropriated Amount (Fund 17, Object 9790)	\$ 	\$ -	\$	-
2e. Total District Budgeted Unrestricted Reserves	\$ 5,626,560	\$ 4,941,831	\$	5,842,930
2f. Reserve for Economic Uncertainties Percentage (Line 2e. divided by Line 1a.)	3.35%	3.01%	,	3.56%

3	Does the district's budgeted unrestricted reserves meet the state standard minimum re	serve amount?	
	(Line 1.c. is less than or equal to Line 2.e.)		
	Current Year 2006 - 07	XX Yes	N

rrent Year, 2006 - 07 XX Yes ____ No Year 2, 2007 - 08 XX Yes ____ No Year 3, 2008 - 09 XX Yes ____ No

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

J. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Itemized Budget Revisions Necessary to meet Cost of Agreement

Description of the Revision	Attached Fund Transfer/	Д	mount	County Use Only:
,	Budget Resolution Numbers			Date Action Taken
Certificated Salaries		\$	3,336,835	
Certificated Salaries - Longevity		\$	185,942	
Classified Salaries		\$	124,736	
Certificated Fixed Costs		\$	403,287	4,-,
Classified Fixed Costs		\$	36,695	
Transfers In	·	\$	(450,000)	
Contributions to 8150		\$	450,000	
Contributions from 03		\$	(450,000)	
Fund Balance		\$	(3,637,495)	
		\$	_	
		\$	**	
		\$	-	
		\$		
`		\$	-	
		\$		
		\$.		
		\$	_	
		\$	•	
		\$	_	
TOTAL REVISIONS		\$		

No budget revision necessary. Please provide explanation:						

K. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS OPERATING BUDGET Itemized Budget Revisions Included in the Multi-Year Projections to Meet Cost of Agreement.

	Major Object Code Series	Amount	County Use Only:
Subsequent Year 2, 2007- 2008			Date Action Taken
Description of the Revision Ongoing Increase to Longevity - 1/2 year only last year		\$ 185,942	
<u> </u>	3XXX	\$ 21,287	
Contribution to H & W Pool Cert.		\$ 371,884	
Contribution to H & W Pool Class.		\$ 18,469	
Longevity Class.		\$ 49,005	
Fixed Costs on Longevity for Class		\$ 14,416	
		\$ -	· · · · · · · · · · · · · · · · · · ·
		\$ -	
TOTAL YEAR 2		\$ 661,003	

	Major Object Code Series	Amount	County Use Only:
Subsequent Year 3, 2008 - 2009			Date Action Taken
Description of the Revision			
N/A		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		-	
		\$ -	
		-	
TOTAL YEAR 3		\$	

	No budget revisions necessary. Please provide explanation:
ſ	The budget is adjusted for 06/07 and 07/08. This is a two year agreement with no adjustments required for 08/09.

Certification No. 1

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

In accordance with the requirements of G.C. 3547.5., the undersigned hereby certify that the costs incurred				
under the terms of the agreement can be met by the Jurupa U	nified School District			
during the term of the agreement, and that the itemized budge	at revisions necessary to meet such costs			
as indicated in sections J and K are included.				
Signature - District Superintendent	Date			
•				
Signature - Chief Business Official	Date			

District Contact Person: Beth Connors

Telephone No.: (951) 360-4107

JURUPA UNIFIED SCHOOL DISTRICT

MULTI-YEAR BUDGET PROJECTION

NEA-J Tentative Agreement 5% 7-1-06

.5% H & W U/-U8

.5% Stipends 2/1/07

Combined

Description	Account	2006/07	2007/08	2008/09
_	Codes	Projected	Projected	Projected
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	112,152,323	114,037,726	115,777,718
2) Federal Revenues	8100 - 8299	15,140,073	15,140,073	15,140,073
3) Other State Revenues	8300 - 8599	30,406,646	24,171,622	24,344,810
4) Other Local Revenues	8600 - 8799	9,630,321	9,212,542	9,212,542
5) TOTAL REVENUES		167,329,363	162,561,963	164,475,143
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	87,029,314	86,529,547	86,851,885
2) Classified Salaries	2000 - 2999	24,297,648	24,655,503	24,881,637
3) Employee Benefits	3000 - 3999	26,376,155	26,911,427	26,327,959
4) Books & Supplies	4000 - 4999	13,250,661	9,530,330	9,281,784
5) Services, Other Exp.	5000 - 5999	14,204,543	13,860,459	13,785,459
6) Capital Outlay	6000 - 6999	574,252	406,356	406,356
7) Other Outgo	7100 - 7299 7400 - 7499	246,916	198,337	194,120
8) Dir. Supp./Ind. Costs	7300 - 7399	(293,204)	(293,204)	(293,204)
9) TOTAL EXPENDITURES	•	165,686,285	161,798,755	161,435,996
C. EXCESS (DEFIC.) OF REVENUES OVER EXPEND.		1,643,078	763,208	3,039,147
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	799,783	799,783	349,783
b) Transfers Out	7610 - 7629	2,487,831	2,487,831	2,487,831
2) Other Sources/Uses				
a) Sources	8930 - 8979	0	0	0
b) Uses	7630 - 7699	0	0	0
3) Contrib. to Rest. Pgm.	8980 - 8999	0	0	0
4) TOTAL OTHER FIN. SOURCES/USES		(1,688,048)	(1,688,048)	(2,138,048)



Description	Account	2006/07	2007/08	2008/09
	Codes	Projected	Projected	Projected
E. NET INC. (DEC.) IN		(44,970)	(924,840)	901,099
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	12,190,080	12,145,110	11,220,270
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.				
e) Net Beginning Bal.		12,190,080	12,145,110	11,220,270
2) Ending Balance, June 30		12,145,110	11,220,270	12,121,369
Components of Ending Fund Balance		<u> </u>		
a) Reserved Amounts			· · · · · · · · · · · · · · · · · · ·	
Revolving Cash	9711	2,500	2,500	2,500
Stores	9712	313,162	313,162	313,162
Prepaid Expend.	9713	0	0	0
Other	9719	0	0	0
Gen. Reserve(EC 42124)	9730	0	0	0
Legally Restricted	9740	5,848,056	5,848,056	5,848,056
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	5,045,223	4,928,598	4,917,715
Designated For -				
School Oper. Supply Alloc. C/O	9780	149,030	0.	0
Capital Projects		0	0	0
		0	0	0
		205,802	114,721	114,721
c)Unapprop. Amt.	9790	581,337	13,233	925,215
REQUIRED RESERVE (3%)		5,045,223	4,928,598	4,917,715

REQUIRED RESERVE (5 %)	3,043,223	4,928,398	4,917,715
OVER/(SHORT) REQUIRED RESERVE	0	0	0
Reconstruction (Control Control Contro	T well to the first the control of t		



JURUPA UNIFIED SCHOOL DISTRICT

NEA-J Tentative Agreement

MULTI-YEAR BUDGET PROJECTION

5% 7-1-06

Unrestricted

.5% H & W U/-U8 .5% Stipends 2/1/07

			1
Codes	Projected	Projected	Projected
8010 - 8099	108,147,780	110,033,183	111,773,175
8100 - 8299	603,716	603,716	603,716
8300 - 8599	11,791,785	9,154,950	9,328,138
8600 - 8799	866,307	823,312	823,312
	121,409,588	120,615,161	122,528,341
	 	· · ·	·
1000 - 1999	71,655,708	71,155,941	71,478,279
2000 - 2999	14,506,242	14,864,097	15,090,231
3000 - 3999	19,858,644	20,393,916	19,810,448
4000 - 4999	1,790,112	1,194,119	957,985
5000 - 5999	7,104,688	6,760,604	6,685,604
6000 - 6999	167,896	0	0
7100 - 7299 7400 - 7499	90,852	42,273	38,056
7300 - 7399	(941,902)	(941,902)	(941,902)
	114,232,240	113,469,048	113,118,701
	7,177,348	7,146,113	9,409,640
8910 - 8929	45,783	45,783	45,783
7610 - 7629	0	0	0
8930 - 8979	0	0	0
7630 - 7699	0	0	0
8980 - 8999	(7,742,824)	(8,116,736)	(8,554,324)
3	(7,697,041)	(8,070,953)	(8,508,541)
	8100 - 8299 8300 - 8599 8600 - 8799 1000 - 1999 2000 - 2999 3000 - 3999 4000 - 4999 5000 - 5999 6000 - 6999 7100 - 7299 7400 - 7499 7300 - 7399 8910 - 8929 7610 - 7629 8930 - 8979 7630 - 7699	8100 - 8299 603,716 8300 - 8599 11,791,785 8600 - 8799 866,307 121,409,588 1000 - 1999 71,655,708 2000 - 2999 14,506,242 3000 - 3999 19,858,644 4000 - 4999 1,790,112 5000 - 5999 7,104,688 6000 - 6999 167,896 7100 - 7299 90,852 7300 - 7399 (941,902) 114,232,240 8910 - 8929 45,783 7610 - 7629 0 8930 - 8979 0 7630 - 7699 0 8980 - 8999 (7,742,824)	8100 - 8299 603,716 603,716 8300 - 8599 11,791,785 9,154,950 8600 - 8799 866,307 823,312 121,409,588 120,615,161 1000 - 1999 71,655,708 71,155,941 2000 - 2999 14,506,242 14,864,097 3000 - 3999 19,858,644 20,393,916 4000 - 4999 1,790,112 1,194,119 5000 - 5999 7,104,688 6,760,604 6000 - 6999 167,896 0 7100 - 7299 90,852 42,273 7300 - 7399 (941,902) (941,902) 114,232,240 113,469,048 8910 - 8929 45,783 45,783 7610 - 7629 0 0 8930 - 8979 0 0 8930 - 8999 (7,742,824) (8,116,736)



Description	Account	2006/07	2007/08	2008/09
	Codes	Projected	Projected	Projected
E. NET INC. (DEC.) IN		(519,693)	(924,840)	901,099
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance	9791	6 916 747	6,297,054	5,372,214
a) As of July 1 - Unaud.	9791	6,816,747	0,297,034	3,372,214
b) Audit Adjust.	9/93	6.016.747	0.024.540	11 (04 024
c) As of July 1, Aud.		6,816,747	9,934,549	11,684,024
e) Net Beginning Bal.		6,816,747	6,297,054	5,372,214
2) Ending Balance, June 30		6,297,054	5,372,214	6,273,313
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711	2,500	2,500	2,500
Stores	9712	313,162	313,162	313,162
Prepaid Expend.	9713			
Other	9719			
Gen. Reserve(EC 42124)	9730			
Legally Restricted	9740			
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	5,045,223	4,928,598	4,917,715
Designated For -				
School Oper. Supply Alloc. C/O	9780	149,030	0	0
Capital Projects		·		
Routine Maint.				
Restricted Carryover		205,802	114,721	114,721
c)Unapprop. Amt.	9790	581,337	13,233	925,215



JURUPA UNIFIED SCHOOL DISTRICT

MULTI-YEAR BUDGET PROJECTION

Restricted

NEA-J Tentative Agreement 5% 7-1-06 .5% H & W U/-U8 .5% Stipends 2/1/07

Description	Account	2006/07	2007/08	2008/09
-	Codes	Projected	Projected	Projected
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	4,004,543	4,004,543	4,004,543
2) Federal Revenues	8100 - 8299	14,536,357	14,536,357	14,536,357
3) Other State Revenues	8300 - 8599	18,614,861	15,016,672	15,016,672
4) Other Local Revenues	8600 - 8799	8,764,014	8,389,230	8,389,230
5) TOTAL REVENUES		45,919,775	41,946,802	41,946,802
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	15,373,606	15,373,606	15,373,606
2) Classified Salaries	2000 - 2999	9,791,406	9,791,406	9,791,406
3) Employee Benefits	3000 - 3999	6,517,511	6,517,511	6,517,511
4) Books & Supplies	4000 - 4999	11,460,549	8,336,211	8,323,799
5) Services, Other Exp.	5000 - 5999	7,099,855	7,099,855	7,099,855
6) Capital Outlay	6000 - 6999	406,356	406,356	406,356
7) Other Outgo	7100 - 7299 7400 - 7499	156,064	156,064	156,064
8) Dir. Supp./Ind. Costs	7300 - 7399	648,698	648,698	648,698
9) TOTAL EXPENDITURES		51,454,045	48,329,707	48,317,295
C. EXCESS (DEFIC.) OF REVENUES		(5,534,270)	(6,382,905)	(6,370,493)
OVER EXPEND.				
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	754,000	754,000	304,000
b) Transfers Out	7610 - 7629	2,487,831	2,487,831	2,487,831
2) Other Sources/Uses				
a) Sources	8930 - 8979	0	0	0
b) Uses	7630 - 7699	0	0	0
3) Contrib. to Rest. Pgm.	8980 - 8999	7,742,824	8,116,736	8,554,324
4) TOTAL OTHER FIN. SOURCES/USES		6,008,993	6,382,905	6,370,493



Description	Account	2006/07	2007/08	2008/09
	Codes	Projected	Projected	Projected
E. NET INC. (DEC.) IN		474,723	0	0
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	5,373,333	5,848,056	5,848,056
b) Audit Adjust.	9793	0		
c) As of July 1, Aud.		5,373,333		
			5.040.056	5 040 05C
e) Net Beginning Bal.		5,373,333	5,848,056	5,848,056
2) Ending Balance, June 30		5,848,056	5,848,056	5,848,056
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711			
Stores	9712			
Prepaid Expend.	9713			
Other	9719			
Gen. Reserve(EC 42124)	9730			
Legally Restricted	9740	5,848,056	5,848,056	5,848,056
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	0	0	0
Designated For -				
School Oper. Supply Alloc. C/O	9780			
Capital Projects				
c)Unapprop. Amt.	9790			



Resolution #2007/43 Resolution of the Board of Education of the Jurupa Unified School District

WHEREAS, funding for the Workforce Investment Act-Youth Opportunity Grant will terminate on June 30, 2007, and;

WHEREAS, the level of state funding is not adequate to fully maintain all current district programs and services, and;

WHEREAS, because of these conditions, recommendations have been received from District administrators and managers which call for reduced amount of District-wide service from Classified employees, and;

WHEREAS, Education Code 45117 requires that forty-five (45) days notice be given prior to the effective date of any lay-off or reduction in hours for lack of work or lack of funds.

NOW, THEREFORE, BE IT RESOLVED BY THE Board of Education as follows:

- 1. That due to a lack of work and/or a lack of funds, the following classified positions be eliminated:
 - a. Two (2) Outreach Worker (8 hours each per day) positions.
 - b. Two (2) Activity Facilitator (4 hours each per day) positions.
 - c. One (1) Secretary (8 hours per day) position.
- 2. That the positions specified hereinabove be eliminated or reduced pursuant to District rules and regulations and applicable provisions of the Education Code and the negotiated agreement with the California School Employees Association.
- 3. That the Superintendent be and hereby is directed to give notices of layoff or reduction in hours as well as re-employment and displacement rights, if any, to the employees affected by this resolution pursuant to Education Code 45117.
- 4. That said layoffs or reductions shall become effective June 30, 2007.
- 5. That the employees laid off pursuant to this resolution shall be eligible for re-employment pursuant to Education Code Section 45298 and displacement rights to the extent of the contract or Board policy.

Passed and adopted at a regular meeting of the Board of Education of the Jurupa Unified School District on May 7, 2007.

	Ayes Noes	
	Absent	
Secretary to the Board of Education		

Resolution #2007/44 Resolution of the Board of Education of the Jurupa Unified School District

WHEREAS, the level of state funding is not adequate to fully maintain all current district programs and services, and;

WHEREAS, because of these conditions, recommendations have been received from District administrators and managers which call for reduced amount of District-wide service from Classified Management employees, and;

WHEREAS, Education Code 45117 requires that forty-five (45) days notice be given prior to the effective date of any lay-off or reduction in hours for lack of work or lack of funds.

NOW, THEREFORE, BE IT RESOLVED BY THE Board of Education as follows:

- 1. That due to a lack of work and/or a lack of funds, the following classified management position be eliminated:
 - a. One (1) Business Assistant (8 hours each per day) position.
- 2. That the position specified hereinabove be eliminated or reduced pursuant to District rules and regulations and applicable provisions of the Education Code.
- 3. That the Superintendent be and hereby is directed to give notice of layoff or reduction in hours as well as re-employment and displacement rights, if any, to the employee affected by this resolution pursuant to Education Code 45117.
- 4. That said layoff or reduction shall become effective June 30, 2007.
- 5. That the employee laid off pursuant to this resolution shall be eligible for re-employment pursuant to Education Code Section 45298 and displacement rights to the extent of Board policy.

Passed and adopted at a regular meeting of the Board of Education of the Jurupa Unified School District on May 7, 2007.

	Ayes Noes Absent	
ecretary to the Board of Education		

CONTRACT OF EMPLOYMENT between JURUPA UNIFIED SCHOOL DISTRICT and Tamara Elzig

WHEREAS, the GOVERNING BOARD OF THE JUPURA UNIFIED SCHOOL DISTRICT ("District") OF RIVERSIDE COUNTY (referred to herein as "Governing Board") wishes to employ Tamara Elzig as Assistant Superintendent Personnel Services (referred to herein as "Assistant Superintendent Personnel Services"). and

WHEREAS, Governing Board and Assistant Superintendent Personnel Services entered into a written Employment Agreement on September 6, 2005, pursuant to which Assistant Superintendent Personnel Services is currently employed; and

WHEREAS, Governing Board and Assistant Superintendent Personnel Services desire to amend and restate the terms and conditions of employment of Assistant Superintendent Personnel Services as set forth herein;

NOW, THEREFORE, Governing Board and Assistant Superintendent Personnel Services agrees as follows:

WITNESSETH

- (1) This Agreement shall continue for the 2006/07 school year, and shall extend through June 30, 2010. On June 30, 2007, and on each June 30 thereafter, this Agreement shall automatically be extended for one year unless Assistant Superintendent Personnel Services has received an unsatisfactory evaluation pursuant to this Agreement. At no time shall the term of this Agreement exceed four years.
- The salary of the Assistant Superintendent Personnel Services shall be initially set at \$136,305 for the 2006/2007 school year, effective retroactively to the beginning of the school year on July 1, 2006. Her salary for each subsequent school year this contract is in effect shall be at least equal to the prior year's salary. Starting with the 2006/07 school year and annually thereafter the salary of the Assistant Superintendent Personnel Services shall be increased by an amount equal to the lesser of (1) average percentage increase granted to the District's non-contracted management personnel; or (2) the average percentage increase granted to the District's certificated employees; not including any increases attributable to merit or incentive increases. In addition to the above salary, the Assistant Superintendent Personnel Services will receive any longevity increment or doctoral bonus she would qualify for as a teacher in the District.



- The Assistant Superintendent Personnel Services shall be required to render twelve months of regular service to the District during the period covered by this Agreement. However, she shall be entitled to 22 working days annual vacation, and said vacation shall be taken as currently provided by Governing Board policy. At the expiration of this Agreement, the Assistant Superintendent Personnel Services shall be entitled to full compensation for all accrued vacation she was otherwise entitled to under this Agreement calculated in accordance with her salary per diem rate as then in effect. Any cash settlement prior to the end of this Agreement shall be consistent with the provisions of Government Code Sections 53260-53261.
- (4) Under the direction of the Superintendent, the Assistant Superintendent Personnel Services shall direct the planning, operation, and evaluation of personnel programs and services of the District.
- (5) This Agreement may be changed or terminated by mutual consent of the parties in the manner provided in Education Code Section 35031, provided, however, the Assistant Superintendent Personnel Services may terminate this contract at any time with the consent of the Governing Board.
- (6) The Assistant Superintendent Personnel Services shall be entitled to and receive the same health and welfare benefits provided principals and other administrative employees of the District. Additionally, in recognition of the Assistant Superintendent Personnel's agreement to continue future employment with the District, at the time the Assistant Superintendent Personnel Service's active employment in the District is terminated by retirement and her rights to other District paid health and welfare benefits are exhausted, the District shall provide her with any health coverage available to District administrators. She shall reimburse the District for the cost of these coverages. Such health and welfare benefits shall include but are not limited to the basic health, dental and/or vision plans available to administrators.
- (7) In addition to the annual compensation provided, the Assistant Superintendent Personnel shall be entitled to the following:
 - (a) A monthly allotment of three hundred dollars or more as set by the Governing Board for the term of this Agreement for use of her personal automobile in the performance of her duties.
 - (b) Reimbursement shall be paid at the District approved rate for travel outside the greater Riverside area as defined in Board Policy 3114.



- (c) Reimbursement for all action and necessity expenses incurred in the performances of services for the District within the scope of her employment.
- (d) District payment of yearly professional dues to the Association of California School Administrators.
- Assistant Superintendent Personnel Services shall receive an annual performance evaluation from the Superintendent on mutually agreed upon goals and objectives. If the Superintendent's evaluation of Assistant Superintendent Personnel Services is not at least "satisfactory", such evaluation shall thereafter be reviewed and acted upon by the Governing Board. It shall take a majority of four members of the Governing Board to issue an unsatisfactory performance evaluation to Assistant Superintendent Personnel Services.
- Any termination of Assistant Superintendent Personnel Services with or (9) without cause shall require the affirmative vote of four members of the Governing Board. Additionally, in the event of a termination for cause, cause shall be specifically set forth in writing and adopted by resolution of at least four members of the Governing Board, and shall specify as the cause one of the grounds set forth in the California Education Code for the termination of a permanent certificated employee, and Assistant Superintendent Personnel Services shall have the rights provided to a certificated employee pursuant to Article 3 of Chapter 4, Part 25 of Division 3, Education Code section 44930 et seq., including, but not limited to, those provisions set forth in Education Code section 44944, which provision shall apply with respect to any such attempted termination of Assistant Superintendent Personnel Services for cause. If the Governing Board elects the option to terminate this agreement without cause pursuant to a vote of at least 4 members of the Governing Board, Assistant Superintendent Personnel Services shall receive her salary for the remainder of the Term or eighteen (18) months, whichever is less, and shall additionally be entitled to health insurance benefits as provided to other certificated administrative employees of the District for the same period of time. A termination payment will be paid in a lump sum, or on the same installment basis as the Assistant Superintendent Personnel Services' salary is currently paid, at the election of the Assistant Superintendent Personnel Services.
- (10) Assistant Superintendent Personnel Services shall not be reassigned to perform other duties and responsibilities outside the scope of the duties and responsibilities of an assistant superintendent without her consent and no job action in the nature of a suspension, being placed on unpaid leave, or

dismissal shall be taken with respect to Assistant Superintendent Personnel Services unless first approved by four members of the Governing Board.

Dated:, 20	007
GOVERNING BOARD OF THE OF RIVERSIDE COUNTY	E JURUPA UNIFIED SCHOOL DISTRICT
Carl Harris, President	Mary Burns, Clerk
Dated of Acceptance:	, 2007
	Tamara Elzig
	Assistant Superintendent
	Personnel Services

FIRST ADDENDUM TO EMPLOYMENT AGREEMENT – SUSAN JINDRA ASSISTANT SUPERINTENDENT OF EDUCATION SERVICES

This First Addendum is entered into this 7th day of May, 2007, by and between the Board of Trustees of the Jurupa Unified School District ("Board" or "District") and Susan Jindra, Assistant Superintendent of Education Services ("Administrator").

The District and Administrator (collectively, "Parties") agree as follows:

- 1. This addendum revises that Employment Agreement previously entered into by the Parties on June 20, 2005 whereby the Parties agreed to the employment of Administrator as Assistant Superintendent of the District. Except as amended or revised by the terms set forth herein, said original Agreement, and its terms, shall remain in full force and effect.
- 2. Paragraph number two of said Agreement shall be removed and revised as follows:
 The salary of the Assistant Superintendent Education Services shall be set at \$136,305 for the 2006/2007 school year, effective retroactively to the beginning of the school year on July 1, 2006. Her salary for each subsequent school year this contract is in effect shall be at least equal to the prior year's salary. Starting with the 2006/07 school year and annually thereafter the salary of the Assistant Superintendent Education Services shall be increased by an amount equal to the lesser of (1) average percentage increase granted to the District's non-contracted management personnel; or (2) the average percentage increase granted to the District's certificated employees; not including any increases attributable to merit or incentive increases. In addition to the above salary, the Assistant Superintendent Education Services will receive any longevity increment or doctoral bonus she would qualify for as a teacher in the District.

Jindra, Administrator
,
)

00134.00004/16462.1

FIRST ADDENDUM TO EMPLOYMENT AGREEMENT – PAM LAUZON ASSISTANT SUPERINTENDENT BUSINESS SERVICES

This First Addendum is entered into this 7th day of May, 2007, by and between the Board of Trustees of the Jurupa Unified School District ("Board" or "District") and Pam Lauzon, Assistant Superintendent of Business Services ("Administrator").

The District and Administrator (collectively, "Parties") agree as follows:

- 1. This addendum revises that Employment Agreement previously entered into by the Parties on February 28, 2006 whereby the Parties agreed to the employment of Administrator as Assistant Superintendent of the District. Except as amended or revised by the terms set forth herein, said original Agreement, and its terms, shall remain in full force and effect.
- 2. Paragraph number two of said Agreement shall be removed and revised as follows:

 The salary of the Assistant Superintendent Business Services shall be set at \$136,305 for the 2006/2007 school year, effective retroactively to the beginning of the school year on July 1, 2006. Her salary for each subsequent school year this contract is in effect shall be at least equal to the prior year's salary. Starting with the 2006/07 school year and annually thereafter the salary of the Assistant Superintendent Business Services shall be increased by an amount equal to the lesser of (1) average percentage increase granted to the District's non-contracted management personnel; or (2) the average percentage increase granted to the District's certificated employees; not including any increases attributable to merit or incentive increases. In addition to the above salary, the Assistant Superintendent Business Services will receive any longevity increment or doctoral bonus she would qualify for as a teacher in the District.

Carl Harris, President	Pam Lauzon, Administrator		
Date	Date		

FIRST ADDENDUM TO EMPLOYMENT AGREEMENT – ELLIOTT DUCHON SUPERINTENDENT

This First Addendum is entered into this 7th day of May, 2007, by and between the Board of Trustees of the Jurupa Unified School District ("Board" or "District") and Elliott Duchon, Superintendent ("Administrator").

The District and Administrator (collectively, "Parties") agree as follows:

- 1. This addendum revises that Employment Agreement previously entered into by the Parties on July 1, 2007 whereby the Parties agreed to the employment of Administrator as Superintendent of the District. Except as amended or revised by the terms set forth herein, said original Agreement, and its terms, shall remain in full force and effect.
- 2. Paragraph number four of said Agreement shall be removed and revised as follows: The salary of the Superintendent shall be set at \$166,471 for the 2006/2007 school year, effective retroactively to the beginning of the school year on July 1, 2006. His salary for each subsequent school year this contract is in effect shall be at least equal to the prior year's salary. Starting with the 2006/07 school year and annually thereafter the salary of the Superintendent shall be increased by an amount equal to the lesser of (1) average percentage increase granted to the District's non-contracted management personnel; or (2) the average percentage increase granted to the District's certificated employees; not including any increases attributable to merit or incentive increases. In addition to the above salary, the Superintendent will receive any longevity increment or doctoral bonus he would qualify for as a teacher in the District.

Carl Harris, President	Elliott Duchon, Administrator
Date	Date

00134.00004/16462.1

Jurupa Unified School District

2005-2006 School Year

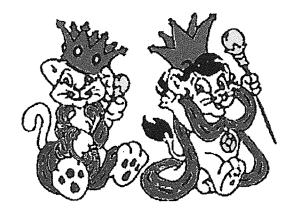
School Accountability Report Cards



Jurupa Unified School District

2005-2006 School Year

School Accountability Report Card



Camino Real Elementary School



Jurupa Unified School District

Camino Real Elementary School

2005-2006

School Accountability Report Card (SARC)

About this School

Principal

Jose Campos 4655 Camino Real Riverside, CA 92509 Ph. (951) 360-2714 Email:

Jose_campos@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

School Description and Mission Statement

Camino Real serves a diverse student population of which ten languages are spoken in the homes. Students identified as English learners, receiving ELD instruction and access to core programs in structured English immersion and mainstream classrooms deemed appropriate for their levels of English fluency. STAR results from 2006 indicate that our new API of 812 exceeded our growth target. Students at every grade and in every significant subgroup met their API targets and made adequate yearly progress for 2006. The level of parent involvement at Camino Real is very high. We have an active and supportive PTA which conducts fundraising to support educational experiences for our students, coordinate parent volunteers, and provide activities which extend and enhance learning experiences and foster school spirit. Our Sixth Grade Booster Club provides support for sixth grade students to participate in science camp and other culminating activities in their final year at Camino Real School. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of community and school staff to learn about and provide input for school programs and the development of the School Plan.

The mission at Camino Real Elementary School is to enhance the ability of all students to succeed in reaching district and state standards and to perform as responsible citizens in an ever-changing society. All students will be challenged to experience the joy and satisfaction of learning through the creative efforts of our faculty, parents, and the community.

Opportunities for Parental Involvement

Contact Person Name: Mrs. Jill Nordquist

Contact Person Phone Number: 951-360-2714

Camino Real and our PTA strive for involvement and recognition in the Jurupa Community through a number of community service events and enrichment opportunities. PTA supports the school through fundraising, which pays for transportation cost for field trips among other school necessities. The Sixth Grade Booster Club is made up of parents of sixth grade students and teachers. This club supports a myriad of culminating activities for students in their final year at Camino. The members of the Booster Club supports fundraising and accounting for student attendance at Sixth Grade Science Camp and the sixth grade celebration at Pharaoh's Lost Kingdom.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	4.9
American Indian or Alaska Native	0.3
Asian	3.1
Filipino	2.9
Hispanic or Latino	43.0
Pacific Islander	0.8
White (Not Hispanic)	44.6
Multiple or No Response	0.3
Socioeconomically Disadvantaged	29.8
English Learners	12.0
Students with Disabilities	11.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	78
Grade 2	78
Grade 3	90
Grade 4	100
Grade 5	111
Grade 6	95
Total Enrollment	614

About This School

Grade	Percent of Students Participating						
Level	2003-04	2004-05	2005-06				
K	100	100	100				
1	100	100	100				
2	100	100	100				
3	100	100	100				

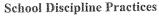


	2003-04				2004-05				2005-06 Number of Classrooms			
Grade	Number of Classrooms		Numl	Number of Classrooms								
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20.0	4			19.0	4			15.5	4		
1	20.0	3			20.0	4			19.5	4		
2	19.6	5			20.0	4			18.3	4		
3	32.0		3		32.0		3		19.0	4		
4	33.5			2	33.3		1	2	27.0		3	
5	30.3		4		32.0		2	2	31.8		3	1
6	33.0		1	2	31.7		3	-	30.0		3	
K-3	20.0	2			20.0	2			19.0	1		
3-4	32.0	}	1			·						
4-8									24.0		1	

School Climate

School Safety Plan

The Riverside County Fire Department as well as the JUSD Safety Committee hold regular safety inspections.



Positive learning begins with good attendance. At Camino, we promote positive attendance as well as make referrals to the JUSD School Attendance Review Board. This board meets regularly, and is designed to review cases of frequent student absence, tardiness, or other delinquencies. Classrooms make class goals for students. Students achieving these goals are then honored with a Proud Cub certificate. Students are honored each month. Camino Student Success Team meets regularly to discuss students who have been referred for academic or behavioral concerns. These meetings are attended by regular and special education teachers, the principal, parents, and when appropriate, the student, school nurse, or paraprofessionals; they provide opportunities for professional collaboration and feedback regarding academic and social interventions which are designed to lead to student success, which indicates teacher success. It is not uncommon, after attempted interventions, to test students for possible participation in Extended Learning Opportunities (ELO) or special education programs.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	7	School		District			
Rate	2003-04 2004-05		2005-06	2003-04	2004-05	2005-06	
Suspensions	0.044	0.059	0.047	0.197	0.210	0.223	
Expulsions	0.000	0.000	0.000	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

Our custodial staff of one daytime custodian and one evening custodian performs basic cleaning operations in every classroom on a regular basis. In the fall of 2003 we added a shade structure with tables on our playground to provide a cool place for students to rest on hot days. We also added a new bus loop to help ease congestion and improve safety in our parking lot. Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians. Camino Real Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March. Camino Real practices fire drills monthly. Disaster drills are held twice a year. Our site has emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for disaster use.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	30	29	30	914
Without Full Credential	0	0	0	57
Teachers Teaching Outside Subject Area of Competence	0	; 0	0	

Substitute Teacher Availability

Substitute teachers cover classes for teachers due to illness, personal necessity, in-service, conference attendance, and occasionally, for planning. This year Camino Real has experienced a shortage in substitute teachers.

Teacher Evaluation Process

Teachers at Camino Real are evaluated on a regular basis by the principal. The agreement adopted by the governing board and teachers' association conforms to State evaluation mandates. Teachers who require improvement are given assistance in formulating and implementing professional development plans.

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers
assigned without proper legal authorization) and the number of vacant
teacher positions (not filled by a single designated teacher assigned to
teach the entire course at the beginning of the school year or semester).
Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects					
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers				
This School	100.0	0.0				
All Schools in District	95.0	5.0				
High-Poverty Schools in District	97.0	3.0				
Low-Poverty Schools in District	97.0	3.0				

Camino Real Elementary School

Support Staff

Title	Number of FTE As- signed to School
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.2
Nurse	.2
Speech/Language/Hearing Specialist	.5

Curriculum and Instructional Materials

Quality, Curren Materials	cy, and Availability of Textbooks and Instru	ıctional
Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Mate- rials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded Funds were spent for general education, special education, and State- and Federally-funded special projects. In addition to State and local revenues received for general education, Camino Real Elementary School also receives special State and Federal funds for programs such as our School Improvement Program, Gifted and Talented Education, and Special

Education.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,490	\$1,512	\$4,978	\$69,113
District	A CONTRACTOR OF THE PROPERTY O		\$5,060	\$65,841
Percent Difference – School Site and District			-1.6%	4.7%
State	and the second s	www.	\$4,743	\$57,838
Percent Difference – School Site and State			4.7%	16.3%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category		
Beginning Teacher Salary	\$41,265	\$37,172		
Mid-Range Teacher Salary	\$62,476	\$58,436		
Highest Teacher Salary	\$81,128	\$73,583		
Average Principal Salary (Elementary)	\$92,698	\$93,347		
Average Principal Salary (Middle)	\$96,982	\$97,873		
Average Principal Salary (High)	\$110,022	\$105,556		
Superintendent Salary	\$149,000	\$159,227		
Percent of Budget for Teacher Salaries	48.2	42.1		
Percent of Budget for Administrative Salaries	4.5	5.3		

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

productive in the second secon	School				District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	46	51	50	22	28	30	36	40	42	
Mathematics	56	61	64	25	30	32	34	38	40	
Science	18	24	35	14	13	23	25	27	35	
History- Social Science			The second secon	17	22	22	29	32	33	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

purpose and the control of the contr		
Grade Level	Percent of Students Meeting Fitness Standards	
The state of the s		į
5	42.7	

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

i de engles de la companya del la companya de la companya de la companya del la companya de la companya del la companya de la companya del la compa	Percent of Students Scoring at Proficient or Advanced			
Group	English- Language Arts	Math	Science	
African American	50	50		
Asian	53	82		
Filipino	43	86		
Hispanic or Latino	44	55	Ż 5	
White (not Hispanic)	57	71	46	
Male	47	67	41	
Female	53	62	29	
Economically Disadvantaged	40	53	23	
English Learners	16	32	0	
Students with Disabili- ties	11	32	6	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Calatant		School			Distric			State	
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	52	61	40	32	30	29	43	41	42
Mathematics	67	72	63	43	44	46	51	52	53

NRT Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at or Above the National Average		
•	Reading	Mathematics	
Hispanic or Latino	33	56	
White (not Hispanic)	53	75	
Male	38	65	
Female	42	60	
Economically Disadvantaged	29	51	
English Learners	6	35	

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from I to 10. A statewide rank of I means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of I means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	7	7	7
Similar Schools	4	4	7

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http:// www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison This table displays by student group the actual API changes in points added or

lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
-	2003-04	2004-05	2005-06	2006
All Students at the School	4	25	8	812
Hispanic or Latino	4	47	-7	784
White (not Hispanic)	11	14	23	841
Socioeconomically Disadvantaged	8	14	40	765



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	es desegnamente en en entre la militar de militar de la militar de la militar de la militar de la militar de l 	12
Percent of Schools Currently in Program Improvement		50.0%

Instructional Planning and Scheduling

School Instruction and Leadership

Organization is key to implementing curriculum through quality instructional practices. When teachers return to school in the fall, Camino Real Staff Handbooks are provided to them and all other school staff. These handbooks contain important general information regarding school.

A balanced, comprehensive, standards aligned curriculum is provided to all students at Camino Real Elementary School. Our core curriculum is comprised of California Standards. Standards are identified as minimum, essential, or extended at each grade level. Students not meeting minimum grade level standards.



Camino Real Elementary School and the Jurupa Unified School District realize the importance of ongoing staff development. Our well-trained teachers put their expertise to use with pride; this translates to student learning in a happy environment where teachers are not only valued, but are also our greatest resource. We are proud of the fact that 100% of the teachers at Camino Real Elementary School are fully credentialed. A majority of our teachers hold masters degrees and special certificates, many have been master teachers, trainers or mentors, and all continue to participate in ongoing staff development.

Staff development is held regularly to address instructional needs and keep teachers abreast of teaching strategies and programs, which are scientifically proven to be effective in increasing student academic performance. Our principal creates a Staff Development Plan for each school year.

Minimum Days in School Year
Camino Real School had a total of forty-one scheduled minimum days for the school year.
Thirty-six are regular minimum days set on Tuesdays for teacher collaboration time. The other five are utilized to facilitate the completion of report cards at the end of each quarter and prepare for checkout on the last day of school.

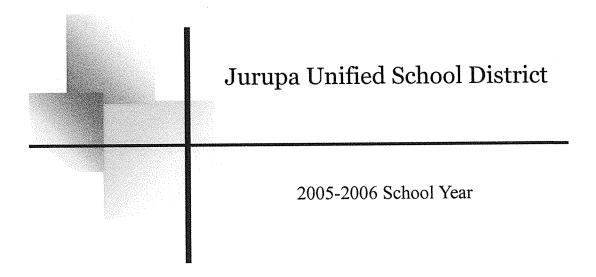


0 1 7 1	Instruct	ional Minutes
Grade Level	Offered	State Requirement
K	36,000	36,000
1	53,416	50,400
2	53,416	50,400
3	53,416	50,400
4	54,649	54,000
5	54,649	54,000
6	54,649	54,000



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Glen Avon Elementary School



Jurupa Unified School District

Glen Avon Elementary School

2005-2006 School Accountability Report Card (SARC)

Principal Gary Dixon

4352 Pyrite Street Riverside, CA 92509 Ph. (951) 360-2764 Email: gary_dixon@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Welcome to Glen Avon Elementary School. At Glen Avon our dedicated staff implements a standards-based curriculum along with the very best educational teaching methods in reading, writing and math in order to provide all of our children with an exemplary education. Glen Avon students, staff, parents, and community are working together to shape young minds and create lifelong learners. Glen Avon Elementary School is one of sixteen elementary schools in the Jurupa Unified School District and is in its second year as a program improvement (PI) school. The current school building was constructed and opened in 1951. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. All classrooms are connected to the Wide Area Network (WAN). Glen Avon teachers have access to a webbased JUSD email account. Teachers have received training in accessing the JUSD Data Director to get reports for STAR and local CRT assessments for their class from the web. Glen Avon has a full-size classroom portable for the housing of our K-6 library. The library contains 7000 books and reference materials, with a growing satellite K-4 collection of about 2000 books housed in the classrooms for teacher and student use. The collection is monitored with the Follett database management system, allowing teachers and families on-line database search capabilities.

Opportunities for Parental Involvement

Contact Person Name: Gary Dixon, Principal Contact Person Phone Number: 951 360 2764

Glen Avon Elementary School offers parent workshops. Each grade level presents standard based lessons to parents. They are designed to help parents help their children with standards. Interpreters assist teachers in presenting the standards to the parents. Parents are encouraged to join and participate in the PTA, ELAC (English Learner Advisory Committee) and SSC (School Site Council) functions, as well as to volunteer in their child's classroom.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	1.5
American Indian or Alaska Native	0.3
Asian	2.5
Hispanic or Latino	78.4
Pacific Islander	0.4
White (Not Hispanic)	16.8
Socioeconomically Disadvantaged	70.9
English Learners	42.0
Students with Disabilities	10.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade I	100
Grade 2	94
Grade 3	88
Grade 4	73
Grade 5	110
Grade 6	111.
Total Enrollment	671

About This School

Grade	Percent of Students Participating		
Level	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	0	100	100



		200	3-04			200	4-05			200	5-06	
Grade	Numl	er of	Classro	oms	Numi	er of	Classro	oms	Numl	ber of	Classro	oms
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33÷
K	20.0	5			20.0	5			19.2	6	-	
1	20.0	3			20.0	4			19.6	5		
2	17.8	4			19.7	3			20.0	4		
3	31.0		3		32.0		2	-	19.0	4		
4	33.3			3	34.0			2	30.0		1	
5	34.0		·	2	30.5		2		33.5			2
6	33.5			2	33.3			3	34.0			3
K-3	20.0	2			19.3	3			19.0	1	-	
3-4					31.0		1		18.0	1		
4-8	33.5			2	31.0		1	1	33.5			2

School Climate

School Safety Plan

To make sure safety standards are met several agencies are involved. These agencies include the fire department, Keenan and Associates district worker's compensation, administrators, district safety committee (annually), and school custodians. Glen Avon Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. Glen Avon has a school safety plan, which outlines plans for many types of emergencies. This plan will be updated every year and approved by our School Site Council by March. Drills are held on a regular basis. We have emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for use in a disaster.

School Discipline Practices

Glen Avon Elementary School provides a positive and safe environment for students to learn. Student academic and behavioral achievements are rewarded at quarterly awards assemblies. In addition, social skills are taught and rewarded quarterly in our Golden Rules program. Confidence, effort, positive disagreement, kindness, and other skills are taught weekly in school wide presentations along with an emphasis on Character Traits. Teachers select one student a month from their class that exemplifies a monthly trait to participate in a Reading with the Principal celebration. In addition, our discipline program and school and parent communication system ensure that students and parents are informed of incidents that occur at school.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate		School		District			
Kate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.122	0.063	0.058	0.197	0.210	0.223	
Expulsions	0.000	0.001	0.000	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Floor Française	Facility in Good Repair Yes/No		
Item Inspected			
Gas Leaks	Yes		
Mechanical Systems	Yes		
Windows/Doors/Gates (interior and exterior)	Yes		
Interior Surfaces (walls, floors, and ceilings)	Yes		
Hazardous Materials (interior and exterior)	Yes		
Structural Damage	Yes		
Fire Safety	Yes		
Electrical (interior and exterior)	Yes		
Pest/Vermin Infestation	Yes		
Drinking Fountains (inside and outside)	Yes		
Restrooms	Yes		
Sewer	Yes		
Playground/School Grounds	Yes		
Other	Yes		

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		School		District
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	28	30	33	914
Without Full Credential	1	0	1	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	



Substitute Teacher Availability

All substitute teachers must have a college degree. Glen Avon, like most other schools in the Riverside-San Bernardino area, periodically experiences difficulties obtaining enough substitute teachers. When a substitute is not available, another regular certificated staff member provides appropriate coverage.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.7	3.3
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Glen Avon Elementary School

Support Staff

Title	Number of FTE Assigned to School
Nurse	.2
Speech/Language/Hearing Specialist	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Leg- acy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded In addition to local and State funds, Glen Avon Elementary School receives special State and Federal funds for programs such as our School Improvement Program, Gifted and Talented Education, Title I and Title III.



This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/es/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,098	\$2,065	\$5,033	\$61,445
District		An extension of the second sec	\$5,060	\$65,841
Percent Difference – School Site and District			-0.5%	-7.2%
State			\$4,743	\$57,838
Percent Difference – School Site and State		***************************************	5.8%	5.9%



Teacher and Administrative Salaries (Fiscal Year 2004-05)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category		
Beginning Teacher Salary	\$41,265	\$37,172		
Mid-Range Teacher Salary	\$62,476	\$58,436		
Highest Teacher Salary	\$81,128	\$73,583		
Average Principal Salary (Elementary)	\$92,698	\$93,347		
Average Principal Salary (Middle)	\$96,982	\$97,873		
Average Principal Salary (High)	\$110,022	\$105,556		
Superintendent Salary	\$149,000	\$159,227		
Percent of Budget for Teacher Salaries	48.2	42.1		
Percent of Budget for Administrative Salaries	4.5	5.3		

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Clark Company	School			District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	19	21	25	22	28	30	36	40	42
Mathematics	34	33	35	25	30	32	34	38	40
Science	6	7	10	14	13	23	25	27	35
History- Social Science		-	And the second s	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	27.6

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing

And the second s	Percent of S Proficie	Students So nt or Adva	447
Group	English- Language Arts	Math	Science
African American	27	36	
Hispanic or Latino	22	33	11
White (not Hispanic)	37	41	5
Male	23	35	7
Female	27	36	16
Economically Disadvantaged	22	33	9
English Learners	16	32	14
Students with Disabilities	7	13	



Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School			District	1	State			
	2004 2005		2006	2004	2005 2006		2004	2005	2006	
Reading	32	33	20	32	30	29	43	41	42	
Mathematics	47	56	39	43	44	46	51	52	53	

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average				
a de la companya de l	Reading	Mathematics 36			
Hispanic or Latino	14				
Male	14	34			
Female	26	44			
Economically Disadvantaged	16	35			
English Learners	19	37			

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of I means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06	
Statewide	3	3	2	
Similar Schools	4	4	2	

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http:// www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison This table displays by student group the actual API changes in points added or

lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	1	al API Ch		API Score
•	2003-04	2004-05	2005-06	2006
All Students at the School	-6	9	2	664
Hispanic or Latino	-1	4	-6	648
White (not Hispanic)	-2	23	26	719
Socioeconomically Disadvantaged	1	7	0	649
English Learners			-5	648



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2005-2006	2004-2005
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	•••	12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

JUSD has adopted to the California State Standards. JUSD Essential Standards and corresponding Criterion Reference Tests (CRT's) are utilized as benchmark indicators toward master of the State Standards. Glen Avon's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. Glen Avon Elementary School's Literacy Plan focuses on full implementation of the standards-based Houghton Mifflin language arts program. Students receive mathematics instruction through the standards based Houghton Mifflin program also. Students receive grade level social studies instruction and science instruction in life, earth, and physical science including investigation and experimentation. Glen Avon utilizes technology to enhance and enrich learning and prepare all students for success. Students are exposed to art, drama and music experiences that are designed to facilitate students' understanding of the visual, performing and fine arts.



Glen Avon's staff development plan is designed and updated yearly, and is based upon the collaboratively identified needs of the instructional and support staff serving the school. Leadership Teams analyze student data from CST's and CRT's and other classroom performance indicators to determine areas where instructional practices need to be strengthened. Evaluations of the effectiveness of the previous year's staff development activities are also reviewed. Teachers have opportunities for input regarding staff development. From the data, professional development priorities are established with activities planned to meet the identified needs.



Minimum Days in School Year

Students at Glen Avon Elementary have met or exceeded the State minimum required instructional minutes in kindergarten through grade six for 180 school days.

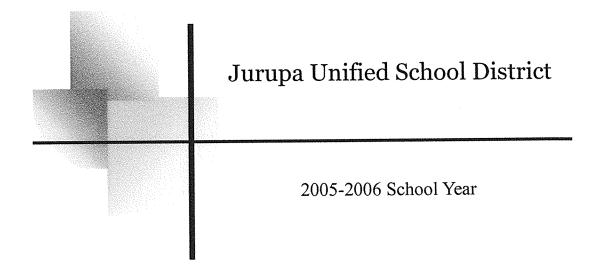


	Instructional Minutes					
Grade Level	Offered	State Requirement				
K	36,000	36,000				
1	54,020	50,400				
2	54,020	50,400				
3	54,020	50,400				
4	54,020	54,000				
5	54,020	54,000				
6	54,020	54,000				



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Granite Hill Elementary School

Jurupa Unified School District

Granite Hill Elementary School 2005-2006 School Accountability Report Card (SARC)

About this School

Principal Michelle L. Johnson

9371 Granite Hill Riverside, CA 92509 Ph. (951) 360-2725 Email: mjohnson@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

School Description and Mission Statement

Located in an unincorporated area of western Riverside County, Granite Hill opened in 1992, as the fourteenth of sixteen elementary schools in the Jurupa Unified School District. Granite Hill's enrollment is 734 students, ranging from kindergarten to sixth-grade. Forty-six percent of the students are English Learners.

Mission Statement

Students at Granite Hill Elementary School are expected to meet or exceed California grade-level standards and to demonstrate mastery on both formative and summative assessments. The staff at Granite Hill strives to support student achievement in a variety of ways. Using research-based teaching strategies, students receive instruction designed to develop critical thinking, as well as ethical, cultural, social, economic, and political literacy; and behavior and values that are essential to a democratic society.

Our program reflects our school mission statement:

All students learning
Supportive environment
Thinking critically
Respect for others and pride in self
Opportunities for academic achievement
Shared leadership

Application of knowledge Involving parents and community Making good choices

The professionally trained staff is committed to meeting the learning needs of every student at our school. We believe in our school motto, Granite Hill - where learning never stops!

Opportunities for Parental Involvement

Contact Person Name: Michelle L. Johnson Contact Person Phone Number: 951 360-2725

Parents play an active role in our program through their participation in PTA, School Site Council, and the English Learner Advisory Committee. Parents are welcome to volunteer in class-rooms or to participate in our Community Based English Tutoring (CBET) program that helps parents provide assistance to their children who are learning English as a second language. Throughout the year, parent-student workshops focusing on areas such as science or mathematics are held. In addition to holding two parent conferences each year, teachers are available to consult with parents as needed.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	3.7
American Indian or Alaska Native	0.5
Asian	1.0
Filipino	0.3
Hispanic or Latino	77.4
Pacific Islander	0.4
White (Not Hispanic)	16.8
Socioeconomically Disadvantaged	73.6
English Learners	44.0
Students with Disabilities	5.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	100
Grade 2	108
Grade 3	107
Grade 4	95
Grade 5	98
Grade 6	122
Total Enrollment	734

About This School

Grade Level	Percent of Students Participating						
	2003-04	2004-05	2005-06				
K	100	100	100				
1	100	100	100				
2	100	100	100				
3	0	100	100				



	2003-04					2004-05				2005-06			
Grade Level	Number of Classrooms			Number of Classrooms				Number of Classrooms					
	Avg.	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+				
K	18.8	4			19.5	4			20.0	6		***	
1	19.0	6	-		19.0	4			20.0	4			
2	19.3	4	-		19.7	6			19.3	4			
3	30.0		3		30.2		4	1	19.6	5			
4	33.7			3	32.3	-	2	1	31.7		1	2	
5	31.0		2		33.0		1	2	31.5		3	1	
6	32.3	: 	2	1	31.7	-	2	1	32.3	. 	1	2	
K-3	20.0	2			18.5	2			19.7	3			
3-4	30.0		1										
4-8	31.7		1	2	32.0		1		28.0		1		

School Climate

School Safety Plan

Several agencies assure that safety standards are met. These include the local fire department, Keenan and Associates (Administrators of Workers' Compensation), the Jurupa Unified School District Safety Committee, the Jurupa Unified School District Maintenance Department and our own school custodians.

Granite Hill Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime, and the following elements: safe school programs; child abuse reporting procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the Jurupa Unified School District's Discipline Handbook and sexual harassment policy; our school dress code; and procedures and rules for safety on the way to and from school, as well as during school days. This plan is updated every year and approved by our School Site Council.

School Discipline Practices

The learning environment at Granite Hill reflects high standards and expectations for student achievement and behavior. To ensure that there is a safe and orderly environment, Granite Hill has established an assertive discipline policy. In coordination with the principal, each teacher has developed a classroom discipline plan. Both students and parents are aware of the rules.

In addition, programs promoting a positive learning environment include a drug prevention and self-esteem program, student recognition programs, Student Council, and an ASTRO Awards program, where kids earn prizes for "being caught being good."



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.041	0.082	0.112	0.197	0.210	0.223
Expulsions	0.000	0.001	0.001	0.008	0.009	0.008

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are high priorities in the Jurupa Unified School District. Overall, school ground and facilities are in good repair. The district's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted annually and any issues are addressed immediately. The district also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as a top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	x
Mechanical Systems	. x
Windows/Doors/Gates (interior and exterior)	x
Interior Surfaces (walls, floors, and ceilings)	x
Hazardous Materials (interior and exterior)	x
Structural Damage	x
Fire Safety	x
Electrical (interior and exterior)	x
Pest/Vermin Infestation	x
Drinking Fountains (inside and outside)	x
Restrooms	x
Sewer	x
Playground/School Grounds	x
Other	· x

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		School		District	
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	29	31	34	914	
Without Full Credential	4	2	1	57	
Teachers Teaching Outside Subject Area of	0	0	0		
Competence					

Substitute Teacher Availability

Substitute teachers are used for teacher illness, in-service and conference attendance, and planning sessions. All substitute teachers in the Jurupa Unified School District must have a college degree. Granite Hill, like most other schools in the Riverside / San Bernardino area, periodically experiences difficulty in obtaining enough substitute teachers. In such cases, certificated personnel at the school are assigned to the class.



Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

F 45	Percent of Classes In Core Academic Subjects				
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers			
This School	100.0	0.0			
All Schools in District	95.0	5.0			
High-Poverty Schools in District	97.0	3.0			
Low-Poverty Schools in District	97.0	3.0			

Support Staff

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	1.0
Nurse	.2
Speech/Language/Hearing Specialist	.5

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curricu- lum Area	Quality, Currency, and Availability of Text- books and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Text- books and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,235	\$2,255	\$4,980	. \$62,126
District		And the second s	\$5,060	\$65,841
Percent Difference – School Site and District			-1.6%	-6.0%
State			\$4,743	\$57,838
Percent Difference – School Site and State		***	4.8%	6.9%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/cs/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Types of Services Funded

Available funds include general education, special education, and state- and federally-funded special projects. In addition to general and special education revenues, Granite Hill received funding for state and federal programs, including School Improvement (a State program serving all students); Gifted And Talented Education (a State program for identified gifted and talented students); Title I (federal remediation program serving all students at Granite Hill); and Economic Impact Aid for English Learners. Title VI funds provided additional library books and a counselor from the Youth Service Center. Granite Hill also received funding for Immediate Intervention / Underperforming Schools program as well as funding for a drug, alcohol and tobacco education.



Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District		State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	23	31	38	22	28	30	36	40	42
Mathematics	32	48	50	25	30	32	34	38	40
Science	15	23	27	14	13	23	25	27	35
History- Social Science			And an about the second	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

A GLO CO CONTRACTOR DE LO COMBINA LA COMBINA COMBINA DA COMBINA DE COMBINA DE COMBINA DE COMBINA DE COMBINA DE	\$2,00 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000 (\$2,00) \$2,000 (\$2,000 (\$2,00) \$2,000	1
Grade Level	Percent of Students Meeting Fitness Standards	ALC LAST PLAN
and the second		3
5	11.6	Simon proper
	The second secon	-1

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

kajajojan ganaja. Sa kara Sura kanano (rah usta dina) izme emiliki 15 m/ la 100 m/ til sintensi 4 la latera.	Percent of Students Scoring at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
African American	46	33			
Hispanic or Latino	35	49	23		
Pacific Islander	***				
White (not Hispanic)	47	55	38		
Male	34	48	28		
Female	44	51	26		
Economically Disadvantaged	35	47	28		
English Learners	26	43	16		
Students with Disabilities	23	58			

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national aver-

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School			District		State			
	2004	2005	2006	2004	2005	2006	2004	2005	2006	
Reading	27	22	32	32	30	29	43	41	42	
Mathematics	43	42	54	43	44	46	51	52	53	

NRT Results by Student Group - Most Recent Year

Group	Percent of Students Scorin at or Above the National Average			
	Reading	Mathematics		
Hispanic or Latino	30	51		
White (not Hispanic)	39	61		
Male	25	50		
Female	40	58		
Economically Disadvan- taged	30	51		
English Learners	25	46		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	4	3	4
Similar Schools	7	5	7

API Changes by Student Group – Three-Year Comparison This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

aussy sitäänään vasta on penukkinsyt saataluusetti mukinsi kin kuuti aihitäinen yyt erittiin kiitti väämintenäät $$	Actua	API Score		
•	2003-04	2004- 05	2005-06	2006
All Students at the School	-27	50	19	729
Hispanic or Latino	-31	47	27	714
White (not Hispanic)	-10	53	-19	763
Socioeconomically Disadvantaged	-18	42	21	711
English Learners			17	674

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

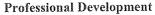
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0%

Instructional Planning and Scheduling

School Instruction and Leadership

At Granite Hill, there are various opportunities for staff leadership. Teachers meet to plan and coordinate school activities and policies. Group leaders coordinate instructional events, awards, and other school-wide activities. Grade level teams communicate regarding student progress, curriculum, instructional assessments, etc.

The curriculum at Granite Hill is aligned with State frameworks and curriculum standards. The School Site Council and English Learners Advisory Committee enable parents to have an active role in planning and evaluating school programs. The PTA also provides numerous opportunities for parents to be actively involved.



Each year staff members have opportunities to attend staff development days, conferences, grade level meetings, district professional development meetings and workshops to update their skills. In addition, many teachers participate in university continuing education classes and graduate programs to keep abreast of current research and educational practices.



Minimum Days in School Year

Students in the Jurupa Unified School District have met or exceeded the State minimum requirement for instructional minutes in kindergarten through grade twelve for 180 school days.



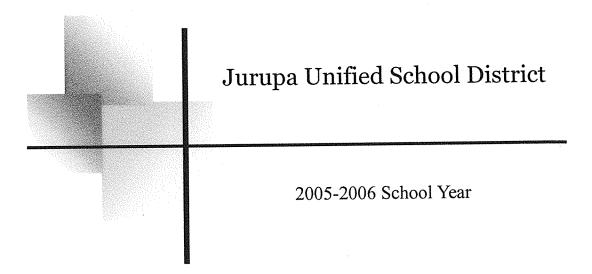
Instructional Minutes

instinctional minutes					
Offered	State Requirement				
36,000	36,000				
54,012	50,400				
54,012	50,400				
54,012	50,400				
54,012	54,000				
54,012	54,000				
54,012	54,000				
	Offered 36,000 54,012 54,012 54,012 54,012				



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Ina Arbuckle Elementary School



Principal Juan Penaloza

3600 Packard Street Riverside, CA 92509 Ph. (951) 222-7788 Email: Juan_penaloza@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

Jurupa Unified School District

Ina Arbuckle Elementary School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Ina Arbuckle Elementary School is one of sixteen K-6 elementary schools in the Jurupa Unified School District, and is located in a rapidly growing unincorporated area of Riverside County. The population of our community is very mobile. The majority of the students live within walking distance of the school in apartments, mobile home parks or rented homes, which contribute to a high transient rate. Ina Arbuckle has 32 fully credentialed teachers. Ina Arbuckle is currently a schoolwide Title 1 school. Additional funding include (but is not limited to) Title III, GATE, School Improvement Funds, and CBET. Ina Arbuckle is currently a Year Two Program Improvement School.

The mission of Ina Arbuckle Elementary is to educate students to achieve and demonstrate academic excellence. Students will become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies. Teachers will utilize innovative teaching strategies within a well-maintained, secured learning environment, where traditions and change are valued.

Opportunities for Parental Involvement

Contact Person Name: Nanette Prince Egetter Contact Person Phone Number: 951-222-7788

In addition to volunteering in their child's classroom, there are many other opportunities for parental involvement at Ina Arbuckle School. Parents are invited to attend parent meetings and workshops. Workshops offered may include: Math, Reading, Homework Support, Holiday Card Making and English as a Second Language. Parents are also encouraged to be actively involved in Ina's PTA, School Site Council, Title I Advisory Committee, English Language Advisory Committee and Community Based English Tutoring Program. They can also help cultivate their child's education by supporting the school in teaching students responsibility for completing homework, arriving at school every day on time, and being accountable for their own behavior. Parents are encouraged to communicate with the school regarding their child's progress and concerns they might have.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	4.2
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	0.1
Hispanic or Latino	87.7
Pacific Islander	0.9
White (Not Hispanic)	59
Multiple or No Response	0.0
Socioeconomically Disadvantaged	83.7
English Learners	56.0
Students with Disabilities	10.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	98
Grade 2	91
Grade 3	118
Grade 4	103
Grade 5	96
Grade 6	94
Total Enrollment	698

About This School

Grade	Percent of Students Participating					
Level	2003-04	2004-05	2005-06			
K	100	100	100			
1	100	100	100			
2	100	100	100			
3	100	100	100			



	2003-04					2004-05			2005-06			
Grade Level	Numl	oer of (Classroc	ms	Numl	er of (Classroo	ıms	Number of Classroon			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20.0	4			22.4	4		1	19.2	5		
1	20.0	5			18.0	5			19.0	4		
2	20.0	4			18.8	5			20.0	4		
3	31.3		3		33.0		2	1	19.8	4		
4	33.0			3	34.0			3	29.7		3	
5	33.7			3	33.5			2	32.0	-	2	1
6	33.5		-	2	33.3		1	2	31.3		3	
K-3	20.0	4			17.0	1			19.5	2		
3-4		***	·	 ! !					18.0	1		
4-8	32.0		. 1		34.0			1				

School Climate

School Safety Plan

Our Safety Committee, led by the site Safe Schools Coordinator, and comprised of parents and staff, meets annually to revise and update our Disaster/Crisis Emergency Preparedness Plan. Ina Arbuckle Elementary School, in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures, disaster response procedures, suspension and expulsion policies pursuant to Education Code Section 48900, 48915 and 49079; the Districts Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every vear and approved by our school Site Council by March of each year.

School Discipline Practices

Ina Arbuckle school has developed an assertive discipline policy to ensure that there is a safe and orderly environment. In coordination with the principal, each teacher has developed a classroom discipline plan. Both students and parents are aware of the rules. Programs promoting a positive learning environment include: Too Good for Drugs and Too Good for Violence (drug and self esteem education), student recognition awards, and a variety of after-school activities. In our yearly survey, 94% of the parents felt that this school emphasizes and rewards the achievement of students, 91% percent of the students felt that his/her teacher liked having him/her in class. Programs: Snack Attack for weekly perfect attendance, Homework Club, Book Buddies Reading is Fundamental (RIF), 4th-6th Grade Band, Youth Services Center Individual/Small Group Counseling, Parent Workshops.

Practices: Monthly Award Assemblies, Student of the Month, Most Improved of the Month, Grade Level Traveling Attendance Trophy, Quarterly Perfect Attendance and Principal's Honor Roll, 5th Grade Physical Fitness, Standardized Test Preparation, Extended Learning Opportunities tutoring before and after school, and various other award programs.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.



Rate		School		District			
Kate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.026	0.0136	0.039	0.197	0.210	0.223	
Expulsions	0.001	0.003	0.000	0.008	0.009	800.0	

School Facilities

School Facility Conditions and

Improvements

Ina Arbuckle School Specifications: Year Constructed 1956, 20 permanent classrooms, 15 re-locatable classrooms, completely air conditioned, indoor cafeteria and outdoor lunch patio court. Ina Arbuckle has three full-time custodians who maintain the facilities.



School Facility Good Repair Status

Item Inspected	Facility in Good Repair Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District			
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	31	32	32	914	
Without Full Credential	2	0	1	57	
Teachers Teaching Outside Subject Area of Competence	0	0	0	-	
Competence					

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004- 05	2005-06	2006- 07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Substitute Teacher Availability

Substitute Teachers are used for teacher illness, in-services, conference attendance, and planning sessions. Ina Arbuckle School, like most other schools in the Riverside/San Bernardino area, periodically experiences difficulty obtaining enough substitute teachers. All substitute teachers at this school must have at least or above the junior status at the college level. In addition, they must have passed the CBEST. When a substitute is not available, appropriate coverage is provided by another certificated staff member.

Teacher Evaluation Process

Ina Arbuckle teachers are observed and evaluated as required by state law. The teacher evaluation schedule and the evaluation criteria are specified in the bargaining agreement negotiated between the district and the teachers association.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Location of	Percent of Classes In Core Academic Subjects					
Classes	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers				
This School	100.0	0.0				
All Schools in District	95.0	5.0				
High-Poverty Schools in District	97.0	3.0				
Low-Poverty Schools in District	97.0	3.0				

Support Staff

Title	Number of FTE Assigned to School
Nurse	.2
Speech/Language/ Hearing Specialist	.6

Curriculum and Instructional Materials

Quality, Curre Materials	ncy, and Availability of Textbooks and I	nstructional
Core Curriculum Area	Quality, Currency, and Availability of Text- books and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded
Funds were spent for general education, special education and State and federally funded special projects. Ina Arbuckle School receives state funds for programs including: School Improvement Program (SI); Title III; Title I; Community Based English Tutoring; and Gifted and Talented, Reading Is Fundamental, and Governors Award.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/es/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary	
School Site	\$7,175	\$2,121	\$5,054	\$58,563	
District			\$5,060	\$65,841	
Percent Difference – School Site and District			-0.1%	-12.4%	
State			\$4,743	\$57,838	
Percent Difference – School Site and State			6.2%	1.2%	

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category		
Beginning Teacher Salary	\$41,265	\$37,172		
Mid-Range Teacher Salary	\$62,476	\$58,436		
Highest Teacher Salary	\$81,128	\$73,583		
Average Principal Salary (Elementary)	\$92,698	\$93,347		
Average Principal Salary (Middle)	\$96,982	\$97,873		
Average Principal Salary (High)	\$110,022	\$105,556		
Superintendent Salary	\$149,000	\$159,227		
Percent of Budget for Teacher Salaries	48.2	42.1		
Percent of Budget for Administrative Salaries	4.5	5,3		

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School		chool District			State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	13	19	21	22	28	30	36	40	42
Mathematics	32	36	44	25	30	32	34	38	40
Science	4	5	23	14	13	23	25	27	35
History- Social Science			Maria Companies de Principal de	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
$x_{1,1,1,2}, \dots, x_{n-1}, x_{n-1}, x_{n-1}, \dots, x_{n-1}, x_{n-1}, \dots, x_{n-1}, $	
5	14.1

CST Results by Student Group -Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced					
Group	English- Language Arts	Math	Science			
Hispanic or Latino	20	43	24			
White (not Hispanic)	29	57				
Male	18	43	30			
Female	25	45	18			
Economically Disadvantaged	21	44	24			
English Learners	13	35	18			
Students with Disabilities	8	20				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School]	District			State	
,	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	19	15	12	32	30	29	43	41	42
Mathematics	41	37	44	43	44	46	51	52	53

NRT Results by Student Group - Most Recent Vear

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
	Reading	Mathematics 42		
Hispanic or Latino	10			
Male	9	41		
Female	15	48		
Economically Disadvan- taged	12	44		
English Learners	8	35		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank			2005-06	
Statewide	2	2	2	
Similar Schools	7	6	4	

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
-	2003-04	2004-05	2005-06	2006
All Students at the School	3	5	30	677
Hispanic or Latino	9	3	25	672
White (not Hispanic)	1	10	30	678
Socioeconomically Disadvantaged			24	654



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2005-2006	2004-2005
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	***	12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

Ina Arbuckle's curriculum is aligned with the State Curriculum frameworks and Model Curriculum Standards. School leadership is shared among the principal, categorical resource teacher, team leaders and classroom teachers, who ensure the school's curriculum is accessible to all students. Parents provide leadership through the PTA, School Site Council/Title I and English Learner Advisory Committees. It is the policy of Ina Arbuckle and the district that all students, parents, and staff members be treated equitably and fairly regardless of gender, ethnicity, or disability. Students have made good progress in meeting reading and mathematics grade level standards as evidenced by benchmark assessments.



Recent trends in education and new California instructional goals and guidelines in language arts and mathematics have necessitated a high level of regular staff development. All staff members have opportunities to participate in staff development activities to enhance their job skills. These activities include conferences, in-services, workshops, and grade level meetings. During the 2005-06 school year, all staff members had the opportunity to participate in a variety of staff development training offered by JUSD and/or staff development training on site. These trainings included: Literacy Training, Gifted and Talented Education Certification Workshops, CLAD/SB395, English Language Development, AB466 Houghton Mifflin Mathematics and Language Arts Gr. K-6, AB466 Language. Intervention, National Board for Professional Standards Candidate Support Provider, Class Size Reduction (K-3), Beginning Teacher Support and Assessment (BTSA), Summer School Training, Understanding AD/ HD, and ELD Training for Bilingual Language Tutors. Two certificated teachers, the assistant principal and the principal participated in the JUSD Leadership Academy. In addition, one teacher in each grade level attended a four day training on Professional Learning Communities.

Minimum Days in School Year

Students in the Jurupa Unified School District have met or exceeded the State minimum requirements for instructional minutes in Kindergarten through grade twelve for 180 school days. Ina Arbuckle had weekly minimum days during the 2005-06 school year. District minimum days totaled five days.

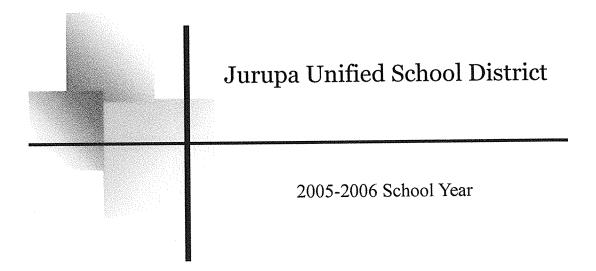


O . 1 X1	Instructional Minutes				
Grade Level	Offered	State Requirement			
K	36,000	36,000			
1	54,400	50,400			
2	54,400	50,400			
3	54,400	50,400			
4	54,400	54,000			
5	54,400	54,000			
6	54,400	54,000			



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Indian Hills Elementary School



School Accountability Report Card (SARC)

School Description and Mission Statement

Indian Hills Elementary School, which opened in 1986, is one of sixteen elementary schools in the Jurupa Unified School District. The school is nestled between the Jurupa Mountains and the Santa Ana River in a community known as Indian Hills. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. It is considered a neighborhood school with most students living within walking distance. At Indian Hills, our dedicated staff implements a standards-based curriculum along with the very best educational teaching methods in reading, writing, and math in order to provide to all of our children an exemplary education. Indian Hills Elementary School supports and implements the Jurupa Unified District's "Blueprint for Learning". As supported by research, "learning" needs to be the focus in an effective educational process. Alignment of standards, materials, and staff development help ensure student achievement and success. The JUSD five-point plan includes The Resources, The Structure, The Materials, The Method, and The Support.

Jurupa Unified School District

Indian Hills Elementary School

2005-2006

About this School

Opportunities for Parental Involvement

Contact Person Name: Shell Neese, PTA President

Contact Person Phone Number: 951-360-2724

The School Site Council meets six times a year. The Council collaborates with teachers and school administration examining program effectiveness, school safety, and learning opportunities. The PTA has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide school-wide activities for students and families, including Book Fairs, fall and spring pictures, Red Ribbon Week, Fall Carnival, and various assemblies, including student assemblies, and our traditional Young Authors' Day. An English Learner Advisory Committee (ELAC) meets six times yearly and advises the principal on a number of issues related to the education of English Language Learners. Parents volunteer in various capacities and the number of volunteer hours for 2005-2006 was in excess of 5,000 hours. We will continue to encourage parental participation through PTA activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), Grade Level Parent Meetings, and helping with other school programs.

Principal Maureen Dalimot

7750 Linares Riverside, CA 92509 Ph. (951) 360-2724 Email: mdalimot@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	6.0
American Indian or Alaska Native	0.5
Asian	3.6
Filipino	2.2
Hispanic or Latino	51.1
Pacific Islander	0.8
White (Not Hispanic)	35.7
Socioeconomically Disadvantaged	47.2
English Learners	17.0
Students with Disabilities	5.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	98
Grade 2	98
Grade 3	103
Grade 4	117
Grade 5	111
Grade 6	121
Fotal Enrollment	728

Grade	Percent of Students Participating					
Level	2003-04	2004-05	2005-0 6 100			
K	100	100				
1	100	100	100			
2	100 100		100			
3	100	100	100			



ALCOHOLD STATE OF			oor								
	200	3-04			2004-05			2005-06			
Number of Classrooms			Number of Classrooms			Numl	er of (Classro	oms		
Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
20.4	3	2		20.0	5			20.0	4		
20.0	2			19.5	4			19.6	5		
19.7	3			20.0	5			17.0	5	-	
30.3		4		30.0	***	5		19.7	6		
32.8		1	4	29.6		5	***	33.7			3
32.0		1	2	32.7		1	2	33.0			3
31.0		2	1	33.0		2	2	30.2		5	
20.0	6			20.0	2			17.0	1		
32.0		1	Pa. 47								
34.0			1	34.0			1	28.0		1	-
	Avg. Class Size 20.4 20.0 19.7 30.3 32.8 32.0 31.0 20.0 32.0	Number of 6 Avg. Class Size 1-20 20.4 3 20.0 2 19.7 3 30.3 32.8 32.0 31.0 20.0 6 32.0	Avg. Class 1-20 21-32 Size 20.4 3 2 20.0 2 19.7 3 4 32.8 1 32.0 1 31.0 2 20.0 6 32.0 1	Number of Classrooms Avg. Class Size 1-20 21-32 33+ 20.4 3 2 20.0 2 19.7 3 30.3 4 32.8 1 4 32.0 1 2 31.0 2 1 20.0 6 32.0 1	Avg. Class 1-20 21-32 33+ Avg. Class Size 20.4 3 2 20.0 20.0 2 19.5 19.7 3 20.0 30.3 4 30.0 32.8 1 4 29.6 32.0 1 2 32.7 31.0 2 1 33.0 20.0 6 20.0 32.0 1	Avg. Class Size 1-20 21-32 33+ Avg. Class Size 1-20 20.4 3 2 20.0 5 20.0 2 19.5 4 19.7 3 20.0 5 30.3 4 30.0 32.8 1 4 29.6 32.0 1 2 32.7 31.0 2 1 33.0 20.0 6 20.0 2 32.0 1	Avg. Class 1-20 21-32 33+ Avg. Class Size 1-20 21-32 20.4 3 2 20.0 5 20.0 2 19.5 4 19.7 3 20.0 5 30.3 4 30.0 5 32.8 1 4 29.6 5 32.0 1 2 32.7 1 31.0 2 1 33.0 2 20.0 6 20.0 2 32.0 1	Avg. Class Size 1-20 21-32 33+ Avg. Class Size 1-20 21-32 33+ 20.4 3 2 20.0 5 20.0 2 19.5 4 19.7 3 20.0 5 30.3 4 30.0 5 32.8 1 4 29.6 5 32.0 1 2 32.7 1 2 31.0 2 1 33.0 2 2 20.0 6 20.0 2 32.0 1	Number of Classrooms Avg. Class Size 1-20 21-32 33+ Avg. Class Size 21-32 33+ Avg. Class Size 20.4 3 2 20.0 5 20.0 20.0 2 19.5 4 19.6 19.7 3 20.0 5 19.6 30.3 4 30.0 5 19.7 32.8 1 4 29.6 5 33.7 32.0 1 2 32.7 1 2 33.0 31.0 2 1 33.0 2 2 30.2 20.0 6 20.0 2 17.0	Avg. Class Size 1-20 21-32 33+ Avg. Class Size 1-20 20.4 3 2 20.0 5 20.0 4 20.0 2 19.5 4 19.6 5 19.7 3 20.0 5 17.0 5 30.3 4 30.0 5 19.7 6 32.8 1 4 29.6 5 33.7 32.0 1 2 32.7 1 2 33.0 20.0 6 20.0 2 17.0 1 3	Number of Classrooms Avg. Class 1-20 21-32 33+ Class Size 1-20 21-32 Size 1-20 33-2 1-20 31-32 31

School Climate

School Safety Plan

Indian Hills Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915 and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan is updated every year and approved by our School Site Council. Staff and students practice fire drills monthly. Disaster drills are held twice each year. Our site has emergency water, food supplies, first aid supplies, radios, lights, and tools for emergency situations.



School Discipline Practices

The district has a written policy approved by the board on sexual harassment and non-discrimination that includes information on the procedures for reporting charges and seeking remedies. The school sites display the written policy on sexual harassment, including the procedures of the complaint. On the Indian Hills' campus, non-discrimination policies and complaint process are posted in the main office and staff lounge. The policies are given to parents annually, in Spanish and English, as part of the annual Parent Notification Brochure and the Parent/Student Handbook. They are given to all employees as part of our Staff Handbook. New students receive information upon their registration. SSC also receives orientation on these policies. Written copies are included in our advisory committee handbook that is given to each representative.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate		School			District			
Kate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06		
Suspensions	0.054	0.044	0.007	0.097	0.210	0.223		
Expulsions	0.000	0.000	0.001	0.008	0.009	0.008		

School Facilities

School Facility Conditions and

Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safetyrelated items are handled as top priority.



School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/ dataquest/.

The state of the s		School		District
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	35	36	34	914
Without Full Credential	0	0	1	57
Teachers Teaching Outside Subject Area of Competence	0	0	0 `	

Substitute Teacher Availability

Substitute teachers are hired through the Office of Personnel for the Jurupa Unified School District. Each must meet minimum requirements and are screened. Each substitute teacher is given information regarding school site procedures, Board Policies, and District expectations. Substitute teachers are utilized for teacher illness, inservice conference attendance and planning sessions.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher **Positions**

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB **Compliant Teachers**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent	of	Classes	In	Core	Academic	Sub
			iec	ts		

All Schools in District High-Poverty	Percent of Classes In Core Academic Sub- jects					
	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers				
This School	100.0	0.0				
	95.0	5.0				
High-Poverty Schools in District	97.0	3.0				
Low-Poverty Schools in District	97.0	3.0				

Support Staff

Title	Number of FTE Assigned to School
Nurse	.2
Speech/Language/Hearing Specialist	.6

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

Funds were spent for general education, special education, and state and federally-funded special projects. In addition to state and local revenues received for general education, Indian Hills Elementary received state and federal money for programs such as our Title I Program, School Improvement Program, Gifted and Talented Education, Special Education, English Language Program, Extended Learning Opportunities (ELO), and after school Community-Based English Tutoring (CBET).

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary	
School Site	\$6,747	\$1,797	\$4,951	\$66,309	
District	and the second second as employed the second		\$5,060	\$65,841	
Percent Difference – School Site and District	yan yang dari dan darimban dar		-2.2%	0.7%	
State	and the second s		\$4,743	\$57,838	
Percent Difference – School Site and State		The state of the s	4.2%	12.8%	

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

category	District Amount	State Average For Districts In Same Category		
Beginning Teacher Salary	\$41,265	\$37,172		
Mid-Range Teacher Salary	\$62,476	\$58,436		
Highest Teacher Salary	\$81,128	\$73,583		
Average Principal Salary (Elementary)	\$92,698	\$93,347		
Average Principal Salary (Middle)	\$96,982	\$97,873		
Average Principal Salary (High)	\$110,022	\$105,556		
Superintendent Salary	\$149,000	\$159,227		
Percent of Budget for Teacher Salaries	48.2	42.1		
Percent of Budget for Administrative Salaries	4.5	5.3		

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.ede.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Cubicat	School				District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	37	42	50	22	28	30	36	40	42	
Mathematics	44	47	60	25	30	32	34	38	40	
Science	15	25	18	14	13	23	25	27	35	
History- Social Science				17	22	22	29	32	33	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards	
- december and the contract of	4.9	

CST Results by Student Group – Most

Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

may right control plane alpha of \$15 plant \$17 for \$1 minutes and make an even so and the even or an even cont	Percent of at Profici		0
Group	English- Language Arts	Math	Science
African American	38	49	
Asian	55	65	
Filipino			
Hispanic or Latino	45	57	9
White (not Hispanic)	58	66	24
Male	48	64	21
Female	51	56	13
Economically Disadvantaged	40	51	9
English Learners	28	46	13
Students with Disabilities	24	29	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	use (n/s) in a second place.	School		District			State		
Judgette	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	38	34	34	32	30	29	43	. 41	42
Mathematics	53	50	55	43	44	46	51	52	53

NRT Results by Student Group - Most Recent Year

Group	Percent of Students Scor- ing at or Above the Na- tional Average	
	Reading	Mathematics
Hispanic or Latino	33	57
White (not Hispanic)	43	57
Male	29	58
Female	39	51
Economically Disadvantaged	28	48
English Learners	8	62

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	6	6	6
Similar Schools	7	7	5

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group – Three-Year Comparison This table displays by student group the actual API changes in points added or

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	-12	23	36	799
Hispanic or Latino	0	26	48	787
White (not Hispanic)	-24	24	29	824
Socioeconomically Disadvantaged	16	10	41	758
English Learners			22	729



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

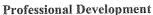
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement	the state of the s	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

Instruction is designed to ensure all students develop critical thinking. Standards-based instruction promotes fuller student knowledge bases for logical decision-making; appreciation of the diverse human experience; enriching the concepts of courage, justice, leadership, and respect; increasing individual responsibility and self-determination; utilizing technological skills, and establishing a fundamental desire to become productive, articulate, effective citizens.

JUSD has adopted the California State Standards. JUSD Standards and corresponding Criterion Reference Tests are still utilized as stepping-stones toward mastery of the State Standards. Supporting the California State Standards, Jurupa Unified School District supplies State adopted materials to Indian Hills for all core subjects.



Aiming high academically and socially is the bar for Indian Hills Elementary School. Rigorous academic standards are aligned with materials, professional development, and assessments, to ensure student success with cognitive skills. Indian Hills' highly qualified staff collaborates using data to examine program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. From that process, suggestions are made for staff development to ensure the safety and academic success of all students.



Minimum Days in School Year

Every Wednesday is a minimum day for teacher collaboration and staff development. In addition, four contracted minimum Fridays provide teachers time to complete report cards.

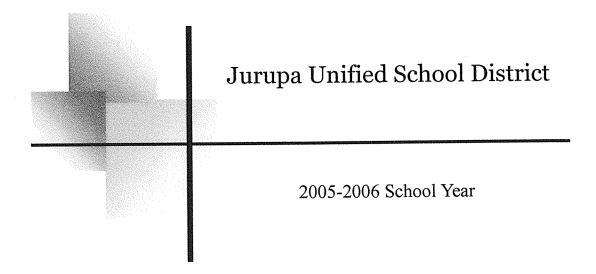


	Instructional Minutes				
Grade Level	Offered	State Requirement			
K	36,000	36,000			
1	54,120	50,400			
2	54,120	50,400			
3	54,120	50,400			
4	54,120	54,000			
5	54,120	54,000			
6	54,120	54,000			



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Mission Bell Elementary School



Principal **Andrew Huben**

4020 Conning Street Riverside, CA 92509 Ph. (951) 360-2748 Email: ahuben@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent **Elliott Duchon** 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan lindra, Ed.D. Assistant Superintendent **Education Services** Ph. (951) 360-4164

TUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

Jurupa Unified School District

Mission Bell Elementary School

2005-2006

School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Mission Bell Elementary School is located in the unincorporated area of Riverside County on the edge of Mira Loma close to the junction of the 15 and 60 freeways. The area has a mixture of small businesses, restaurants and light industry, the latter comprised mostly of transportation and warehousing. The main neighborhoods in the schools attendance area are Homestead on the north side of the 60 freeway on Country Village Road bordering southern Fontana; Mira Loma Village located at the northwest corner of the Jurupa Unified School District on Etiwanda Blvd., and the apartments and homes immediately surrounding the school. Mission Bell Elementary School is one of sixteen (16) elementary schools in the Jurupa Unified School District.

Both academic and social success are the vision for all students at Mission Bell Elementary School. Our academic expectation is that every student at Mission Bell will meet or exceed the State of California grade-level standards and will demonstrate mastery of the same on both formative and summative assessments.

Opportunities for Parental Involvement

Contact Person Name: Andrew Huben

Contact Person Phone Number: 360-2748

Mission Bell School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools. Six priorities are addressed: communication, parenting, student learning, volunteering, school decision-making, and collaboration with the community. Teacher conferences are regularly scheduled, translations are provided as needed, monthly newsletters and progress reports are sent home and a Parent/ Teacher/Student Compact is signed. Community-Based English Tutoring (CBET) is available for adult second language learners in our community. PTA, SSC, GATE, and ELAC parent meetings are held on a regular basis. Parent trainings are offered, as well as babysitting based on the needs of parents. We encourage parents to volunteer in classrooms, on study trips, and with other school functions.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	2.5
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.2
Hispanic or Latino	86.1
Pacific Islander	0.7
White (Not Hispanic)	9.7
Socioeconomically Disadvantaged	73.2
English Learners	49.0
Students with Disabilities	12.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade I	84
Grade 2	83
Grade 3	91
Grade 4	80
Grade 5	82
Grade 6	95
Total Enrollment	611

About This School

Grade	Percent of Students Participating				
Level	2003-04	2004-05	2005-06		
K	100	100	100		
1	100	100	100		
2	100	100	100		
3	0	0	100		



		200	3-04			2004-05		2005-06				
Grade	Numi	Number of Classrooms			Number of Classrooms			Number of Classrooms				
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	18.8	4			19.3	4			20.0	4		
1	20.8	1	4		19.6	5			20.0	5		
2	19.2	5			17.2	5			19.8	5		
3	27.0		3		29.5		2		19.5	4		
4	30.0		3		27.0		1		32.5		1	1
5	33.3		1	2	33.0			2	33.0			2
6	34.5			2	32.0		2	1	31.5		2	
K-3					20.0	1			20.0	1		
3-4					31.0		1		20.0	1	-	
4-8	33.0		-	1	31.0		2	-	35.0			1

School Climate

School Safety Plan

The School Safety Plan is reviewed annually by the School Site Council/ School Safety Committee. The comprehensive School Safety Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning and (9) rules and procedures on school discipline adopted pursuant to Ed. Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at Mission Bell.



School Discipline Practices

The California Education Code Sections 48900-48925 allows for the suspension of expulsion of a student for good cause. Causes include: continued and willful disobedience; open and persistent defiance of the authority of the teacher; habitual profanity or vulgarity; causing or threatening physical injury to another person; possessing any firearm (or look-alike), knife, explosive or other dangerous object; using or having alcoholic beverages, tobacco, or any controlled substance upon school premises; defacing and otherwise injuring school property; sexual harassment; hate violence; and threats and intimidation.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

		School		District			
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.006	0.030	0.018	0.197	0.210	0.223	
Expulsions	0.000	0.000	0.002	800.0	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

Mission Bell Elementary School provides a safe, clean environment for learning. Our custodial staff includes two full-time custodians who perform basic cleaning operations in every classroom. The principal and head custodian inspects the buildings and grounds regularly to ensure a safe a clean environment for students. In addition, inspections by the Supervisor of Maintenance and Operations occur regularly to ensure that safety and cleaning standards are met for buildings and grounds.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District			
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	30	30	30	914	
Without Full Credential	0	0	1	57	
Teachers Teaching Outside Subject Area of Competence	0	0	0		

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability

The Jurupa School District, under normal conditions, has an adequate number of qualified substitute teachers to cover classes for teachers who are absent. Teachers are required to have complete lesson plans available for substitute teachers. Every effort is made to ensure that instruction continues in as smooth a manner as possible in the regular teacher's absence.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tg/.

Percent of Classes In Core Academic Subiects

	Jeers				
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers			
This School	100	0			
All Schools in District	95	5			
High-Poverty Schools in District	97	3			
Low-Poverty Schools in District	97	3			

Support Staff

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.2
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curricu- lum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

Additional funding assists the school in providing additional educational opportunities and services for the children of Mission Bell. Services available at Mission Bell include: Special Education-serves students with special needs.

Bus transportation to and from school Instructional materials-i.e., textbooks, paper supplies, etc.

Drug, Alcohol and Tobacco Abuse Education

Gifted and Talented Education-serves high achieving students.

Title I-provides services to low achieving students.

Title VI-provides library books, maps, etc. Economic Impact Aid-Bilingual-serves limited English speaking students.

Mentor Teacher-Exemplary Teacher Program.

Staff Development-provides in-services and training to teachers.

School Improvement-provides supplementary programs and instructional materials.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,203	\$2,207	\$4,996	\$60,005
District			\$5,060	\$65,841
Percent Difference – School Site and District			-1.3%	-9.7%
State			\$4,743	\$57,838
Percent Difference – School Site and State			5.1%	3.6%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://www.cde.ca.gov/ds/

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	On the contract of the contrac	School			District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	21	27	31	22	28	30	36	40	42	
Mathematics	28	34	41	25	30	32	34	38	40	
Science	8	14	12	14	13	23	25	27	35	
History- Social Science	******		and the second s	17	22	22	29	32	33	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
The commence of the commence o	7.4

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scor- ing at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
African American	9	18			
Hispanic or Latino	29	40	12		
White (not Hispanic)	53	56			
Male	28	41	10		
Female	35	41	14		
Economically Disadvantaged	30	40	12		
English Learners	19	32	0		
Students with Disabilities	6	10			

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.



NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School					State			
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	27	23	25	32	30	29	43	41	42
Mathematics	40	47	48	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
	Reading	Mathematics 47		
Hispanic or Latino	22			
White (not Hispanic)	38	54		
Male	16	39		
Female	35	58		
Economically Disadvantaged	22	47		
English Learners	16	38		
Students with Disabilities	0	8		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	3	3	3
Similar Schools	4	5	6

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group – Three-Year Comparison This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	3	24	26	711
Hispanic or Latino	8	27	33	706
White (not Hispanic)	16	26	29	705
Socioeconomically Disadvantaged			37	670



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	TO CONTRACT OF THE PARTY OF THE	12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

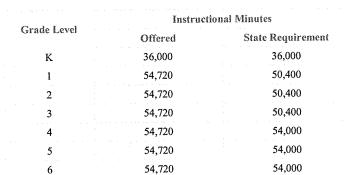
School Instruction and Leadership

Leadership is shared among the principal, team leaders, and teacher-directed committees. The principal, teachers, and School Site Council all provide input into the development of the instructional program in support of a planned improvement process.



Professional Development

Teachers that require improvement are given assistance in formulating and implementing professional development plans. In addition, Mission Bell teachers participate in a vigorous program of staff development, which enables them to stay abreast of the latest educational research and instructional innovations. Teachers at Mission Bell work toward improving their classroom instruction on a regular basis. In order to provide intensive in-services training, three in-services days were provided to teachers throughout the 2005-06 year. On these days, teachers attended workshops, listened to speakers, and discussed and analyzed current trends in education in order to provide the best possible education to their students. Through use of District and Categorical Project funds, teachers are also able to attend outside workshops and in-services provided by leading professionals in the field of education.



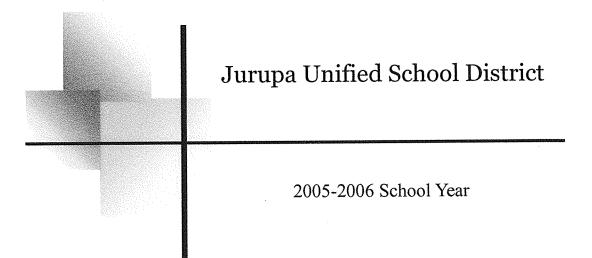


Minimum Days in School Year At Mission Bell, additional minutes were banked Monday through Thursday allowing for a minimum day to occur each Friday. Nevertheless, students at Mission Bell Elementary have met or exceeded the State minimum required instructional minutes in kindergarten through grade six for 180 school days.



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Pacific Avenue Elementary School



Jurupa Unified School District

Pacific Avenue Elementary School

2005-2006

School Accountability Report Card (SARC)

Principal

Dave Doubravsky

6110 45th Street Riverside, CA 92509 Ph. (951) 222-7877 Email: ddoubravsky@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Pacific Avenue Elementary School is located in one of several unincorporated communities served by the Jurupa Unified School District. Pacific Avenue School serves kindergarten through sixth grade students and Head Start children. Our school under the NCLB AYP criteria has been identified as a Program Improvement school in Year 3.

Mission Statement: Our mission is to provide a first class education for all students. Through their experience in our program, Pacific Avenue students will be prepared academically for future educational challenges, experience a well-rounded curriculum, and learn respect for authority figures, peers, and themselves.

Opportunities for Parental Involvement

Contact Person Name: Dave Doubravsky Contact Person Phone Number: 951-222-7877

Parents are welcome and invited to become involved with the school. PTA sponsors several activities, including Family Math, Read Across America, and other activities.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	7.9
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.2
Hispanic or Latino	82.1
Pacific Islander	0.4
White (Not Hispanic)	8.7
Socioeconomically Disadvantaged	77.9
English Learners	51.0
Students with Disabilities	12.0

Student Enrollment by Grade Level

53 S1240 250 (12)				
Grade Level	Number of Students			
Kindergarten	63			
Grade 1	78			
Grade 2	66			
Grade 3	67			
Grade 4	76			
Grade 5	80			
Grade 6	74			
Total Enrollment	504			

About This School

Grade	Percent of Students Participating				
Level	2003-04	2004-05	2005-06		
K	100	100	100		
1	100	100	100		
2	100	100	100		
3	100	100	100		



		2003-04 2004-05 2005-06				2004-05					
Grade	Number of ClassroomsNumber of Classrooms						Number of Classrooms			ns	
Level	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.3	4		18.0	4			21.0		3	
1	20.0	2		19.3	3			18.5	4		
2	19.0	4	-	18.3	3			21.0	1	2	
3	32.0		2	31.5		2		20.7	2	1	
4	31.5		2	33.0		1	1	29.0		2	
5	30.5		2	33.0			2	32.0		2	
6	31.7	:	3	32.0		1		34.0		-	2
K-3	17.5	2		20.0	1					-	
3-4	30.0		1	30.0		1					
4-8				33.0			1	30.0		1	

School Climate

School Safety Plan

Pacific Avenue Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 49000, 48915, and 49079; the Districts Discipline Handbook and Sexual Harassment Policy; Our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by out School Site Council by March. The school has published an Emergency and Disaster Preparedness Plan which has been given to all employees and to interested parents. A supply of water is on-hand at the school, as well as blankets, radios, flashlights, and tools. Many employees are trained in first aid and in cardiopulmonary resuscitation (CPR). Regular drills are conducted with students with special emphasis on what to do in case of an earthquake.

School Discipline Practices

Pacific Avenue School provides a climate for learning that includes good behavior and good feelings about school and learning. In order to do this, each teacher posts and discusses classroom rules and consequences for breaking rules. Interruption of classroom instruction is kept to a minimum. Classroom incentives and rewards are provided for good behavior. School wide, a number of programs are operated to recognize and reward good citizenship and academic achievement. Examples are Student of the Quarter assembly, Perfect Attendance Awards, Science Fair and Spelling Bee participation.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District			
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.026	0.132	0.153	0.197	0.210	0.223	
Expulsions	0.000	0.000	0.000	0.008	0.009	0.008	

School Tacilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.



School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		School		District
Teachers	2003-04	2004- 05	2005-06	2005-06
With Full Credential	22	22	25	914
Without Full Credential	3	1	0	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Substitute Teacher Availability

Pacific Avenue Elementary School has experienced some difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent due to illness, jury duty or staff development. We have reduced this problem by contacting and working with substitutes familiar with our standards and students.

Teacher Evaluation Process

Teachers at Pacific Avenue are evaluated on a regular basis by the principal. The agreement adopted by the governing board and teachers association conforms with State evaluation mandates.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.9	9.1
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curricu- lum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own As- signed Textbooks and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

At Pacific Avenue School, many extra services for students are provided through categorical funds. For instance, one instructional aide, 10% of our media clerk, a Language Arts and a Mathematics Coach, staff development, and educational supplies are purchased through School Improvement (a State program serving all students), Title I (a federal program serving students socioeconomically disadvantaged students), and SAIT funding. Three bilingual tutors are provided through Bilingual funds from Economic Impact Aid. Drug abuse education is provided through funds for that purpose. Materials and in-class, as well as out-of-classroom, experiences are provided for gifted children through Gifted and Talented Education funds. There are also a number training programs for teachers provided through math and science teacher training projects, mentor teacher projects, School Improvement, and Title I.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,430	\$2,359	\$5,071	\$66,147
District			\$5,060	\$65,841
Percent Difference – School Site and District			0.2%	0.5%
State			\$4,743	\$57,838
Percent Difference – School Site and State		and the state of t	6.5%	12.6%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://www.cde.ca.gov/ds/

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2%	42.1%
Percent of Budget for Administrative Salaries	4.5%	5.3%

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	adjoint and	School			District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	16	24	28	22	28	30	36	40	42	
Mathematics	20	39	42	25	30	32	34	38	40	
Science	6	8	8	14	13	23	25	27	35	
History- Social Science	-	-		17	22	22	29	32	33	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards	
		í
5	7.7	A POST

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

k di Sani Talana derbasa ing depandentah di Parlama di Sana da Amerika di Angle di Angle mengalak di Parlama d	Percent of Students Scoring at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
African American	25	22	0		
Hispanic or Latino	28	44	7		
White (not Hispanic)	32	54			
Male	26	45	13		
Female	31	40	0		
Economically Disadvantaged	25	40	6		
English Learners	21	41	3		
Students with Disabilities	5	18	0		



Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

	accompany of the first state of the state of	School		District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	23	13	8	32	30	29	43	41	42
Mathematics	35	40	61	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Averag				
*	Reading	Mathematics			
Hispanic or Latino	7	62			
Male	3	65			
Female	13	57			
Economically Disadvantaged	7	60			
English Learners	7	65			

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	2	1	2
Similar Schools	4	2	5

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	-27	51	37	702
Hispanic or Latino .	-24	46	43	703
Socioeconomically Disadvantaged	-15	46	36	689
English Learners			61	686



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

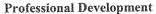
indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementa- tion	2003-2004	2004-2005
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement	•	50.0

Instructional Planning and Scheduling

School Instruction and Leadership

The Jurupa Unified School District provides excellent resources and opportunities for teachers to become knowledgeable about curriculum and to participate in decisions about instructional materials. Staff members at Pacific Avenue spend time and effort to be sure the instruction is from the district curriculum standards and that through planning and staff development, instruction continuously improves. Additionally Mathematics and Language Arts coaches assist and provide professional development for teachers.

Members of the teaching staff are involved as teacher leaders. All teachers are provided the opportunity to participate in professional development to become experts in specific curricular areas. As teachers improve their craft, they are expected to help colleagues develop their instructional skills and be involved in designing school wide practices which enhance learning. Parents are involved through PTA and through School Site Council. Students participate in Student Council elections and activities. The principal supports and coordinates the shared leadership at Pacific Avenue School.



Teachers who require improvement are given assistance. Each year, Pacific Avenue Staff work together to identify and meet student needs and teacher instructional needs. The identification is made through ongoing data analysis. Based on the data indicators, teachers are provided with extensive professional development opportunities to help improve instructional strategies.

Pacific Avenue School uses various data sources (e.g. California State Test, California Achievement Test, sixth edition, embedded assessments, and Jurupa Unified School District Criterion Referenced Test) to identify the needs for instructional improvement and provide teaching faculty with professional development opportunities based on the indicators. For the 2004-2005 school year, teachers participated in a yearlong professional development training that concentrated on full implementation of the adopted Language Arts and Mathematics programs. Additionally, all teachers attended and completed AB 466 Language Arts training, a 40 hour training, and Kindergarten and 1st Grade teachers completed AB 466 Mathematics training.

Minimum Days in School Year

Students in the Jurupa Unified School District have met or exceeded the State minimum requirement for instructional minutes in kindergarten through grade twelve for 180 school days. Weekly minimum days are held on Wednesdays.

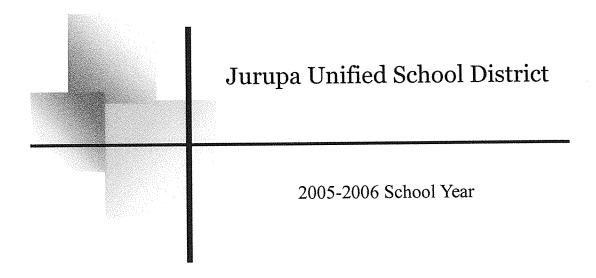


	Instructional Minutes				
Grade Level	Offered	State Requirement			
K	36,000	36,000			
1	54,425	50,400			
2	54,425	50,400			
3	54,425	50,400			
4	54,425	54,000			
5	54,425	54,000			
6	54,425	54,000			



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Pedley Elementary School



Jurupa Unified School District

Pedley Elementary School

2005-2006 School Accountability Report Card (SARC)

Principal Victoria Jobe

5871 Hudson Street Riverside, CA 92509 Ph. (951) 360-2793 Email: vjobe@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Pedley Elementary School is one of sixteen elementary schools in the Jurupa Unified School District. Pedley is located in an unincorporated area of Riverside County which is experiencing steady growth. The school was constructed in 1953 and was recognized as a California Distinguished School in 1987. Our school was identified as Year 2 Program Improvement for the 2005-2006 school year based on not meeting Adequate Yearly Progress (AYP) requirements of NCLB. Pedley Elementary School is student-centered, providing academic challenges, a safe environment and a creative learning atmosphere. We recognize individual talents and develop the strengths of everyone. Honesty, acceptance, cooperation and support empower our community to provide opportunities for all. Our students are high achievers in a world class school. The staff of Pedley Elementary School together with the community, aims to provide an academically rigorous education for our students, while creating a climate that reinforces our awareness and appreciation of their heritage, their culture and their individual self-worth. Staff and parents work collaboratively to provide a safe, attractive, dynamic and enjoyable atmosphere for learning. Pedley school enables students to achieve at their highest level and become successful citizens in our society by maximizing the use of all available resources, partnering with parents, and maintaining a constant focus on achievement and improvement.

Opportunities for Parental Involvement

Contact Person Name: Andrew Elliot

Contact Person Phone Number: (951) 360-2793

Parents have the opportunity to participate in various school organizations, for example, School Site Council, English Learners Advisory Committee, Parent/Teacher Association, and GATE Parent Committee and provide feedback in decision making. PTA held fund raising activities for field trips, assemblies, and for sixth grade science camp. Parent volunteers assist teachers in the classroom in various ways from cutting to reading with a child. Pedley school also offers opportunities for parents to learn how they can help their child at home through monthly parent workshops. Activities such as Science Project Workshops, Community Based English Tutoring, and Grade Level Workshops provide parents with skills that they can utilize at home with their child.

Community involvement activities include Pedley family picnic, Family Math Night, Family Reading Night, Parent Involvement Meetings, GATE parent meetings, Young Author/Artist showcase, Red Ribbon Week, Public Schools Week, book fairs, Skills Days, Principal for a Day, and the partnership with the Riverside Philharmonic.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	4.0
American Indian or Alaska Native	0.7
Asian	0.1
Filipino	0.8
Hispanic or Latino	70.7
Pacific Islander	0.1
White (Not Hispanic)	23.5
Multiple or No Response	0.0
Socioeconomically Disadvantaged	68.7
English Learners	41.0
Students with Disabilities	10.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade I	102
Grade 2	88
Grade 3	114
Grade 4	113
Grade 5	113
Grade 6	115
Total Enrollment	728

About This School

Grade	Percent of Students Participating				
Level	2003-04	2004-05	2005-06		
K	100	100	100		
1	100	100	100		
2	100	100	100		
3	100	0.0	100		



		200	3-04			200	4-05			200	5-06	
Grade	Numl	er of	Classro	oms	Number of Classrooms		Number of Classrooms					
Level	Avg. Class Size	1-20	21-32	334	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.6	5			19.2	5			19.5	4		
1	20.0	5			19.4	5			19.8	5		
2	20.0	4			19.8	5			19.0	5		-
3	32.0		3		31.7		3		19.7	6		
4	31.7		2	1	33.7	·		3	32.3		2	1
5	31.0		3		29.7		3		32.0		2	
6	32.3		2	1	30.3		3		33.3			3
K-3	19.5	2			20.0	1			20.0	1		
4-8	24.0	1	1		29.0		3		33.5			2

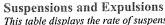
School Climate

School Safety Plan

Pedley Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March. Pedley practices fire drills monthly. A disaster drill is held once a year.

School Discipline Practices

Pedley Elementary School students, staff and parents believe in the importance of building a school community to promote a life-long love of learning for all stakeholders. The curriculum standards are aligned with materials, professional development, and assessments, to ensure improvement in student achievement. Through effective, scientifically based research and standards-based classrooms, the instructional program at Pedley School promotes critical thinking and reflective learning. Staff members examine student work in order to determine the content and quality of the standards as well as student mastery. Multiple measures in assessment are incorporated into the instructional program from the state, district and site level to monitor student progress and improve our existing academic structure. The school community model invites collaboration between certificated and classified staff members in the learning partnership with students and parents. All stakeholders are encouraged to participate in, evaluate, and refine the learning partnership so every child experiences success and no child is left behind. Discipline assemblies are presented to students twice a year to review school rules. The assembly includes school rules and attendance guidelines.



This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

School			District			
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.154	0.082	0.174	0.197	0.210	0.223
Expulsions	0.000	0.005	0.001	0.008	0.009	0.08



School Facilities

School Facility Conditions and Improvements

Pedley Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March. Pedley practices fire drills monthly. A disaster drill is held once a year.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
•	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	33	35	34	914
Without Full Credential	0	0	. 1	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	



Substitute Teacher Availability

Pedley Elementary School has experienced some difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent due to illness, jury duty or staff development. We have reduced this problem by contacting and working with substitutes familiar with our standards and students.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004- 05	2005-06	2006- 07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects			
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers		
This School	87.5	12.5		
All Schools in District	95.0	5.0		
High-Poverty Schools in District	97.0	3.0		
Low-Poverty Schools in District	97.0	3.0		

Pedley Elementary School

Support Staff

Title	Number of FTE As- signed to School
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.10
Nurse ,	.10
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availabil- ity of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Text- books and Instructional Mate- rials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded Additional funding through the State-funded School Improvement Program assists the school in providing additional educational opportunities and services for the children of Pedley. Services available at Pedley include: Special Education-serves students with special needs, bus transportation to and from school, instructional materials, Drug, Alcohol and Tobacco Abuse Education, Gifted and Talented Education-serves high achieving students, Title Iprovides services to low achieving students, Title VI-provides library books, maps, etc., Economic Impact Aid-Bilingual-serves limited English speaking students, Staff Development provides in-services and training to teachers, School Improvement-provides supplementary programs and instructional materials, and technology training for teachers.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,992	\$1,982	\$5,009	\$57,240
District			\$5,060	\$65,841
Percent Difference – School Site and District			-1.0%	-15.0%
State			\$4,743	\$57,838
Percent Difference – School Site and State			5.3%	-1.0%

Teacher and Administrative Salaries (Fiscal Year 2004-05)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/ salaries0405.asp.

category	District Amount	State Average For Districts Ir Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

C. 1.1	School		District			State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	16	21	24	22	28	30	36	40	42
Mathematics	25	34	35	25	30	32	34	38	40
Science	4	7	11	14	13	23	25	27	35
History- Social Science				17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
neus er seine seine seine deus deus deus des seines des versioners deus des des des des des des des des des de	15.0

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scor- ing at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
African American	33	38			
Hispanic or Latino	22	32	7		
White (not Hispanic)	35	51	21		
Male	25	39	17		
Female	28	35	4		
Economically Disadvantaged	23	34	12		
English Learners	18	29	8		
Students with Disabilities	37	48	<u>-</u>		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.



NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School			Distric			State	and the second of the second o
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	21	30	28	32	30	29	43	41	42
Mathematics	37	44	46	43	44	46	51	52	53

NRT Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
•	Reading	Mathemat- ics		
Hispanic or Latino	22	41		
White (not Hispanic)	43	57		
Male	17	42		
Female	40	50		
Economically Disadvantaged	23	35		
English Learners	17	27		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	1 1		2005-06
Statewide	2	2	2
Similar Schools	2	1	1

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http:// www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison This table displays by student group the actual API changes in points added or

lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
î	2003-04	2004-05	2005-06	2006
All Students at the School	13	24	26	678
Hispanic or Latino	14	21	25	655
White (not Hispanic)	11	46	31	735
Socioeconomically Disadvantaged	11	17	27	657
English Learners			27	632



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

androga historic grant grant per continuent insulation of a situate to a continuent and a section of a continuent insulation of the	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2004-2005	2004-2005
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

The Pedley curriculum is aligned with the State Frameworks and model curriculum standards. Teachers incorporate a variety of teaching techniques that affords students ongoing quality instruction. Whenever possible, leadership is shared among staff members through grade level leaders, committees, and adjunct duties. The principal and team leaders are actively involved in planning and implementing the school program. Parents provide school leadership through the School Site Council, English Learner Advisory Committee, and the Parent Teacher Organization Executive Board.



Staff development is provided through meaningful activities that assist teachers in staying abreast of new techniques and methodologies in education. Three days were devoted to staff development. Topics have focused on improving and meeting the current standards. Teachers new to the district receive ongoing assistance through the district mentor program. Staff development activities reflect a planned, focused and coordinated program which addresses both individual and schoolwide goals. Staff members are involved in the process of identifying areas of need and in establishing priorities. Staff development activities concentrate on improving the school program for students and upgrading skills of the school staff in order to increase student achievement.



Minimum Days in School Year
Students in the Jurupa Unified School District
have met or exceeded the State minimum
requirement for instructional minutes in kindergarten through grade twelve for 180
school days. At Pedley School, each Tuesday
is a minimum day. Teachers meet in grade
levels during this time to analyze curriculum,
data, and improve instructional practices.

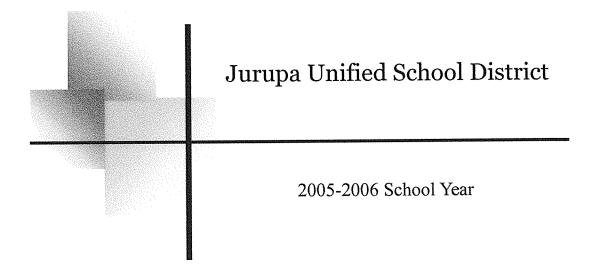


	Instructional Minutes			
Grade Level	Offered	State Requirement		
К	36,000	36,000		
1	54,882	50,400		
2	54,882	50,400		
3	54,882	50,400		
4	54,882	54,000		
5	54,882	54,000		
6	54,882	54,000		



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Peralta Elementary School



Jurupa Unified School District

Peralta Elementary School 2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Welcome to Peralta Elementary School, home of Panda PRIDE! Our school opened in September 1996, and we just celebrated our 10-year anniversary! This School Accountability Report is issued annually by our local school board and designed to inform you, our school community, about conditions and progress being made at Peralta Elementary School. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. It is a beautiful campus situated on a hill with a scenic view overlooking the Santa Ana River and Rubidoux Nature Center. The architectural design is unique with classrooms and playgrounds located on levels.

Mission Statement - Peralta Elementary School provides a positive, high quality learning environment that prepares students for a future of lifelong learning, and helps to produce ethical, responsible and productive citizens.

Tenets: Our commitment to fulfilling our mission and in creating our vision is demonstrated by these core beliefs:

- We believe that every child is unique and special, and that all children can reach high expectations.
- We believe that building a partnership between parents, teachers and students creates an environment of shared responsibility, trust, and respect.
- We believe in proving high quality instruction that addresses the diverse needs of our students.
- We believe in continuous improvement, and in growing professionally through a commitment to lifelong learning.
- We value teamwork, and believe that fostering positive relationships creates an atmosphere of joy and mutual respect.
- We believe that a strong commitment to our community demonstrates our dedication and provides purpose to our efforts.
- We believe in providing a safe, positive environment for our students and staff.
- We believe in providing a variety of meaningful opportunities for our parent and business partners to become involved with and support our school.
- We believe that Effort = Success.

Principal Marcy Hale

6450 Peralta Place Riverside, CA 92509 Ph. (951) 222-7701 Email: mhale@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services

Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

Opportunities for Parental Involvement

Contact Person Name: Marcy Hale

Contact Person Phone Number: 951 222-7701

Peralta encourages parent involvement in SSC, ELAC, Parent Partnerships, PTA and classroom/school wide volunteer opportunities. Alexandra Rangel, Parent Partnership Program.

Student Enrollment by Group Percent of Total Group Enrollment 7.3 African American 0.1 American Indian or Alaska Native 1.8 Asian 1.2 Filipino 65.0 Hispanic or Latino 1.2 Pacific Islander 23.4 White (Not Hispanic) 54.6 Socioeconomically Disadvantaged 30.0 **English Learners** Students with Disabilities 9.0

by Grade Level		
Grade Level	Number of Students	
Kindergarten	86	
Grade 1	95	
Grade 2	104	
Grade 3	99	
Grade 4	101	
Grade 5	81	
Grade 6	105	
Total Enrollment	671	

Student Enrollment

About This School

Grade	Percent of Students Participating				
Level	2003-04	2004-05	2005-06		
K	100	100	100		
1	100	100	100		
2	100	100	100		
3	0	100	100		



		200	3-04			200	4-05			200	5-06	
Grade	Numi	per of	Classro	oms	Numl	per of	Classro	oms	Numi	ber of	Classro	oms
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.8	4			19.2	5			20.3	3	1	
1	20.0	4			18.6	5			20.0	4		**
2	19.8	4			20.0	3			19.2	5		
3	32.0		2		32.0		3		19.0	6		
4	34.0			1	34.0	**		1	33.7			3
5	34.0	***		2	34.0			3	33.0			2
6	34.0	***	-	2	34.0			2	30.7		3	
K-3	20.0	1	-		16.0	2			20.0	1		
3-4	32.0		1				-					
4-8	34.0			1	19.0	, 1			28.0		2	

School Climate

School Safety Plan

Peralta staff considers a focus on safety, health, and well being a priority. Three areas ensure our school is a safe and secure learning environment; planning, prevention and intervention. Peralta's Safe School Plan is updated annually and is kept on file at the district office. Every staff member is part of the development and implementation of the emergency plan. The district wide Safety Task Force inspects campuses and works with staff to ensure a safe facility and the district Safe Schools Committee sets direction and provides resources for violence, drug, alcohol, and tobacco prevention. In accordance with Senate Bill 187, Peralta Elementary School employs safe school strategies that include information on the status of school crime and the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49709; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. The Plan is updated annually and approved by the School Site Council by March.

We have emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for use in a disaster. Most staff members have received first aide training. Our school has one nurse to treat our 653 students. Our nurse visits classrooms and communicates with parents regularly to check on our students' health status and ensure appropriate measures are followed.

School Discipline Practices

The learning environment at Peralta reflects high standards and expectations for student achievement and behavior. Expectations for classroom behavior are established by each teacher and communicated to students and parents. School wide rules and consequences have been developed which are consistent with district policies and state/federal regulations. These are enforced in a fair and consistent manner. Order is primarily maintained through a proactive emphasis on recognizing and rewarding positive student behavior. Students are encouraged to feel pride in themselves and Peralta's accomplishments. Numerous award opportunities assure that students are recognized for accomplishments. Students are encouraged through our Panda P.R. I. D.E program to develop responsible behavior. Students are recognized and rewarded in various forms throughout the year for their Personal Responsibility In Daily Efforts. Each quarter Peralta staff designates one area of personal development for everyone on campus to focus on, students and staff included. The topics range from Honesty, Respect, Responsibility & Friendship to Loyalty & Leadership. Everyone on campus works hard to demonstrate these qualities and reward those who lead through example. Peralta also implemented Panda Pass and Star Student Programs to encourage good behavior in and outside of the classroom. Based on community concerns, Peralta is a uniform school. As a result, there is a strong sense of community and school spirit. The uniform policy has enabled students to focus on their education.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.102	0.055	0.119	0.197	0.210	0.223
Expulsions	0.0	0.002	0.0	0.008	0.009	0.008

School Facilities

School Facility Conditions and

Improvements

The safety, cleanliness, and adequacy of our school are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety related items are handled as a top priority. Peralta recently opened six brand new classrooms on our campus. These rooms are located on the lower level of our school grounds. The building is a two story portable structure complete with six classrooms, restrooms, staircases and an elevator. The playground area was also recently redone to add TOT turf under the swings and play equipment for additional safety and support.

School Facility Good Repair Status Facility in Good Item Inspected Repair Yes/No Gas Leaks Yes Yes Mechanical Systems Windows/Doors/Gates (interior and exterior) Yes Yes Interior Surfaces (walls, floors, and ceilings) Hazardous Materials (interior and exterior) Yes Yes Structural Damage Yes Fire Safety Electrical (interior and exterior) Yes Pest/Vermin Infestation Yes Drinking Fountains (inside and outside) Yes Yes Restrooms Sewer Yes Yes Playground/School Grounds Other Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	23	25	32	914
Without Full Credential	1	2	0	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Substitute Teacher Availability

Peralta uses the District Sub-finder computer phone service system for filling substitute teacher positions. Substitute teachers cover classes for teachers due to illness and personal necessity, in-service conference attendance, and occasionally for school planning.

Teacher Evaluation Process

Teachers at Peralta Elementary School are evaluated by the principal on a regular basis. The agreement adopted by the governing board and teachers' association conforms with State evaluation mandates. Teachers who require improvement are given assistance in formulating and implementing professional development plans.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	1	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects			
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers		
This School	96.4	3.6		
All Schools in District	95.0	5.0		
High-Poverty Schools in District	97.0	3.0		
Low-Poverty Schools in District	97.0	3.0		

Peralta Elementary School

Support Staff

Title	Number of FTE As- signed to School
Library Media Services Staff (paraprofessional)	1
Psychologist	.2
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.5

Curriculum and Instructional Materials

Quality, Curren Materials	cy, and Availability of Textbooks and I	astructional
Core Curriculum Area	Quality, Currency, and Availability of Text- books and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social	Houghton Mifflin History-Social Science	0%

School Finances

Science

Types of Services Funded

In addition to local and state funds, Peralta Elementary School receives special state and federal funds for programs such as our School Improvement Program, Gifted and Talented Education, Title VI, Alcohol and Tobacco Education, Bilingual Services.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

(2007) adopted June 2006

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,858	\$1,843	\$5,015	\$61,839
District			\$5,060	\$65,841
Percent Difference – School Site and District			-0.9%	-6.5%
State			\$4,743	\$57,838
Percent Difference – School Site and State			5.4%	6.5%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

0.1.1		School		District		State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	36	36	36	22	28	30	36	40	42
Mathematics	50	54	45	25	30	32	34	38	40
Science	16	21	17	14	13	23	25	27	35
History- Social Science	44 W	-	A common or distributed and di	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

rynaminaeus must residente en en en de deur de en	VEGO WARTED STATES AND
Grade Level	Percent of Students Meeting Fitness Standards
	A STREET OF THE PROPERTY OF TH
5	30.3
	The state of the s

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

ganga pingganggi panggi panganan ang inakan inakan inakan dan dan dinapanan dinipika dinabinan ang	Percent of Students Scoring at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
African American	41	51			
Hispanic or Latino	30	42	10		
White (not Hispanic)	48	48	27		
Male	32	46	21		
Female	40	45	11		
Economically Disadvantaged	29	37	9		
English Learners	17	31	0		
Students with Dis- abilities	9	19			

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	and the late	School		District Sta			State	:	
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	39	36	17	32	30	29	43	41	42
Mathematics	59	48	43	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group .	Percent of Students Scoring at or Above the National Average			
•	Reading	Mathematics 50 20		
Hispanic or Latino	15			
White (not Hispanic)	27			
Male	14	43		
Female	20	43		
Economically Disadvantaged	14	40		
English Learners	14	43		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	6	6	6
Similar Schools	8	9	8

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
Ĉ.	2003-04	2004-05	2005-06	2006
All Students at the School	0	6	-27	725
Hispanic or Latino	23	17	-24	711
White (not Hispanic)	-29	-4	-30	755
Socioeconomically Disadvantaged	7	17	-43	681
English Learners			-35	661



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2004-2005
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

Decision-making and leadership are shared at Peralta Elementary School. Staff, students, and parents all have input into programs that strengthen the school's instructional program. Each year objectives are written in the area of reading and mathematics. Objectives are standards-based and reflect high expectations. The instructional program at Peralta is designed to assist each child in acquiring the knowledge and the basic and higher order cognitive skills necessary to function effectively in our society. Teachers meet weekly by grade level for the purpose of planning, curriculum development/alignment, and to research and provide input into issues that relate to the School Improvement Plan and other programs. As grade level teams, teachers continuously develop, write and revise SMART goals, which guide instruction and student achievement. Teachers designate grade level representatives that form a leadership team. Leadership team members assist the Principal with concerns on campus. The School Site Council is made up of parents, teachers, staff and the principal, who provide leadership using the School Improvement Plan as a guide. In addition, the PTA provides programs that supplement and enhance our regular school program. Peralta has added Parent Partnership evening events every quarter to allow staff, students and parents to enjoy enriching academic activities, together, on campus outside of the school day. We feel fortunate to have a community that supports and provides input into the school program. A balanced, comprehensive, standards aligned curriculum is provided to all students at Peralta Elementary School. Our core curriculum is the state of California Standards.

Professional Development

Staff development and curricular improvement are planned and implemented to improve student achievement. By increasing the faculty's awareness of refining their skills, staff development activities enable the instructional staff to deliver curriculum and instruction based upon program needs. The school sustains high interest in professional growth and improvement. During the past year, staff development has focused on language arts and mathematics. All Peralta teaches have attended AB466 training in Mathematics and most have attended AB466 in Language Arts. As a follow up, teachers are must complete additional hours to fulfill work portfolio requirements. The district provided teachers with the opportunity to participate in GATE training, math workshops, ALIAS and CHAMPS. Independently, teachers often continue their own education through Masters Programs and specialty certificate programs. In addition, teachers new to the district receive ongoing assistance through the district mentor teacher program. A district Teacher On Special Assignment assists and demonstrate lessons for classroom teachers.

Minimum Days in School Year

Students in the Jurupa Unified School District have met or exceeded the State minimum requirement for instructional minutes in kindergarten through grade twelve for 180 school days.

The District had adopted a weekly minimum day at all elementary sites to allow for staff development, planning and grade level collaboration. Thus, Peralta Elementary School students have an early release day every Wednesday. Minimum days are also provided on the last day of every academic quarter of the school year.



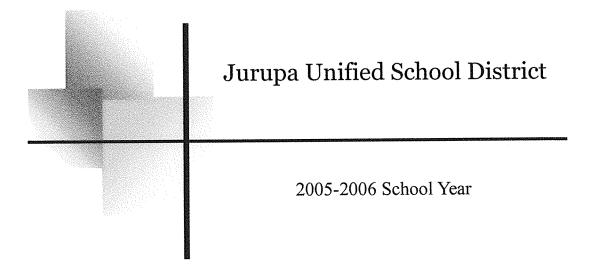
Instructional Minutes

C 1 T 1	MERCHA CONTRACTOR CURRENTED TO					
Grade Level	Offered	State Requirement				
K	36,000	36,000				
1	54,996	50,400				
2	54,996	50,400				
3	54,996	50,400				
4	54,996	54,000				
5	54,996	54,000				
6	54,996	54,000				



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Rustic Lane Elementary School



Jurupa Unified School District

Rustic Lane Elementary School

2005-2006 School Accountability Report Card (SARC)

Principal

Sandra I. Amatriain

6420 Rustic Lane Riverside, CA 92509 Ph. (951) 222-7837 Email: samatriain@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Rustic Lane is one of sixteen elementary schools in the Jurupa Unified School District. Grades K-3 participate in the State class size reduction program and maintain a 20:1 student-teacher ratio; grades 4-6 maintain a 34:1 student-teacher ratio.

Vision Statement

Rustic Lane Elementary Staff is dedicated to working collaboratively as a professional learning community to ensure that all students receive an education that reflects data driven decisions, current curriculum, and researched based practices. Rustic Lane students are developing as intrinsically motivated and independent learners. Instruction is designed to ensure all students develop critical thinking; ethical, cultural, social and economic literacy; and behavior and values that are essential to a democratic society. Standards-based instruction promotes student learning to mastery and is utilized as a basis for logical decision making; appreciation of the diverse student culture; enriching the concepts of courage, justice, leadership, and respect; increasing individual responsibility and self-determination; utilizing technological skills, and establishing a fundamental desire to become productive, articulate, and responsible citizens. Academic standards are aligned with materials, professional development, and assessments to ensure student success with cognitive skills. Detailed, data-driven focus aids in the examination of program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. A collaborative partnership among teachers, parents, students and the community is the cornerstone to Rustic Lane's determination that no student is left behind in the pursuit of life-long learning and future achievement.

Mission Statement

The mission at Rustic Lane Elementary School is to educate students academically and socially to ensure success in a diverse and global society through an integrated, balanced, and progressive curriculum utilizing innovative teaching strategies while maintaining a secure and safe learning environment, where student learning is valued.

Opportunities for Parental Involvement

Contact Person Name: Tiffani Taylor

Contact Person Phone Number: (951) 222-7837

Parents have the opportunity to participate in various school organizations, for example, School Site Council, English Learners Advisory Committee, Parent/Teacher Association, and GATE Parent Committee and provide feedback in decision making. Rustic Lane school also offers opportunities for parents to learn how they can help their child at home.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	4.4
Asian	1.0
Filipino	0,1
Hispanic or Latino	85.3
Pacific Islander	1.2
White (Not Hispanic)	6.4
Multiple or No Response	1.5
Socioeconomically Disadvantaged	76.6
English Learners	51.0
Students with Disabilities	4.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	117
Grade 2	112
Grade 3	129
Grade 4	129
Grade 5	105
Grade 6	120
Total Enrollment	809

About This School

Grade Level	Percent of Students Participating						
	2003-04	2004-05	2005-06				
K	100	100	100				
1	100	100	100				
2	100	100	100				
3	0	0	100				



	2003-04 Number of Classrooms				2004-05			2005-06				
				Number of Classrooms				Number of Classrooms				
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.8	5			17.7	5	1		19.2	5		
1	20.0	5			19.8	5			19.8	5		
2	18.9	7			20.0	6			19.4	5		
3	28.0		3		32.0		3		18.0	7		
4	33.3			3	34.0			3	33.7			3
5	34.0			3	34.0			2	31.7		1	2
6	32.0		1	2	33.3			3	31.0		2	1
K-3	16.0	1			22.5	1	1		18.0	2		
3-4	29.0		1									
4-8	34.0			1	33.5			2	30.0	:	2	

School Climate

School Safety Plan

Rustic Lane Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the District's Discipline Handbook, and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council. Rustic Lane practices monthly fire drills. A disaster drill is held once a year.

School Discipline Practices

Rustic Lane Elementary School students, staff, and parents believe in the importance of building a school community to promote a life-long love of learning for all stakeholders. The curriculum standards are aligned with materials, professional development, and assessments, to ensure improvement in student achievement. Through effective, scientifically based research and standards-based classrooms, the instructional program at Rustic Lane promotes critical thinking and reflective learning. Staff members examine student work in order to determine student areas of weakness and student mastery. Multiple measures in assessment are incorporated into the instructional program for the state, district and site level to monitor student progress and improve our existing academic structure. The school community model invites collaboration between certificated and classified staff members in the learning partnership with students and parents. All stakeholders are encouraged to participate in, evaluate, and refine the learning partnership so every child experiences success.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Vilabeladjen		School		District			
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.020	0.074	0.042	0.197	0.210	0.223	
Expulsions	0.001	0.001	0.000	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.



School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

			District	
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	30	32	36	914
Without Full Credential	4	2	4	57
Teachers Teaching Outside Subject Area of Competence	0	. 0	0	



Substitute Teacher Availability

Rustic Lane Elementary School has experienced some difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent due to illness, jury duty or staff development.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Sub- iects				
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers			
This School	97.2	2.8			
All Schools in District	95.0	5.0			
High-Poverty Schools in District	97.0	3.0			
Low-Poverty Schools in District	97.0	3.0			

Support Staff

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	.8
Psychologist _,	.2
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1.0

Curriculum and Instructional Materials

Quality, Curren Instructional M	cy, and Availability of Textbooks and aterials	
Core Curriculum Area	Quality, Currency, and Availability of Text- books and Instructional Materials	Percent of Pupils Who Lack Their Own As- signed Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

Additional funding through State and Federally funded School Improvement programs assist the school in providing additional educational opportunities and services for the students at Rustic Lane. Services available include: Extended Learning Opportunities (ELO) program, tutoring, special education; bus transportation; instructional materials; Drug, Alcohol and Tobacco Abuse Education; Gifted and Talented Education; Title I, Title VI, staff development, school improvement, technology training for teachers, and counseling.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/. and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,176	\$2,254	\$4,923	\$60,353
District			\$5,060	\$65,841
Percent Difference – School Site and District			-2.8%	-9.1%
State			\$4,743	\$57,838
Percent Difference – School Site and State			3.7%	4.2%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://www.cde.ca.gov/ds/

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			gang Late de beimelden fee broi	District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	16	20	25	22	28	30	36	40	42	
Mathematics	25	35	34	25	30	32	34	38	40	
Science	10	5	16	14	13	23	25	27	35	
History- Social Science		-		17	22	22	29	32	33	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

construence and an an experience which was the second process of t		augustermengen puntuk di Arten (No. 1915 After
Grade Level	Percent of Students Meeting Fitness	
and the second s	$x_{1,1}x_{1}^{2}x_{$	
5	13.2	•

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

u wananin waka ka nisanda waka ni ni ningana waka waka waka ni ningana ni ningana ni ningana ni ningana ni nin	Percent of S Proficie	Students S nt or Adva	4.0
Group	English- Language Arts	Math	Science
African American	32	28	
Hispanic or Latino	24	33	17
White (not Hispanic)	35	38	
Male	21	36	16
Female	30	31	16
Economically Disadvantaged	24	31	15
English Learners	19	29	12
Students with Dis- abilities	8	12	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	Complement, accessed Private field	School			District	t		State	
<u> </u>	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	25	10	12	32	30	29	43	41	42
Mathematics	42	26	33	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
	Reading	Mathematics		
Hispanic or Latino	11	33		
Male	8	31		
Female	16	36		
Economically Disadvantaged	12	29		
English Learners	9	29		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	2	1	1
Similar Schools	3	3	1

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	-1	10	37	663
Hispanic or Latino	1	9	39	659
Socioeconomically Disadvantaged	2	4	44	656
English Learners			62	649



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2004-2005
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

Jurupa Unified School District has adopted the California State Standards, JUSD Essential Standards and corresponding Criterion Reference Tests (CRT's) are utilized as benchmark indicators toward mastery of the State Standards. Rustic Lane's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. Rustic Lane Elementary School's Literacy Plan focuses on full implementation of the standards-based Houghton Mifflin language arts program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students receive social studies instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy. Students receive science instruction in life, earth, and physical science and investigation, and experimentation. Rustic Lane utilizes technology to enhance and enrich learning and prepare all students for success. Students receive instruction and are exposed to art, drama, and music experiences that are designed to facilitate students' understanding/development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, health physical fitness, games, and sports.

Leadership is shared among the principal, the Rustic Lane Leadership Team and various committees. The principal, teachers, English Language Advisory Committee, and School Site Council all provide input into the development of the instructional program in support of the planned improvement process.



Professional Development

Rustic Lane School's staff development plan is designed/ updated yearly, and is based upon the collaboratively identified needs of the instructional and support staff serving the school. Leadership Team (instructional staff and school administrator) analyzes student data from CSTs, CRTs, and other classroom performance indicators to determine areas where instructional practices need to be strengthened. Evaluations of the effectiveness of the previous year's staff development activities are also reviewed. Individually, teachers identify strategies they would like to add to their repertoires, and are offered opportunities for input regarding staff development offerings for school staff. From the data, professional development priorities are established, with activities planned to meet those needs.

Minimum Days in School Year

In order to allow for grade level collaboration (TEAMS Time) our schedule allows for a minimum day once a week in addition to the five days scheduled by the district.

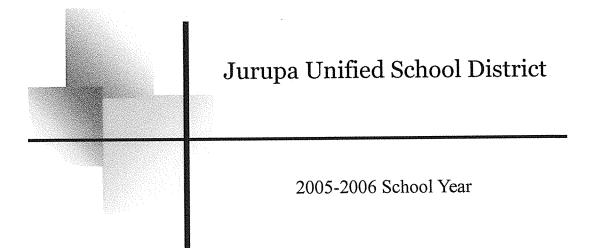


Instructional Minutes

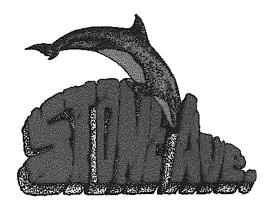
monut	ionai minutes
Offered	State Requirement
36,000	36,000
54,060	50,400
54,060	50,400
54,060	50,400
54,060	54,000
54,060	54,000
54,060	54,000
	Offered 36,000 54,060 54,060 54,060 54,060

School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

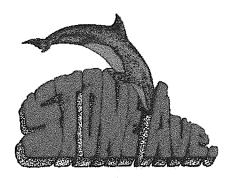
The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Stone Avenue Elementary School



Jurupa Unified School District

Stone Avenue Elementary School

2005-2006

School Accountability Report Card (SARC)

Principal Caron Winston

5111 Stone Avenue Riverside, CA 92509 Ph. (951) 360-2859 Email: cwinston@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Stone Avenue Elementary School opened in September, 1993, with an enrollment of 467 students which has grown to a current total enrollment of 697 students in kindergarten through 6th grades. It is a beautiful facility situated on a hill overlooking the surrounding community. The architectural design was the third of its type in the district with adaptations to its particular geographical surroundings. It is an attractive school in which we all take great pride.

The mission of Stone Avenue School is to foster the successful educational and social development of our students. By holding high expectations, inspiring a love of life-long learning, and instilling a commitment to excellence in our students, Stone Avenue parents and staff will lead and guide each student toward grade level proficiency, or above, as measured by performance in portfolios and state and district assessments.

Opportunities for Parental Involvement

Contact Person Name: Stephanie Ornelas

Contact Person Phone Number: (951) 360-2859

Stone Avenue boasts one of the most active PTA groups in the district. Our PTA focuses upon assemblies and programs aimed at student achievement and enrichment. Students have had the opportunity to experience multiple astronomy nights, cinema spectaculars, parent programs for helping students with homework, and family instructional programs in the evenings. Our ELAC parent group has become an active group in decision-making. This group meets regularly and is capably managed by a bilingual teacher. The ELAC meetings include discussion sessions about curriculum and remediation strategies at home, parent participation in activities like Science Fair project planning (every parent observed a project being set up and completed and then received all the materials necessary for them to help their own child to complete a project at home) and an avenue for discussion of areas of concern at the school. The principal participates in this portion of the meeting.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	2.4
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	0.0
Hispanic or Latino	75.5
Pacific Islander ·	0.3
White (Not Hispanic)	20.1
Multiple or No Response	0.3
Socioeconomically Disadvantaged	58.8
English Learners	35.0
Students with Disabilities	4.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade I	104
Grade 2	98
Grade 3	96
Grade 4	111
Grade 5	88
Grade 6	114
Total Enrollment	697

About This School

Grade		cent of Stud Participatin	
Level	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100



Grade Level		200	3-04			200	4-05			200	5-06		
	Numl	er of	Classro	oms	Numl	Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	
K	20.0	4			20.0	4			19.8	4			
1	20.0	5			20.0	4		***	18.2	5			
2	20.0	5			19.8	4			19.6	5			
3	27.3		3		30.6		5		19.2	5		***	
4	32.5		2	2	34.0			2	32.0		3		
5	33.0	-	1	1	34.0			3	29.5		2		
6	34.0			2	33.7			3	29.7		3		
K-3	20.0	2	-		20.0	2			20.0	1	-		
4-8	33.0		1	1	34.0			1	34.0			2	

School Climate

School Safety Plan

Stone Avenue Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079, the Districts Discipline Handbook and Sexual Harassment Policy, our school dress code, and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March. Emergency supplies, blankets, first aid supplies, radios, flashlights and tools are available during a disaster or emergency.

School Discipline Practices

At Stone Avenue Elementary School, we believe in establishing and maintaining an orderly, safe, and positive learning environment for all students. Each classroom teacher establishes a set of rules and expectations for student conduct. School-wide rules and consequences have been developed which are consistent with district policies and state/ federal regulations. These are enforced in a fair and consistent manner. Just as importantly, we believe in having students develop responsible behavior which promotes civic pride and positive relationships. This is encouraged through recognition of students in various forms throughout the school year. Our philosophy is that if we instill in students respect for themselves, each other, and their surroundings, they will develop responsible behavior. Of course, we recognize that children look to us staff, parents, and other adults for guidance. Therefore, our intent is to serve as positive role models and for children to realize that what we say is also communicated through our actions.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate		School		District			
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.037	0.041	0.053	0.197	0.210	0.223	
Expulsions	0.000	0.000	0.000	0.008	0.009	0.008	

School <u>Facilities</u>

School Facility Conditions and Improvements

Stone Avenue Elementary School provides a safe, clean environment for learning. Our custodial staff consisting of one daytime and one evening custodian performs basic cleaning operations in every classroom. Lawns are mowed and trimmed and sidewalks are swept by members of the grounds department. Five different agencies make periodic inspections to ensure safety at Stone Avenue Elementary. In addition, a formal inspection by the Supervisor of Maintenance and operations occurs three times each year to ensure that preestablished standards are met inside and outside each building and in the parking lots.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District			
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	29	29	31	914	
Without Full Credential	1	0	0	57	
Teachers Teaching Outside Subject Area of Competence	0	0	0		

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability Substitute teachers are utilized for teacher illness, in-service, conference attendance, and planning sessions.

Teacher Evaluation Process

Teachers at Stone Avenue Elementary are evaluated by the principal on a regular basis. The agreement adopted by the governing board and teachers association conforms with State evaluation mandates. Teachers who require improvement are given assistance in formulating and implementing professional development plans.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

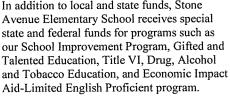
Title	Number of FTE As- signed to School
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.2
Nurse	.2
Speech/Language/Hearing Specialis	t .4

Curriculum and Instructional Materials

Quality, Curre Materials	ency, and Availability of Textbooks an	d Instructional
Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded In addition to local and state funds, Stone Avenue Elementary School receives special state and federal funds for programs such as Talented Education, Title VI, Drug, Alcohol





Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http:// www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,892	\$1,936	\$4,957	\$63,493
District			\$5,060	\$65,841
Percent Difference – School Site and District		and the last of th	-2.1%	-3.7%
State			\$4,743	\$57,838
Percent Difference – School Site and State		A complete c	4.3%	8.9%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http:// www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

annual terrentual communication to the communication of terrentual and the state terrentum communication to the communication of the co	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	31	37	37	22	28	30	36	40	42
Mathematics	45	57	48	25	30	32	34	38	40
Science	15	17	30	14	13	23	25	27	35
History- Social Science			-	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards	
المراجع والمراجع والمساور والمستدانية والموسا والمراجع والمراجع والمراجع والمراجع والمساور والمراجع		
5	24.1	

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Percent of Students Scoring at Proficient or Advanced					
Group	English- Language Arts	Math	Science			
African American	36	45				
Hispanic or Latino	32	43	23			
White (not Hispanic)	52	63	58			
Male	34	46	30			
Female	39	50	30			
Economically Disadvan- taged	28	40	14			
English Learners	17	30	4			
Students with Disabilities	25	35				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School				District			State		
and a control of the	2004	2005	2006	2004	2005	2006	2004	2005	2006	
Reading	36	27	32	32	30	29	43	41	42	
Mathematics	52	46	55	43	44	46	51	52	53	

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average				
•	Reading	Mathematics 50			
Hispanic or Latino	28				
White (not Hispanic)	52	76			
Male	30	51			
Female	35	58			
Economically Disadvantaged	19	44			
English Learners	18	38			

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	6	6	6
Similar Schools	7	8	7

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
-	2003-04	2004-05	2005-06	2006
All Students at the School	-8	17	-1	750
Hispanic or Latino	8	15	-3	728
White (not Hispanic)	-17	25	22	822
Socioeconomically Disadvantaged	19	3	-4	707
English Learners			-11	678



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement	Market State of State	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Stone Avenue Elementary School

School Instruction and Leadership

The leadership team and staff developed goals to enhance the quality of student programs. The Stone Avenue curriculum is aligned with the state frameworks and district curriculum standards. Leadership responsibilities are shared at Stone Avenue. Students provide leadership in classrooms and participate in school, district and county events.

Teachers participate in decision making through monthly management and curricular meetings. Leadership is shared by the leadership team, committees, and team leaders. The principal and faculty are viewed as leaders through their participation with district, county and state committees and associations.

Parents provide school leadership through the School Site Council, English Learner Advisory Council and the Parent Teacher Association.

Professional Development

Staff development and curricular improvement are planned and implemented to improve student achievement. By increasing the faculty's awareness of refining their skills, staff development activities enable the instructional staff to deliver curriculum and instruction based upon program needs. The school sustains high interest in professional growth and improvement. During the past year, staff development has focused on writing and reading, including systematic phonics instructions, written expression and class size reduction training for K-3 teachers. In addition, teachers new to the district receive ongoing assistance through the district mentor teacher program. A teacher on special assignment assists and demonstrates lessons for teachers one day each week.

Minimum Days in School Year Students in the Jurupa Unified School District have met or exceeded the State minimum requirement for instructional minutes in kindergarten through grade twelve for 180 school days.

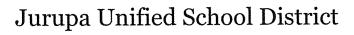


~	Instructional Minutes				
Grade Level	Offered	State Requirement			
K	36,000	36,000			
1	54,100	50,400			
2	54,100	50,400			
3	54,100	50,400			
4	54,100	54,000			
5	54,100	54,000			
6	54,100	54,000			



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



2005-2006 School Year

School Accountability Report Card



Sky Country Elementary School



Jurupa Unified School District

Sky Country Elementary School 2005-2006

School Accountability Report Card (SARC)

About this School

Principal

Joan Lauritzen

5220 Lucretia Avenue Mira Loma, CA 91752 Ph. (951) 360-2816 Email:

jlauritzen@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

School Description and Mission Statement

Sky Country School is one of 16 elementary schools in the Jurupa Unified School District. Sky Country is located in an unincorporated area of Riverside County. The school was constructed in 1984 and opened for enrollment in September 1984. Sky Country has 32 teachers. All of them are fully credentialed. Sky Country has 30 regular K-6 classes, one 4-6 SDC class and one full-time Resource Specialist. Our mission is to provide the best learning opportunities for our students and to encourage an environment in which all students can experience success. Sky Country staff maintains a student focus for all activities and programs, develops connections between life experiences and the curriculum and develops social, emotional and physical well-being in our students. Sky Country staff works collaboratively to ensure that all students receive the instruction they need in a comprehensible and effective manner. The vision for all Sky Country School students is to be academically successful and master challenging state academic content standards. Students will develop their individual potential and self-worth to become successful, contributing citizens.

All Sky Country School students will be academically successful and master challenging state academic content standards. Students will develop their individual potential and self-worth to become successful, contributing citizens who celebrate diversity. Students will be supportive, respectful, and responsible.

Opportunities for Parental Involvement

Contact Person Name: Valerie Falcon-PTO Contact Person Phone Number: 951-360-2816

Sky Country has an active parent volunteer group dedicated to working collaboratively with the staff to provide the best possible environment and opportunities for the students. The Booster Club is instrumental in helping fifth and sixth grade students earn money to pay for science camp and sixth grade end of year activities. Other opportunities for parent involvement include selection to parent advisory committees such as School Site Council (SSC), and English Learners Advisory Committee (ELAC). Various parent workshops and meetings are held throughout the year.

Student Enrollment by Group Percent of Total Group Enrollment 2.4 African American American Indian or Alaska Native 0.8 Asian 1.0 0.7 Filipino 58.7 Hispanic or Latino 0.8 Pacific Islander 35.6 White (Not Hispanic) Multiple or No Response 0.0Socioeconomically Disadvantaged 38.6 19.0 **English Learners** 9.0. Students with Disabilities

Student Enrollment by Grade Level					
Grade Level	Number of Students				
Kindergarten	100				
Grade 1	98				
Grade 2	88				
Grade 3	86				
Grade 4	101				
Grade 5	121				
Grade 6	128				
Total Enrollment	722				

About This School

Grade Level	Percent of Students Participating					
	2003-04	2004-05	2005-06			
K	100	100	100			
1	100	100	100			
2	100	100	100			
3	100	100	100			



		200	3-04			200	4-05		<u> </u>	200	5-06	
Grade	Number of Classrooms			Number of Classrooms				Number of Classrooms				
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20.0	3			27.3	2		1	18.8	5		
1	20.0	2			22.0		3		18.8	4		
2	19.8	5		***	18.8	5			19.0	4		
3	27.8	1	3		27.7		3		20.0	3		
4	32.7		2	1	34.0			3	33.0		1	1
5	32.3		1	2	31.7		2	1	34.0			3
6	34.0			3	30.7		3		33.7			3
K-3	20.0	2			20.0	1	1		17.7	3		
3-4	31.0		1		27.0		1		18.0	1		
4-8					27.0		1	· · · · · · · · · · · · · · · · · · ·	32.5		1	1

School Climate

School Safety Plan

Sky Country Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspensions and expulsion policies pursuant to Education Code 48900, 48915, and 49709; the Districts Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by out School Site Council by March.

Sky Country practices fire drills on a monthly basis to ensure that students know how to exit their classrooms and assemble on the field in an orderly fashion. A disaster drill is held at least once a year. Our site has some emergency water and food supplies, blankets, first aid supplies, radios, flashlights and tools recommended for disaster use.

School Discipline Practices

Sky Country Elementary provides a safe and positive environment for students. Student academic and behavior awards are presented at monthly assemblies. Students are recognized each semester for perfect attendance and honor roll. A schoolwide discipline plan is reinforced in a fair, firm and consistent manner by all staff members. An after school detention is utilized for minor infractions of school and classroom rules. A Saturday Detention program is also in place and may be used in lieu of suspension when appropriate.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate		School		District			
Rute	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.029	0.044	0.069	0.197	0.210	0.223	
Expulsions	0.000	0.000	0.001	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements
The safety, cleanliness and adequacy of our school
facilities are a priority to the District. Overall, school
grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is assessed and
updated every year. Work generated by the Deferred
Maintenance Plan is generally completed during the
summer months. Fire inspections are conducted on
an annual basis. The District also has in internal
inspection team conducting annual safety inspections of all sites.



School Facility Good Repair Status Facility in Good Repair Item Inspected Yes/No Yes Gas Leaks Yes Mechanical Systems Yes Windows/Doors/Gates (interior and exterior) Interior Surfaces (walls, floors, and ceilings) Yes Yes Hazardous Materials (interior and exterior) Yes Structural Damage Fire Safety Yes Yes Electrical (interior and exterior) Yes Pest/Vermin Infestation Yes Drinking Fountains (inside and outside) Yes Restrooms Yes Sewer Playground/School Grounds Yes Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		School		District	
Teachers	2003-04	2004- 05	2005-06	2005-06	
With Full Credential	28	29	31	914	
Without Full Credential	0	0	. 0	57	
Teachers Teaching Outside Subject Area of Competence	0	0	0		

Substitute Teacher Availability

Substitutes cover classes for teachers due to illness, personal necessity, jury duty and staff development. Sky Country has a well-qualified pool of substitute teachers and has experienced little difficulty in obtaining qualified substitute teachers.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	95.0	5
High-Poverty Schools in District	97	3
Low-Poverty Schools in District	97	3

Support Staff

Title	Number of FTE As- signed to School
Library Media Services Staff (paraprofessional)	1
Psychologist	.2
Nurse	.2
Speech/Language/Hearing Specialist	.5

Curriculum and Instructional Materials

Quality, Curren Materials	cy, and Availability of Textbooks and	d Instructional
Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instruc- tional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

Funds were spent for general education, special education and State and Federally-funded special projects. In addition to State and local revenues received for general education. Sky Country Elementary also receives special State and Federal funds for programs such as Title I, School Improvement Program, Gifted and Talented Education, and Special Education.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,435	\$1,501	\$4,934	\$59,660
District			\$5,060	\$65,841
Percent Difference – School Site and District	A COLD SERVICE AND A STATE AND		-2.6%	-10.4%
State			\$4,743	\$57,838
Percent Difference – School Site and State		Market and the second	3.9%	3.1%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	35	36	37	22	28	30	36	40	42
Mathematics	50	47	47	25	30	32	34	38	40
Science	24	19	30	14	13	23	25	27	35
History- Social Science			Control of the contro	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards	
	31.6	

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Percent of Students Scoring at Proficient or Advanced			
Group	English- Lan- guage Arts	Math	Sci- ence	
African American	25	42		
Hispanic or Latino	31	43	24	
White (not Hispanic)	46	52	42	
Male	37	43	34	
Female	37	50	26	
Economically Disadvantaged	26	40	22	
English Learners	16	31		
Students with Disabilities	12	23	9	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School District			State					
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	39	39	39	32	30	29	43	41	42
Mathematics	59	59	67	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
	Reading	Mathematics		
Hispanic or Latino	25	60		
White (not Hispanic)	62	79		
Male	44	69		
Female	35	65		
Economically Disadvantaged	31	56		
English Learners	23	45		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	1			
Statewide	wide 6		5	
Similar Schools	5	5	3	

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http:// www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison This table displays by student group the actual API changes in points added or

lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	2	-20	1	736
Hispanic or Latino	9	-17	-4	722
White (not Hispanic)	-2	-22	16	757
Socioeconomically Disadvantaged	-11	-13	14	699



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement	The state of the s	50.0

Instructional Planning and Scheduling

School Instruction and Leadership

Jurupa Unified School District has adopted the California State Standards. Sky Country implements a curriculum aligned with these standards and the State Frameworks. The curriculum utilizes current research based instructional strategies. Sky Country School implements the district adopted standardsbased Houghton Mifflin Reading Series for language arts instruction. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students also receive social studies, science and physical education instruction in accordance to state standards in these content areas. English language development instruction is provided to English Learners. Whenever possible, leadership is shared among staff members through grade level leaders, committees, and adjunct duties. The principal and the leadership team are involved in planning and implementing the school program. Parents provide school leadership through the School Site Council, English Learner Advisory Committee and the Parent Teacher Organization Executive Board.



Professional development is planned and implemented with increased student achievement as the goal. Teachers meet regularly to review and analyze student data from CRTs, CSTs, and curriculum embedded assessments to determine where instructional strategies needed to be improved. Teachers and the principal have participated in professional development to increase knowledge and implementation of the district adopted math and language arts curriculum. The leadership teams have participated in Professional Learning Communities and Building Collaborative Cultures training. The staff is working towards working fully implementing the protocols associated with this training. Fourth through sixth grade teachers continue to participate in a Mathematics and Science Partnership Grant with the University of California Riverside and the National Science Foundation.

Minimum Days in School Year
Students in the Jurupa Unified School District
have met or exceeded the state minimum requirements for instructional minutes in kindergarten
through grade twelve for 180 school days. At Sky
Country Elementary School, each Friday is a
minimum day. Teachers meet in grade levels
during this time to analyze curriculum, data, and
improve instructional practices.

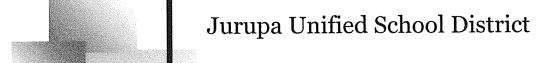


	Instruct	Instructional Minutes				
Grade Level	Offered	State Requirement				
K	36,000	36,000				
1	53,870	50,400				
2	53,870	50,400				
3	53,870	50,400				
4	54,015	54,000				
5	54,015	54,000				
6	54,015	54,000				



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



2005-2006 School Year

School Accountability Report Card



Sunnyslope Elementary School



Jurupa Unified School District

Sunnyslope Elementary School

2005-2006

School Accountability Report Card (SARC)

Principal Maritza Ruano

7050 38th Street Riverside, CA 92509 Ph. (951) 360-2781 Email: mruano@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. The report card, to be issued annually by local school boards for each elementary and secondary school in the State, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Sunnyslope Elementary offers exemplary programs, extended day opportunities for remediation and enrichment, extensive parent and family involvement programs, and strong community partnerships.

Sunnyslope is one of sixteen K-6 elementary schools in the Jurupa Unified School District. Our school is located in an unincorporated suburban area. It was constructed in 1988 and opened for enrollment in September of that year. Sunnyslope has a culturally and linguistically diverse population.

43.0

7.0

Opportunities for Parental Involvement

Contact Person Name:

English Learners

Students with Disabilities

Contact Person Phone Number: 951 360-2781

Patricia Aguilar, PTA President Kristi Batchelder, SSC Chairperson Elizabeth Garcia, ELAC Coordinator Barbara Martin, CBET Parent Workshop Coordinator

Student Enrollment by Group

Percent of Total Group Enrollment 1.0 African American American Indian or Alaska Native 0.1 0.6 Asian Filipino 0.1 80.2 Hispanic or Latino 0.0 Pacific Islander White (Not Hispanic) 18.0 0.0 Multiple or No Response Socioeconomically Disadvantaged 66.1

by Grade Level			
Grade Level	Number of Students		
Kindergarten	104		
Grade 1	98		
Grade 2	91		
Grade 3	100		
Grade 4	101		
Grade 5	102		
Grade 6	105		
Total Enrollment	701		

Student Enrollment

About This School

Grade	Percent of Students Participating				
Level	2003-04	2004-05	2005-06		
K	K 100		100		
1	100	100	100		
2	100	100	100		
3	100	100	100		



		200	3-04			200	4-05			200	5-06		
Grade	Numb	er of (Classroo	ms	Numb	Number of Classrooms		f Classrooms Number of Classi			Classroo	ssrooms	
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	
K	20.2	4	2		19.0	5			17.3	6			
1	20.0	5			17.5	4			19.7	6			
2	20.0	5			19.8	4			18.2	5			
3	32.0	,	3		28.3	***	3		20.0	5			
4	34.0			1	30.5		2		33.3			3	
5	34.0			3	27.3		3		33.3		1	2	
6	31.3		3		31.0		3		33.0			3	
K-3	20.0	2			20.0	4							
3-4	33.0		1	1	28.0		1			:			
4-8	31.0		1		28.0		2						

School Climate

School Safety Plan

Sunnyslope Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information of the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by School Site Council by March.

Staff and students practice fire drills monthly. Disaster drills are held two times a year. Our site has emergency water, food supplies, first aid supplies, radios, lights, and tools for emergency situations.

School Discipline Practices

Sunnyslope provides a disciplined, stimulating learning climate for students. "Assertive Discipline" is in place in all K-6 classrooms. A resolution management program is presented in K-6 classrooms and promoted on the playground by teachers, activity supervisors, and the principal. We have implemented a social skills program which allows students to be recognized school wide in a weekly drawing. Student of the Month and Golden Dinosaur (Good Guys) programs promote a positive learning environment for all students.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District			
			2005-06	2003-04	2004-05	2005-06	
Suspensions	0.066	0.076	0.043	0.197	0.210	0.223	
Expulsions	0.001	0.001	0.004	800.0	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	x
Mechanical Systems	x
Windows/Doors/Gates (interior and exterior)	x
Interior Surfaces (walls, floors, and ceilings)	x
Hazardous Materials (interior and exterior)	х
Structural Damage	х
Fire Safety	x
Electrical (interior and exterior)	x
Pest/Vermin Infestation	x
Drinking Fountains (inside and outside)	x
Restrooms	x
Sewer	x
Playground/School Grounds	x
Other	x

Teachers

Dic.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		trict		
Teachers	2003-04	2004- 05	2005-06	2005-06
With Full Credential	31	34	. 33	914
Without Full Credential	2	. 0	. 1	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability

Substitute teachers cover classes for teachers who are ill, those that have personal necessity absence or those that are attending an educational workshop. A qualified staff of substitute teachers is available through the district office.

Teacher Evaluation Process

Teachers at Sunnyslope are evaluated on a regular basis by the principal. The agreement adopted by the governing board and the California Teachers' Association conforms with State evaluation mandates. Teachers who require improvement are given assistance in formulating and implementing professional developmental plans.

Core Academic Classes Taught by NCLB Compliant Teachers This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Compli- ant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

0%

Sunnyslope Elementary School

Support Staff

Title	Number of FTE As- signed to School
Nurse	.2
Speech/Language/Hearing Specialist	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials				
Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own As- signed Textbooks and Instructional Materials		
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%		
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%		
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%		

Prentice Hall: Focus on Science (2001)

Houghton Mifflin History-Social Science

(2007) adopted June 2006

School Tinances

History-Social

Science

Types of Services Funded

Funds were spent for general education, special education, and State- and federally-funded special projects. In addition to State and local revenues received for general education, Sunnyslope also receives special State and federal funds for programs such as the School Improvement Program, Title 1 Program, Gifted and Talented Education, Special Education, the D.A.T.E. Program (Drug, Alcohol, Tobacco Education), and Bilingual Education.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ce/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,961	\$1,999	\$4,962	\$65,811
District	gas fyr i saweiniau meneniau meneniau menen (1967-1977). Se		\$5,060	\$65,841
Percent Difference – School Site and District	enter (grande) province (grande) de la planta de la contraction de		-2.0%	0.0%
State			\$4,743	\$57,838
Percent Difference – School Site and State	The state of the s		4.4%	12.1%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

cid and a grant and the following construction and the construction and	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Cultinat	and the same of th	School		District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	22	30	32	22	28	30	36	40	42
Mathematics	34	44	46	25	30	32	34	38	40
Science	7	8	8	14	13	23	25	27	35
History- Social Science			And a second seco	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	29.7

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Lacker III dans die Geberreit voor van de versteer van de Vers	Percent of Students Scoring at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
Hispanic or Latino	28	43	6		
White (not Hispanic)	45	55	14		
Male	28	48	10		
Female	36	45	6		
Economically Disadvantaged	29	45	8		
English Learners	22	40	3		
Students with Disabilities	20	31	all designed to a serviced		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School			District	İ		State	
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	32	25	25	32	30	29	43	41	42
Mathematics	48	38	55	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Aver- age			
	Reading	Mathematics		
Hispanic or Latino	23	52		
Male	23	62		
Female	27	47		
Economically Disadvantaged	21	52		
English Learners	21	53		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	5	3	4
Similar Schools	7	5	5

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http:// www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison This table displays by student group the actual API changes in points added or

lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
•	2003-04	2004-05	2005-06	2006
All Students at the School	-33	36	26	740
Hispanic or Latino	-22	40	25	724
White (not Hispanic)	-52	37	40	788
Socioeconomically Disadvantaged	-13	40	24	721
English Learners			26	703



Federal Intervention Program

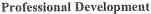
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation	The state of the s	2004-2005
Year in Program Improvement	and decorated the second	Year 2
Number of Schools Currently in Program Improvement	And the second s	12
Percent of Schools Currently in Program Improvement	A MANAGEMENT AND A MANA	50.0

Instructional Planning and Scheduling

School Instruction and Leadership

The curriculum is properly aligned with the state frameworks, state standards, and model curriculum guidelines. Structured teacher planning time, Student Study Team meetings, School Success Team meetings, Leadership Team meetings, monthly School Site Council meetings, monthly English Learner Advisory Committee meetings, staff development, staff surveys, data analysis, and regular staff meetings encourage shared decision making. Implementation of our school improvement plan will ensure student achievement.



Staff development is a major focus at Sunnyslope Elementary School. Three staff development days have been established with continued focus on the implementation of State standards. There is an emphasis on literacy and the teaching of phonics in the primary grades, as well as strategies to enhance class-size reduction. All teachers have the opportunity to attend individual conferences to enhance their knowledge and skills. All teachers are certified in CLAD and SDAIE to improve communications and instruction with limited English proficient students. Additionally, an instructional resource teacher provides peer-coaching opportunities in literacy for all teachers.



Minimum Days in School Year Students in the Jurupa Unified School District have met or exceeded the State minimum requirement for instructional minutes in kindergarten through twelve for 180 days.

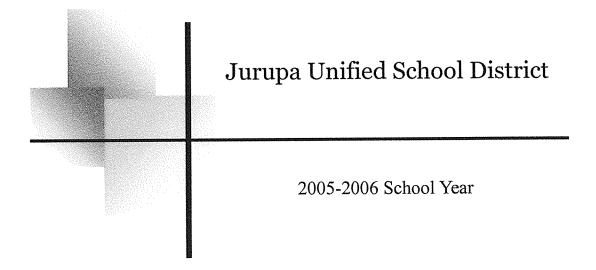


	Instructional Minutes				
Grade Level	Offered	State Requirement			
K	36,000	36,000			
1	54,000	50,400			
2	54,000	50,400			
3 :	54,000	50,400			
4	54,000	54,000			
5	54,000	54,000			
6	54,000	54,000			



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Troth Street Elementary School



Jurupa Unified School District

Troth Street Elementary School

2005-2006

School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

The Jurupa Unified School District has sixteen (16) elementary schools, three (3) middle schools, two (2) high schools, two (2) continuation high schools and a learning center with approximately 21,000 students. The class size is 20 to 1 at K-3 grades, and a maximum of 34 at 4th-6th grades. All teachers have access to the Internet. Students have access to multiple computers in the classroom. Teachers are presently taking attendance through teacher-connect. A library is available to classrooms for 30 minutes per week. The mission of the Jurupa Unified School District and Troth Street School is to create for our students a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community. Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity and the skills to become successful, productive citizens of our democracy.

Goals

As in all Jurupa schools, Troth Street School will develop an environment that is physically and emotionally safe and that promotes positive character traits.

As in all Jurupa schools, Troth Street will have parents and community actively participate in positive school and/or learning experiences.

As in all Jurupa schools, Troth Street School will help all students experience measurable success in any program.

As in all Jurupa schools, Troth Street School will increase the number of students eligible for college and other powerful post-secondary options.

As in all Jurupa schools, Troth Street School will increase the quality of interaction between teachers and students.

As in all Jurupa Schools, Troth Street students will learn to live and work in a culturally diverse society where staff is representative of the cultures in the community.

Opportunities for Parental Involvement

Contact Person Name: Ann Valle

Contact Person Phone Number: 951-360-2866

Troth Street Elementary offers many opportunities for parent involvement through the PTA, School Site Council, and the English Learner Advisory Committee. All agendas and minutes of the meetings are disseminated in English and Spanish.

Student Enrollment by Group Percent of Total Group Enrollment 1.4 African American 0.8 American Indian or Alaska Native 0.0 Asian 0.1 Filipino 91.7 Hispanic or Latino Pacific Islander 0.3 5.7 White (Not Hispanic) 0.0 Multiple or No Response 80.7 Socioeconomically Disadvantaged 60.0 English Learners 7.0 Students with Disabilities

by Grade Level Number of Grade Level Students 119 Kindergarten Grade 1 132 Grade 2 129 Grade 3 132 Grade 4 141 Grade 5 127 Grade 6 136 Total 916 Enrollment

Student Enrollment

Principal Laz Barreiro

5565 Troth Street Mira Loma, CA 91752 Ph. (951) 360-2866 Email: lbarreiro@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D.

Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About This School

Grade	Percent of Students Participating					
Level	2003-04	2004-05	2005-06			
K	100	100	100			
1	100	100	100			
2	100	100	100			
3	0	0	100			



	2003-04		2004-05			2005-06						
Grade	Number of Classrooms		Number of Classrooms			Number of Classrooms						
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	18.7	7			19.5	6			19.8	6		
1	19.1	7	-		20.0	6			19.2	6		
2	19.0	7			19.6	7			19.8	5		
3	30.3		4		31.8		4		19.8	6		
4	33.5			4	31.0		3		31.3		4	
5	33.7			3	31.0		4		31.3		3	
6	34.0			4	32.0		3	1	32.0		3	1
K-3	17.0	ı			18.0	1			18.0	3		
3-4			-		27.0		1		17.0	1		
4-8	33.0	·		1	32.0		1		30.0		1	

School Climate

School Safety Plan

Troth Street Elementary School provides a safe, clear, environment for learning. There have been no major occurrences of crime or vandalism involving students or teachers. Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, our own school custodians and Troth Street School's Emergency Plan.

Troth Street Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: Safety school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council in March. Our Site has emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for disaster use.

School Discipline Practices

Services to Troth Street students with special needs include, Gifted and Talented Education; Resource Specialist Program, Language, Speech and Hearing Specialist; Title I; Bilingual Education; English as a Second Language instruction; psychological and nursing services; and Outreach counseling. All students receiving special services are supported by the regular classroom curriculum through consultation pullout, and the use of materials supported by resource teachers and specialists. We have a part-time elementary school counselor. Special services to students with multiple needs are prioritized so that the area of greatest need is addressed first.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	TTT TO SERVICE STATE OF THE SE	School			District	2005-06	
Rate	2003-04	2004-05	2005-06	2003-04	2004-05		
Suspensions	0.017	0.030	0.022	0.197	0.210	0.223	
Expulsions	0.000	0.000	0.000	0.008	0.009	0.008	

School Facilities

School Facility Conditions and **Improvements**

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned

without proper legal authorization) and the number of vacant teacher positions

(not filled by a single designated teacher assigned to teach the entire course at

the beginning of the school year or semester). Note: Total Teacher Misassign-

ments includes the number of Misassignments of Teachers of English Learners.

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/ dataquest/.

			District		
Teachers	2003-04	2004-05	2005- 06	2005-06	
With Full Credential	40	40	43	914	
Without Full Credential	1	1	0	57	
Teachers Teaching Outside Subject Area of Competence	0	0	0	- <u>-</u>	

Core Academic Classes Taught by NCLB Compliant **Teachers**

Indicator Misassignments of Teachers of English

Total Teacher Misassignments

Vacant Teacher Positions

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/



Substitute Teacher Availability

Troth Street Elementary School has experienced some difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent, on jury duty, attending inservices, and workshops, or on maternity leave.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

sr/tg/.

Percent of Classes In Core Academic Subjects

2004-05

0

0

0

2005-06

0

0

2006-07

0

0

Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	1.0
Nurse	.2
Speech/Language/Hearing Specialist	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Text- books and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

Last year, the total cost of operating the Jurupa Unified School District was about \$134.2 million or approximately \$6,319 per student. This included funds spent for general education, special education, and State and Federally funded special programs.

Services Offered: Transportation, instructional materials, Special Education, mentor materials, and language arts. Instructional resource teachers are services offered by Jurupa Unified School District. In addition to State and local revenues received for general education, Troth Street Elementary School also receives Federal and State funds for programs such as Title I; School Improvement; EIA/Bilingual; Gifted and Talented Education; Title VI; Safe and Drug-Free Schools; TUPE; and violence prevention.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,995	\$2,108	\$4,887	\$62,345
District			\$5,060	\$65,841
Percent Difference – School Site and District			-3.5%	-5.6%
State			\$4,743	\$57,838
Percent Difference – School Site and State			2.9%	7.2%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://www.cde.ca.gov/ds/

category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject 2	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	14	23	26	22	28	30	36	40	42
Mathematics	27	39	43	25	30	32	34	38	40
Science	5	6	20	14	13	23	25	27	35
History- Social Science	-	And the state of t	The state of the s	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.8

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

and the second	Percent of Students Scoring at Proficient or Advanced					
Group	English- Language Arts	Math	Science			
Hispanic or Latino	26	43	16			
White (not Hispanic)	33	40	55			
Male	21	39	25			
Female	31	48	16			
Economically Disadvantaged	25	42	17			
English Learners	18	38	8			
Students with Disabilities	2	4	0			

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

	School			District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	22	15	13	32	30	29	43	41	42
Mathematics	41	38	41	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average				
	Reading	Mathematics 42			
Hispanic or Latino	13				
Male	6	40			
Female	19	42			
Economically Disadvantaged	12	42			
English Learners	10	37			

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	2	2	2
Similar Schools	6	3	5

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
•	2003-04	2004-05	2005-06	2006
All Students at the School	-18	35	32	688
Hispanic or Latino	-18	37	28	683
Socioeconomically Disadvantaged	-17	40	32	682
English Learners			39	663



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2004-2005	2004-2005
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

A program quality review was conducted during the 2003-2004 school year in the area of mathematics and language arts. The principal and leadership team developed goals to improve the quality of mathematics instruction. Leadership is a shared responsibility throughout the staff involving the principal, reading coach, team leaders, and grade level leaders who are actively involved in planning and implementing training provided by the county office.



Professional Development

Staff development activities reflect a planned, focused, and coordinated program which addresses both individual and schoolwide goals. Staff members are involved in identifying areas of need and in establishing priorities. Staff development activities concentrate on improving the school program for students and upgrading the skills of the school staff in order to increase student achievement. The district provided staff development days in the areas of language arts and math standards and assessments. In addition, Troth Street Elementary School provided and inservice in math and multicultural education.

Minimum Days in School Year

We have 35 minimum days and 5 district minimum days to be used for teacher collaboration and planning.

Also we exceed the number of required instructional minutes.

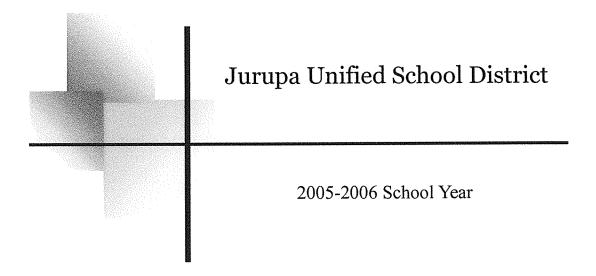


	Instructional Minutes					
Grade Level	Offered	State Requirement				
К	36,000	36,000				
1	54,060	50,400				
2	54,060	50,400				
3	54,060	50,400				
4	54,060	54,000				
5	54,060	54,000				
6	54,060	54,000				

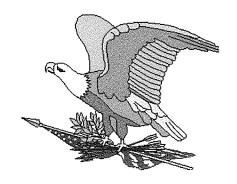


School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Van Buren Elementary School



Jurupa Unified School District

Van Buren Elementary School

2005-2006

School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Van Buren is a schoolwide Title I school located in one of several unincorporated communities served by the Jurupa Unified School District. As specified under the requirements of CPM, 10% of Title I funding is allocated to provide high quality professional development, parent involvement, technical assistance, and teacher monitoring. Our school, under the NCLB AYP criteria has been identified as a Program Improvement school in year four. Van Buren serves 680 students in preschool through sixth grade. Van Buren Elementary has 33 teachers. 100% of them are fully credentialed. Van Buren has 30 regular K-6 classes, one 4-6 SDC class, two state preschool classes, and one full-time Resource Specialist. All students on the Van Buren campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the California State Standards. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Mission Statement: Aiming high, both academically and socially, students at Van Buren Elementary School are empowered to succeed in a constantly changing, diverse world. Van Buren sets high expectations through integrated, balanced and progressive curricula, to ensure all students are effective communicators, technologically savvy, life-long learners, and productive citizens.

Opportunities for Parental Involvement

Contact Person Name: Josefina M. Castro Contact Person Phone Number: (951) 360-2865

A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Van Buren's determination that no child will be left behind in the pursuit of life-long learning and future achievement. Parent meetings are held quarterly at every grade level. Parent meetings are held to obtain parent input regarding programs, such as, Title I, GATE, and English learner programs. Our School Site Council, reflecting appropriate parody, has the opportunity to discuss parent involvement with regards to programs, special events, and school policies, among others. Van Buren's English Language Advisory Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs. School written communications are provided in English and Spanish. Van Buren employs a full-time Parent Outreach Worker that establishes and maintains communication between home and school. The Outreach Worker collaborates with teachers to assist in planning parent workshops, CBET classes and translating.

Group	Percent of Total Enrollment
African American	2.1
Asian	0.6
Filipino	0.0
Hispanic or Latino	83.4
Pacific Islander	0.0
White (Not Hispanic)	14.0
Multiple or No Response	0.0
Socioeconomically Disadvantaged	73.6
English Learners	47.0
Students with Disabilities	6.0

by Grade Level Number of Grade Level Students 90 Kindergarten 96 Grade 1 Grade 2 87 97 Grade 3 Grade 4 105 103 Grade 5 Grade 6 103 Total 681 Enrollment

Principal Paul De Foe

9501 Jurupa Road Riverside, CA 92509 Ph. (951) 360-2865 Email: paul_defoe@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About This School

Grade	Percent of Students Participating				
Level	2003-04	2004-05	2005-06		
K	100	100	100		
1	100	100	100		
2	100	100	100		
3	100	100	100		



		200	3-04			200	4-05			200	5-06	
Grade	Numi	mber of Classrooms		Numl	Number of Classrooms		Numi	er of (Classro	ms		
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.3	4			19.2	5			18.0	5		
1	20.0	4			19.5	4			19.8	4		
2	20.0	4			19.0	5			20.0	4		
3	30.0		3		30.3		3		20.3	3	1	
4	33.0			1	30.3	····	3		34.0			3
5	33.0		1	2	32.7		1	2	34.0		-	2
6	31.7		2	1	32.7	•••	1	2	32.0		2	1
K-3	19.5	2	-		20.0	. 1			20.0	2		4-10
3-4	30.0		1		29.0		1		-			
4-8	32.0		1		31.0		1		33.0			1

School Climate

School Safety Plan

Van Buren, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Sections 48900, 48915, and 49079; the District Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan is updated every year and approved by our School Site Council.

Teachers and students are fully aware of procedures to be followed in case of fire or other disasters. Unannounced fire drills are held each month to make sure that students know how to exit their classrooms and other school buildings in the unlikely event of a fire. In case of serious disaster, Van Buren has developed an emergency/disaster plan to help ensure that students are kept safe. Disaster drills are held twice a year in order to keep staff and students aware of procedures for evacuation, assisting injured students, and reuniting parent and children.

School Discipline Practices

Students at Van Buren Elementary School are rewarded for positive conduct in the classroom, on the playground, in the cafeteria, and on the bus. "Aim High" coupons are given out daily and drawings for prizes held weekly. Awards assemblies are held for Students of the Month and Students of the Quarter, based upon referrals by teachers. Students are awarded quarterly and yearly for perfect attendance. Students in grades 3-6 who maintain all A's and B's on their 1st and 2nd semester report cards receive an Honor Roll certificate and participate in a special celebration. Quarterly assemblies are held to honor students of the month and students of the quarter.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School					
	Rate 2003-04 2004-		2005-06	2003-04	2004-05	2005-06
Suspensions	0.034	0.108	0.026	0.197	0.210	0.223
Expulsions	0.000	0.000	0.000	0.000	0.000	0.000

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		School		District
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	30	30	32	914
Without Full Credential	0	0	0	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability

The Jurupa Unified School District, under normal conditions, has an adequate number of qualified substitute teachers to cover classes for teachers who are absent. Teachers are required to have lesson plans available for substitute teachers. Every effort is made to ensure that instruction continues in as smooth a manner as possible in the regular teachers absence.

Teacher Evaluation Process

Evaluation of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.7	3.3
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Van Buren Elementary School

Support Staff

Title	Number of FTE Assigned to School
Nurse	.2
Speech/Language/Hearing Specialist	1.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own As- signed Textbooks and Instructional Materials
Reading/ Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Types of Services Funded

Additional funding through State and Federally funded school Improvement programs assist the school in providing additional educational opportunities and services for the students at Van Buren. Services available include: Extended Learning Opportunities (ELO) program, tutoring, special education; bus transportation; instructional materials; Drug, Alcohol and Tobacco Abuse Education; Gifted and Talented Education; Title I, Title VI, Economic Impact Aid-Bilingual, Mentor Teacher, SAIT, staff development, school improvement, technology training for teachers, and counseling.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expen- ditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,050	\$2,189	\$4,861	\$66,567
District			\$5,060	\$65,841
Percent Difference – School Site and District		Mark date.	-4.1%	1.1%
State			\$4,743	\$57,838
Percent Difference – School Site and State			2.4%	13.1%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Cubing	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW	School		District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	21	27	30	22	28	30	36	40	42
Mathematics	32	40	44	25	30	32	34	38	40
Science	8	18	31	14	13	23	25	27	35
History- Social Science				17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.5

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

tama mendiangan kanada dalah disendadak kerdada serindi di Spirita dan sepana dan Streme delembah	Percent of Students Scoring at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
African American	58	58			
Hispanic or Latino	25	39	26		
White (not Hispanic)	51	64	44		
Male	26	45	33		
Female	35	42	27		
Economically Disadvantaged	25	39	25		
English Learners	17	34	12		
Students with Dis- abilities	12	19	-		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School			District			State	
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	28	11	27	32	30	29	43	41	42
Mathematics	44	33	46	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
•	Reading	Mathematics		
Hispanic or Latino	19	41		
White (not Hispanic)	73	79		
Male	17	46		
Female	42	47		
Economically Disadvantaged	24	41		
English Learners	17	31		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	4	3	3
Similar Schools	7	5	5

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
• • • • • • • • • • • • • • • • • • •	2003-04	2004-05	2005-06	2006
All Students at the School	-22	26	18	703
Hispanic or Latino	-30	30	18	682
White (not Hispanic)	15	37	-13	792
Socioeconomically Disadvantaged	-22	26	16	679
English Learners			13	650



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2004-2005
Year in Program Improvement	Year 4	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

JUSD has adopted the California State Standards. JUSD Essential Standards and corresponding Criterion Reference Tests (CRTs) are utilized as benchmark indicators toward mastery of the State Standards. Van Buren's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. Van Buren Elementary Schools Literacy Plan focuses on full implementation of the standards-based Houghton Mifflin language arts program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students receive social studies instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy. Students receive science instruction in life, earth, and physical science and investigation and experimentation. Van Buren utilizes technology to enhance and enrich learning and prepare all students for success. Students receive instruction and are exposed to art, drama, and music experiences that are designed to facilitate students understanding /development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games, and sports. Leadership is shared among the principal, the Van Buren Leadership Team, and various committees. The principal, teachers, English Language Advisory Committee, and School Site Council all provide input into the development of the instructional program in support of a planned improvement process.

Professional Development

Van Buren Schools staff development plan is designed/updated yearly, and is based upon the collaboratively identified needs of the instructional and support staff serving the school. Leadership Team (instructional staff and school administrators) analyzes student data from CSTs, CRTs, and other classroom performance indicators to determine areas where instructional practices need to be strengthened. Evaluations of the effectiveness of the previous year's staff development activities are also reviewed. Individually, teachers identify strategies they'd like to add to their repertoires, and are offered opportunities for input regarding staff development offerings for school staff. From the data, professional development priorities are established, with activities planned to meet those needs.

Minimum Days in School Year

Every Friday, Van Buren teachers participate in minimum days (32 total), which are set aside for grade-level collaborative meetings. These meetings are intended to provide each grade-level with an opportunity to review student work and analyze data from assessments. Teachers are expected to conduct data analysis meetings (data protocol) every six weeks on the results of district-adopted assessments in both English Language Arts and Math. Teachers target students needing additional reinforcement and discuss possible interventions.

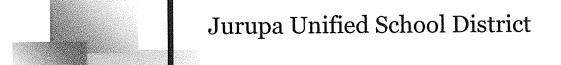


	Instructional Minutes					
Grade Level	Offered	State Requirement				
K	36,000	36,000				
1	54,720	50,400				
2	54,720	50,400				
3	54,720	50,400				
4	54,720	54,000				
5	54,720	54,000				
6	54,720	54,000				



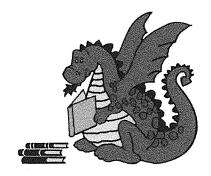
School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

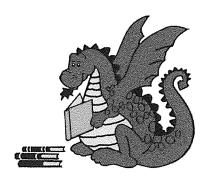


2005-2006 School Year

School Accountability Report Card



West Riverside Elementary School



Jurupa Unified School District

West Riverside Elementary School

2005-2006

School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

West Riverside Elementary School is located at 3972 Riverview Dr. in the unincorporated area of Riverside County. West Riverside is one of sixteen elementary schools in the Jurupa Unified School District. The first school in the Jurupa area was built in 1856 on the site now occupied by West Riverside Elementary. The current buildings were erected in 1949. The building housing the main office, nurses office and teachers lounge was built in 1990. Two Preschool and two Head Start classes are located on our campus. authorization.

Motto: Be the Best at West

Mission Statement: We, the West Riverside Elementary School Team, consisting of students, parents, teachers, administrators and the community, are committed to providing a positive safe learning environment where each individual can achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by a structured and consistent schoolwide program.

Vision Statement: West Riverside students are intrinsically motivated, independent learners. Rigorous academic standards are aligned with instruction, materials, professional development, and assessments to ensure student success with cognitive skills. Detailed, data-driven focus aids in the examination of program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that no child will be left behind in the pursuit of life-long learning and future achievement.

Opportunities for Parental Involvement

Contact Person Name: Sonia Porter Maribel Heredia, PTA

Contact Person Phone Number: 951-222-7759

951-222-7759

Parents are afforded opportunity to discuss and information about West Riversides PI status, Title I programs, GATE programs, EL programs and options, and all other educational programs. Parents are encouraged to participate in PTA, SSC, ELAC, and other organized activities.

Principal Sonia Porter

3972 Riverview Drive Riverside, CA 92509 Ph. (951) 222-7759 Email: sporter@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact
Susan Jindra, Ed.D.
Assistant Superintendent
Education Services
Ph. (951) 360-4164

JUSD Web Site www.jusd.k12.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	1.2
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.0
Hispanic or Latino	92.1
White (Not Hispanic)	5.6
Multiple or No Response	0.0
Socioeconomically Disadvantaged	. 83.1
English Learners	65.0
Students with Disabilities	11.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	106
Grade 2	131
Grade 3	104
Grade 4	98
Grade 5	117
Grade 6	131
Total Enrollment	802

About This School

Grade	Percent of Students Participating					
Level	2003-04	2004-05	2005-06			
K	100	100	100			
1	100	100	100			
2	100	100	100			
3	0	0	100			



		200	3-04			200	4-05		ļ	200	5-06	
Grade N	Numi	er of (Classro	ms	Number of Classrooms				Number of Classrooms			
Level	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20.0	7			17.4	8			18.9	7		
1	20.0	5			18.2	6			17.7	6		
2	19.3	6			19.2	6			19.7	6		
3	31.0		3		26.7		3		19.4	5		
4	34.0			3	32.3		1	3	32.3		1	2
5	31.6		3	2	33.0		1	2	29.3		3	
6	32.5		ı	1	29.5		4		31.3		3	
K-3	19.5	2			19.0	1			20.0	1		
3-4	30.0		1		29.0		1				Market 1	
4-8	22.0		1		24.0		1		22.5	1	1	

School Climate

School Safety Plan

The school safety plan is reviewed and updated annually by the school safety coordinator and administration. It is presented to the School Site Council for review and approval each year. Staff members are kept abreast of changes and understand their individual roles in response to an emergency situation.

School Discipline Practices

West Riverside staff work together to promote a safe and orderly learning environment for students. School wide rules and behavior expectations are communicated to students and their families via the school handbook, letters, newsletters, assemblies, conferences, and parent meetings. Every teacher provides written communication to parents regarding classroom discipline. Campus activity supervisors meet with the assistant principal and receive written communications regarding appropriate discipline and safety issues. Quarterly assemblies include recognition for good citizenship in all grades.





Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
ruit.	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.114	0.035	0.076	0.197	0.210	0.223
Expulsions	0.001	0.000	0.000	0.008	0.009	0.008

School Facilities

School Facility Conditions and Improvements

Safety and fire inspections are completed annually to ensure that school grounds, buildings, and restrooms are clean and safe. Routine maintenance occurs on an ongoing basis, and non-routine maintenance occurs as needed.



School Facility Good Repair Status	
Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

	School				
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	37	40	40	914	
Without Full Credential	0	0	0	57	
Teachers Teaching Outside Subject Area of Competence	0	0	. 0	0	



Substitute Teacher Availability Qualified substitute teachers are available through the Personnel office.

Teacher Evaluation Process

The school principal and assistant principal conduct classroom observations on an on-going basis. Teacher evaluations are conducted in accordance with district and state policies.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Domanat	of Clarene	In Cora	Academic	Subjects

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.2	2.8
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

Number of FTE Assigned to School
1
.4
1
1.4

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Text- books and Instructional Materials	Percent of Pupils Who Lack Their Own As- signed Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0% .
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,963	\$2,055	\$4,909	\$65,594
District			\$5,060	\$65,841
Percent Difference – School Site and District	Section of the sectio		-3.1%	-0.4%
State			\$4,743	\$57,838
Percent Difference – School Site and State			3.4%	11.8%

3011000 2711011000

Types of Services Funded
In addition to state and local funds,
West Riverside Elementary School
receives special state and federal funds
for programs such as our School Improvement Program, Gifted and Talented Education, Title I, Title III, and
CBET.



Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://www.cde.ca.gov/ds/

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Cubing		School		District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	15	23	30	22	28	30	36	40	42
Mathematics	32	43	48	25	30	32	34	38	40
Science	1	13	14	14	13	23	25	27	35
History- Social Science				17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	23.7

CST Results by Student Group – Most

Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scor- ing at Proficient or Advanced				
Group	English- Language Arts	Math	Science		
Hispanic or Latino	30	48	14		
White (not Hispanic)	35	62			
Male	30	53	18		
Female	31	44	11		
Economically Disadvantaged	30	48	15		
English Learners	23	43	8		
Students with Disabilities	16	31			

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School			District	t	alf and knowly arthritis on the day	State	
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	22	27	17	32	30	29	43	41	42
Mathematics	39	44	56	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average		
•	Reading	Mathematics	
Hispanic or Latino	16	55	
Male	13	61	
Female	21	50	
Economically Disadvantaged	17	58	
English Learners	14	55	
Students with Disabilities	25	56	

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06	
Statewide	2	2	3	
Similar Schools	7	5	9	

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	-10	55	23	713
Hispanic or Latino	-3	52	20	707
White (not Hispanic)	-5	58	20	709
Socioeconomically Disadvantaged			18	692
English Learners				



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2004-2005	2004-2005
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	anger en	12
Percent of Schools Currently in Program Improvement		50.0

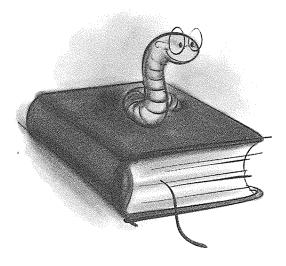
Instructional Planning and Scheduling

School Instruction and Leadership

West Riverside Elementary School provides students with high quality instructional programs that supports the superintendent's goals as outlined in his Blueprint for Learning. School administrators and all teachers have completed intensive training programs in the current language arts and mathematics adopted programs. Administrators, teacher leaders, and other staff have attended conferences and training and function as a professional learning community. Teachers collaborate with each other during weekly minimum days to analyze and discuss students' progress, modify instruction, and design intervention activities to help ensure that all students attain academic success in school. Through shared leadership and decision-making, staff members work together, in partnership with our school families, to provide quality instructional programs for all students.



School administrators, teachers, and paraprofessionals attend district and site-based professional development activities, as well as outside conferences and trainings relevant to current curriculum and instructional programs. Research-based instructional strategies are utilized in daily classroom instruction. Weekly grade-level meetings are opportunities for teachers to discuss and plan effective instructional activities. An educational consultant also provides support to teachers during the school year.



Minimum Days in School Year Four (4) District minimum days and minimum days every Friday.



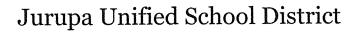
Instructional Minutes

Grade Level	Offered	State Requirement
K	36,000	36,000
1	55,476	50,400
2	55,476	50,400
3	55,476	50,400
4	55,476	54,000
5	55,476	54,000
6	55,476	54,000



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



2005-2006 School Year

School Accountability Report Card



Jurupa Middle School



Principal Walter Lancaster

8700 Galena Street Riverside, CA 92509 Ph. (951) 360-2846 Email:

wlancaster@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D.

Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

Jurupa Unified School District

Jurupa Middle School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Jurupa Middle School, home of the Panthers serves the central portion of the Jurupa Unified School District in an unincorporated area located in western Riverside County. JMS is home to just over 1,100 students in grades 7 & 8. JMS is the oldest of the three middle schools serving the Jurupa Unified School District. JMS offers a comprehensive middle school program designed to meet the intellectual, social, and emotional needs of middle school student transitioning into a comprehensive high school program. The curriculum provides all students with instruction in the areas of English, Math, Science, Social Studies, and Physical Education. A variety of electives are offered including AVID, Art, Band, Chorus, Computers, Video Production, and Spanish. Students who qualify for special programs or services are serviced via our: Gifted And Talented Education program; Resource Specialist Program; and Special Day Class program. Students who require extra assistance in acquiring English as a second language are serviced through our English Language Development Program.

JMS Mission Statement

Jurupa Middle School empowers students to achieve personal excellence.

Vision Statement

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

Opportunities for Parental Involvement

Contact Person Name: Magdalena Monge Contact Person Phone Number: 951-360-2846

All program improvement plans include an Action Step that involves Parents, Teachers, and Students. Parents are kept informed of student progress through a variety of methods. This has been an ongoing goal to increase parent-teacher communications. Most school information is available in Spanish. Establishing a partnership between school, home, and community as seen in our efforts with: Healthy Start, PTA, AsCent, ELAC, and Community Based English Tutoring (CBET).

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	3.4
American Indian or Alaska Native	0.1
Asian	2.3
Filipino	0.7
Hispanic or Latino	64.4
Pacific Islander	0.3
White (Not Hispanic)	28.8
Socioeconomically Disadvantaged	55.9
English Learners	22.0
Students with Disabilities	8.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	544
Grade 8	542
Total	1086

About This School

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

omogene seelli yeen ka meen qalab birkiibiidi. Irasiik a sabhara e maayaasay birkaalika siishiisseemidi eli ka		200	3-04			200)4-05			200	15-06	
Subject	Avg.	Numl	er of Class	rooms	Avg.	Numl	per of Class	rooms	Avg.	Numl	er of Class	srooms
	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+
English	27.9	7	36	5	27.7	7	34	7	26.9	13	30	5
Mathematics	30.1	3	23	9	28.9	1	33	4	28.7	4	28	4
Science	31.5	1	18	16	30.1	2	24	10	30.3	2	17	16
Social Science	30.3	3	20	12	29.2	2	33	2	28.9	4	26	6

School Climate

School Safety Plan

Jurupa Middle School as a result of the Williams case and in accordance to legislation adopted in August 2004: Senate Bill (SB)550, Assembly Bill (AB)1550, AB 2727, AB 3001, to provide public school students:

- A. Equal access to instructional materials
- B. Safe and decent school facilities
- C. Qualified teachers to provide instruction

JMS conducted a self-review survey to assess current conditions and implement changes if needed. The results are reported annually in its School Accountability Report Card (SARC). The following elements were reported:

- 1. The overall condition of facilities
- 2. The number of misassignments and/or vacancies
- 3. The availability of textbooks and/or instructional materials.

The JMS also provided and included information in its Student Agenda Planners. The agenda planners are given to each student during registration and is part of the enrollment packet. The planners are a quick reference tool for students and parents to get information on the following:

- 1. Safe school elements including school and bus rules
- 2. Suspension and expulsion policies pursuant to Education Code 48900, 48900.2, 48900.3, 48900.4, and 48900.7
- 3. JMS Dress Code Guidelines
- 4. JMS' Policies and Procedures A TO Z are listed in the Agenda planner.
- 5. District Compliant Resolution Process
- 6. Uniform Compliant Procedure

Jurupa Middle as part of its safety procedures; has developed an comprehensive Emergency Disaster Preparedness Plan that includes the following:

- 1. Employees receive and review plan annually.
- 2. Monthly drills are conducted with students and staff
- 3. Participates in the district wide disaster drill conducted annually.
- 4. Special emphasis on reaction times and/or if procedures are followed and in place are checked during the "mock" earthquake/unforeseen disaster drills. Should they occur during school hours.
- 5. This plan is updated every year and is submitted for review and approval to the School Site Council.

School Discipline Practices

Jurupa Middle School fosters a climate for learning, uses assertive discipline strategies, and rewards students for positive behavior through:

- 1. Proud Panther Coupons:Used by any staff member to reward students for positive behavior and/or academic achievement on a daily basis. Coupons are drawn daily for rewards.
- 2. Student of the Week: One teacher per week recognizes a student for a positive attitude, positive behavior, and/or scholarship.
- 3. Student of the Month: Recognize and reward a student selected from the Students of the Week list.
- 4. Proud Panther Assemblies & Dances: Students who have maintained positive behavior and academic achievement for a specified period of time.
- 5. Student of the Year: Recognize and reward a student selected from the Students of the Week list.
- 6. Honor Roll: Identifies students who have achieved and maintained a Grade Point Average of 3.5 or higher.
- 7. Honor Society: A club/organization for students who have maintained a high level of achievement in all academic classes.
- 8. Recognition of English Language Learners who advance to the next English proficiency level.
- Turkey Trot: One of several seasonal running competitions where students are recognized with rewards. (In this case students win a frozen turkey).
- 10. Awards Assembly (evening program): Eighth grade students are recognized for academic performance, improvement in academic achievement, and exemplary service to the school and community.
- 11. Awards Recognition for English Language Learners: Who met academic criteria to be reclassified from limited to English proficient.
- 12. School wide (on-going) incentive program: Classroom incentives, Perfect Attendance Awards, Science Fair, History Day, Spelling Bee participation.
- 13. JMS TV: Continues to provide daily motivation for a positive learning environment.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District			
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.506	0.310	0.358	0.197	0.210	0.223	
Expulsions	0.014	0.012	0.007	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness and adequacy of our school facilities are a high priority to the district. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is accessed and updated every year. Work generated by the Deferred Maintenance Plan in generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair		
	Yes/No		
Gas Leaks	Yes		
Mechanical Systems	Yes		
Windows/Doors/Gates (interior and exterior)	Yes		
Interior Surfaces (walls, floors, and ceilings)	Yes		
Hazardous Materials (interior and exterior)	Yes		
Structural Damage	Yes		
Fire Safety	Yes		
Electrical (interior and exterior)	Yes		
Pest/Vermin Infestation	Yes		
Drinking Fountains (inside and outside)	Yes		
Restrooms	Yes		
Sewer	Yes		
Playground/School Grounds	Yes		
Other	Yes		

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

	School			District		
Teachers	2003-04	2004-05	2005-06	2005-06		
With Full Credential	39	42	43	914		
Without Full Credential	6	4	2	57		
Teachers Teaching Outside Subject Area of Competence	0	0	0			

Substitute Teacher Availability

All substitute teachers must have a four-year college degree and must have passed the California Basic Education Skills Test (CBEST). When a substitute teacher is not available, appropriate class coverage is provided by a Jurupa Middle School certificated staff member.

Teacher Evaluation Process

Evaluations of Jurupa Middle School teachers are conducted routinely as prescribed by the Education Code and the Collective bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes		
	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.3	2.7
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1086.0
Nurse	.2	The state of the s
Speech/Language/ Hearing Specialist	.4	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curricu- lum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Mate- rials
Reading/ Language Arts	Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Pre-Algebra, (2002), Algebra (2002)adopted June 2001	0%
Science	Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Holt: History-Social Science (2006) adopted June 2006	0%

School Finances

Types of Services Funded The following are some of the services funded through state and federal grants and entitlements:

GATE Gifted And Talented Education program, EIA English Language acquisition program, II/USP Immediate Intervention for Under-performing Schools, and SI School Improvement program.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,073	\$1,703	\$5,370	\$61,797
District			\$5,060	\$65,841
Percent Difference – School Site and District		-	5.8%	-6.5%
State			\$4,743	\$57,838
Percent Difference – School Site and State		The state of the s	11.7%	6.4%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3



Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

enhinat	School		School District			State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	27	35	35	22	28	30	36	40	42
Mathematics	20	34	32	25	30	32	34	38	40
Science	en de companyo de la de conditione de condit		31	14	13	23	25	27	35
History- Social Science	15	21	26	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
economical acomposita de la composita de la co T	16.6

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

and a state of the	Percent of Students Scoring at Proficient or Advanced						
Group	English- Language Arts	Math	Science	History- Social Science			
African American	34	32	30	22			
Asian	52	56	50	69			
Hispanic or Latino	28	27	28	20			
White (not Hispanic)	47	38	38	37			
Male	29	32	34	31			
Female	40	31	29	21			
Economically Disadvantaged	25	24	26	18			
English Learners	7	14	10	7			
Students with Disabilities	6	4	7	5			

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject		School Dist		Distric				a a garang menganan ng ng e	
Santee	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	34	37	39	32	30	29	43	41	42
Mathematics	41	45	47	43	44	46	51	52	53

NRT Results by Student Group - Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring a or Above the National Averag			
	Reading	Mathematics		
African American	44	44		
Asian	55	64		
Hispanic or Latino	33	41		
White (not Hispanic)	50	59		
Male	35	46		
Female	44	48		
Economically Disadvantaged	31	42		
English Learners	11	15		
Students with Disabilities	10	22		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06	
Statewide	4	3	4	
Similar Schools	2	2	5	

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
- -	2003-04	2004-05	2005-06	2006
All Students at the School	12	41	-1	681
Hispanic or Latino	14	33	-1	645
White (not Hispanic)	22	55	-3	746
Socioeconomically Disadvantaged	3	51	-3	632
English Learners			16	600



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	A grant of grant of the American constitution of the grant of the gran	12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

The instructional program is based on all state standards with a focus on the most Essential Standards which includes:

- 1. JMS has adopted high academic standards in Reading/ Language Arts, Mathematics, Science, and Social Studies. The standards serve as the framework for directing school goals, objectives, and expected learning outcomes towards essential standards mastery.
- 2. Teachers use the standards to articulate curriculum and learning expectations from grade to grade level.
- 3. Staff implements curriculum and assessments aligned to the standards along with reporting strategies that reflect student success in relation to the standards.
- 4. Teachers use district adopted and supplemental resources to assist student mastery of the standards.
- 5. Teachers meet regularly to improve instruction and provide interventions where needed.
- 6. Lesson plans reflect standards-based lessons and are available for review by administration in their subject area.
- 7. Formal and informal observations by the principal are conducted regularly.
- 8. Teachers have a copy of California State Standards in their content areas for all grade levels.

LEADERSHIP

The staff of Jurupa Middle School has demonstrated outstanding commitment to students by their active participation in developing programs, lessons, and instructional materials based on state standards.

- 1. The Leadership Group meets twice monthly to address school issues, make decisions review plan and make suggestions, and improvement plans for our school.
- 2. The Leadership Group has for the last three years participated in the School Leadership Team (SLT) training provided by the Riverside County Office of Education.
- 3. Department chairs and staff members collaborate to use the framework of the regular instructional program and are providing support services to special student populations in their classrooms.
- 4. The Leadership Group meets twice monthly to address school issues, make decisions review plan and make suggestions, and improvement plans for our school.



Minimum Days in School Year

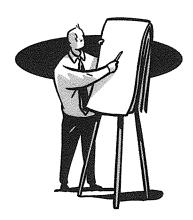
Fifteen minimum days were used during the course of the school year. The first 13 minimum days were used for Staff Development, Teacher Planning & Collaboration, and Training. The last two minimum days of the school year were used for planning for next year and end of the year student activities.

Professional Development

The main emphasis is to improve student achievement in all academic areas with emphasis in Reading/Language Arts, Mathematics, and ELD standards mastery.

The range of activities include:

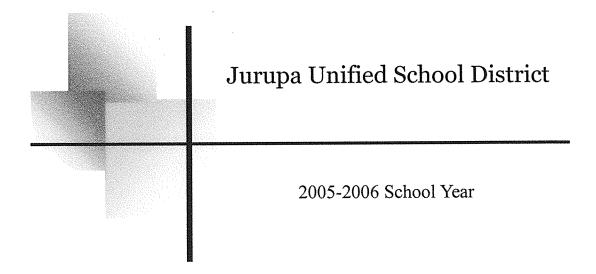
- 1. Professional conferences, workshops, seminars, college/university classes, and seminars.
- 2. Optional staff development days and the minimum days are used for staff development collaboration, and instructional planning.
- 3. Professional development for teachers (AB 466) and for administrators (AB 75).



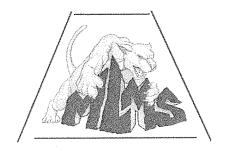
Instructional Minutes						
Grade Level Instructional Minutes						
Grade Level	Offered	State Requirement				
7	59,135	54,000				
8	59,135	54,000				

School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

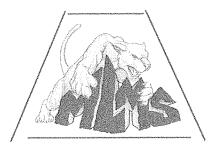
The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Mira Loma Middle School



Jurupa Unified School District

Mira Loma Middle School

2005-2006 School Accountability Report Card (SARC)

Principal Cindy Freeman

5051 Steve Street Riverside, CA 92509 Ph. (951) 360-2883 Email: cfreeman@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Mira Loma Middle School is located in one of several unincorporated communities served by the Jurupa Unified School District. Mira Loma is one of three middle schools in JUSD with grades seven and eight. Our students come primarily from an area of low to moderate income that is semi-rural in nature. Learning Academy classes before school, after school, or on Saturdays give extra learning opportunities for students who need additional academic support outside the regular school day. Mira Loma Middle School opened in 1995 on a large, well-landscaped campus.

Mission Statement: Mira Loma Middle School values students as developing individuals in need of care, support, and opportunity in order to achieve academic excellence, reach their full potential, and expand their vision for the future. School Vision and Collective Commitments: The Mira Loma Middle School team consists of a dedicated staff, enthusiastic and hardworking students, and involved parents and community members. The team is committed to providing the BEST education for all students. In order to advance our shared vision of an exemplary school, we will: Create and maintain a positive and caring learning environment that promotes intellectual curiosity, encourages creativity, and gives each learning community member a sense of belonging. Encourage open communication, respect, and mutual support. Closely monitor student achievement and proactively intervene when students need extra support. Provide opportunities to learn about and appreciate the unique and individual differences of our multi-cultural world. Provide a safe, challenging, and supportive learning environment that ensures a positive and healthy atmosphere for our students. Recognize students for striving toward academic success and exemplary citizenship. Reward and recognize students who improve and progress toward their academic goals. Make learning fun and celebrate accomplishments.

Opportunities for Parental Involvement

Contact Person Name: Cindy Freeman

Contact Person Phone Number: (951) 360-2883

There are many opportunities for parents to be involved at Mira Loma Middle School. Parents are encouraged to join the Booster Club and volunteer on campus. Parents also serve on our ELAC and SSC committees. Additionally a monthly parent breakfast allows parents to meet with the principal to discuss events and concerns regarding MLMS.

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	2.7
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.5
Hispanic or Latino	72.1
Pacific Islander	0.6
White (Not Hispanic)	23.3
Socioeconomically Disadvantaged	63.9
English Learners	35.0
Students with Disabilities	10.0

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	560
Grade 8	528
Total	1088

About This School

Average Class Size and Class Size Distribution (Secondary)

gy, votory kontrologogyala viitti kirii 100 utto luit tuudi viitiin kirii 100 utto luit 100 utto luit 100 utto		2003-04		A CONTRACTOR OF THE CONTRACTOR	2004-05		2005-06					
Subject	Avg.	Numt	er of Class	rooms	Avg. Number of Classrooms		Avg. Number of Classro		srooms			
	Class Size	1-22	23-32	33+	Size	1-22	23-32	33+	Class Size		33+	
English	28.5	8	22.	16	25.9	13	21	12	26.8	14	17	15
Mathematics	30.6	2	17	21	29.8	4	14	19	29.0	9	14	17
Science	31.4	2	17	19	30.7	1	20	16	32.0	2	8	22
Social Science	31.5	2	11	23	30.6	3	15	17	32.3	1	9	23

School Climate

School Safety Plan

Mira Loma Middle School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council. A School Discipline and Safety Committee comprised of students, parents, and staff meets each spring to focus on school needs.



School Discipline Practices

Mira Loma Middle School bases its discipline system on the philosophy that every teacher has the right to teach and every student the right to learn. A school-wide assertive discipline plan is progressive and fairly and consistently enforced. School rules are explained and discussed during classes and posted throughout the school. Each classroom teacher has a set of rules consistent with the school-wide rules. Classroom rules, with logical consequences and appropriate rewards, are clearly stated and consistently enforced. Consequences for breaking school/district rules include detention, on-campus detention, Saturday detention, and off campus suspension. We not only believe in the importance of consistently enforcing school rules, but provide several programs to promote a positive learning environment.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District			
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.558	0.523	0.778	0.197	0.210	0.223	
Expulsions	0.023	0.023	0.018	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness and adequacy of our school facilities are a high priority to the district. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is accessed and updated every year. Work generated by the Deferred Maintenance Plan in generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	x
Mechanical Systems	x
Windows/Doors/Gates (interior and exterior)	x
Interior Surfaces (walls, floors, and ceilings)	<u>x</u>
Hazardous Materials (interior and exterior)	x
Structural Damage	x
Fire Safety	x
Electrical (interior and exterior)	x
Pest/Vermin Infestation	x
Drinking Fountains (inside and outside)	x
Restrooms	x
Sewer	x
Playground/School Grounds	x
Other	x

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	44	45	47	914
Without Full Credential	4	3	2	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Substitute Teacher Availability

Currently, the district maintains a list of qualified substitute teachers. Substitutes cover classes because of teacher illness, inservice/conference attendance, department and academic team planning, and teachers visiting schools to observe new and different programs. Mira Loma Middle School, like other schools in the Riverside San Bernardino area, periodically experiences difficulties in obtaining enough substitute teachers. When a substitute teacher is not available, appropriate coverage is provided by another regular certificated staff member.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes		,
	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.8	2.2
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Mira Loma Middle School

Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	1088.0
Library Media Teacher (Librarian)	1.0	***************************************
Library Media Services Staff (paraprofessional)	.5	
Psychologist	1.0	And the second s
Social Worker	gagg gi (congrèsse Agus et amoit Edels II a a bhaileachairth Edillach I. 1995 (1998).	
Nurse	.1	
Speech/Language/ Hearing Specialist	1.0	
Other	.5	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004	0%
Prentice Hall: Pre-Algebra, (2002), Algebra (2002)adopted June 2001	0%
Prentice Hall: Focus on Science (2001)	0%
Holt: History-Social Science (2006) adopted June 2006	0%
	Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004 Prentice Hall: Pre-Algebra, (2002), Algebra (2002)adopted June 2001 Prentice Hall: Focus on Science (2001) Holt: History-Social Science (2006)

School Finances

Types of Services Funded Gifted and Talented Education (GATE), EIA Bilingual, School Improvement (SIP), Title 1, and IIUSP.



This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,167	\$1,763	\$5,403	\$68,237
District		***************************************	\$5,060	\$65,841
Percent Difference – School Site and District			6.3%	3.5%
State	AT 100 PM		\$4,743	\$57,838
Percent Difference – School Site and State	AND		12.2%	15.2%



This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3



Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	de principal de la companya de la co	School		District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	24	29	30	22	28	30	36	40	42
Mathematics	19	22	24	25	30	32	34	38	40
Science			30	14	13	23	25	27	35
History- Social Science	15	17	15	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	22.1

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	Percent of Students Scoring at Proficient or Advanced				
· Group	English- Language Arts	Math	Science	History- Social Science	
African American	28	8	18	18	
Hispanic or Latino	24	21	22	11	
White (not Hispanic)	46	35	51	25	
Male	25	25	30	17	
Female	35	24	30	14	
Economically Disadvantaged	25	21	22	10	
English Learners	9	8	11	4	
Students with Disabilities	3	2	6	0	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

School		District			State				
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	38	32	36	32	30	29	43	41	42
Mathematics	42	43	41	43	44	46	51	52	53

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average			
	Reading	Mathematics		
African American	38	31		
Hispanic or Latino	31	37		
Pacific Islander				
White (not Hispanic)	49	55		
Male	31	40		
Female	41	41		
Economically Disadvantaged	30	35		
English Learners	13	16		
Students with Disabilities	4	10		

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	4	3	3
Similar Schools	6	2	5

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
- -	2003-04	2004-05	2005-06	2006
All Students at the School	3	29	7	672
Hispanic or Latino	10	28	10	648
White (not Hispanic)	-4	29	21	740
Socioeconomically Disadvantaged	6	33	8	645
English Learners		<u></u>	20	618



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/av/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

Instructional Planning and Scheduling

School Instruction and Leadership

The staff at Mira Loma Middle School is dedicated to helping our students be academically and socially successful. Administration shares leadership by involving teachers, parents, and students in the decision- making. The leadership team, which consists of the principal, assistant principal, department chairs, and the academic team leaders meets bi-monthly to address school issues. Administration and the Leadership Team receive advice and suggestions from ELAC (English Language Advisory Council), ASB (Associated Student Body), Parent Booster Club organization, and School Site Council. The School Improvement Plan that guides our school is created as a result of collaboration of these teams. The Principal holds monthly open meetings with parents to discuss issues and answer questions. School Site Council, composed of parents, teachers, students, support staff, and the principal meets monthly to revise and assist in implementing the School Improvement Plan. All categorical program budgets and expenditures are approved by the School Site Council. Mira Loma Middle School has worked diligently to provide a challenging curriculum with high academic standards while maintaining accessibility for all students regardless of gender, race, learning style, or handicapping condition. Instructional strategies are designed to meet the needs of a variety of learners. Additional support is provided through such programs as the Resource Specialist Program, Special Day Classes, special classes for English Learners (Structured English immersion classes, English Language Mainstream classes, English Language Development classes), Gifted and Talented program (GATE), and before and after school support classes. We offer an after school program, AsCent, which includes crafts, sports, tutoring, and enrichment activities.



Mira Loma Middle School staff is encouraged to participate in professional development activities. Some of these activities include professional conferences, workshops, and seminars. We also use our minimum days for both teacher collaboration and staff development. The goal of professional development is to improve instruction in the classroom.

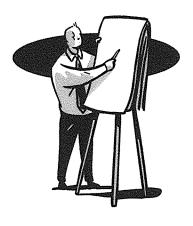


Minimum Days in School Year Mira Loma Middle School used minimum days for team/department collaboration and staff development.



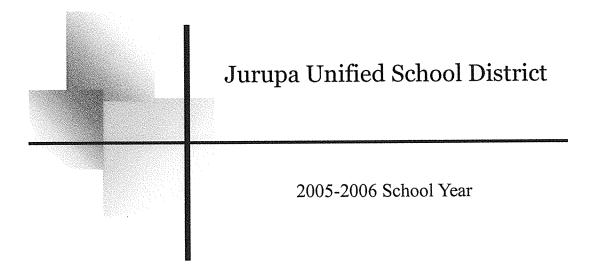
nal Minutes

State Requiremen
54,000
54,000



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Mission Middle School



Jurupa Unified School District

MissionMiddle School

2005-2006

School Accountability Report Card (SARC)

Principal Luz Mendez

5961 Mustang Lane Riverside, CA 92509 Ph. (951) 222-7842 Email: Imendez@jusd.k12.ca.us

Board of Education Carl E. Harris, President Mary L. Burns, Clerk Dawn E. Brewer, Member John J. Chavez, Member Michael A. Rodriguez, Member

> Superintendent Elliott Duchon 4850 Pedley Road Riverside, CA 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.kl2.ca.us

Contents

- About this School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum & Instructional Materials
- School Finances
- Student Performance
- Accountability
- Instructional Planning and Scheduling

About this School

School Description and Mission Statement

Mission Middle School is a 7-8 grade traditional calendar school. Mission Middle School provides services to Special Education students. Over the last four years Mission Middle School has grown approximately 12%.

School Mission Statement: Our mission is to develop in all students the skills, abilities, and attitudes necessary to achieve success in academic and social responsibility.

School Vision: The vision of Mission Middle School is to be an exemplary school. We will have a clear sense of goals necessary to achieve success in academics and social responsibility. All stakeholders in the learning community will contribute to accomplish the goals and standards to make this vision a reality and success.

Opportunities for Parental Involvement

Contact Person Name: Lorraine Sanchez Contact Person Phone Number: 951 222-7842 Mission Middle School provides various opportunities for parents to participate and become involved with school activities. SSC, ELAC, DAC, affords parents the opportunity for input into various school and district programs and policies. Classes supported by CBET afford parents the opportunity for parents to develop strategies and techniques to assist their children in support of student class work/homework. Parenting classes in leadership skills to be used at home as well as in the school setting in order to support their children's academic efforts are also offered.

Student Enrollment				
Group	Percent of Total Enrollment	Autority of the second of the		
African American 6.6		Student Enrollme		
American Indian or Alaska Native	Alaska Native 0.2		le Level	
Asian	1.4			
Filipino	1.0	Grade Level	Number of Students	
Hispanic or Latino	76.6	Grade 7	603	
Pacific Islander	0.3	Grade 8	506	
White (Not Hispanic)	13.9			
Multiple or No Response	0.0	Total	1109	
Socioeconomically Disadvantaged	71.3			
English Learners	33.0			
Students with Disabilities	9.0			

About This School

Average Class Size and Class Size Distribution (Secondary)

Subject Avg.		2003-04			2004-05			2005-06				
	Number of Classrooms		Avg.	Avg. Number of Classrooms		Avg.	Number of Classrooms					
	1-22	23-32	33+	Class	1-22	23-32	33+	Class Size	1-22	23-32	33+	
English	28.2	5	30	14	26.7	10	33	5	26.4	9	31	5
Mathematics	29.8	1	23	14	28.6	5	22	9	28.6	5	24	12
Science	31.3	2	13	21	29.1	1	27	8	28.7	5	23	9
Social Science	31.0	2	22	23	29.3	3	28	10	28.5	5	29	8

School Climate

School Safety Plan

Our Safe Schools Plan, developed by a site committee, documents our efforts to make Mission Middle School a safe and orderly place for teaching and learning. In order to prepare a plan consistent with student and staff requirements, the Site Safety Committee conducted a needs assessment using a variety of data sources including suspension and expulsion reports, law enforcement intervention reports, and the California Healthy Kids Survey. Mission's goals are: to provide training for staff and students on safety issues, to improve communication with the community on safety and disaster preparedness, and to provide a school environment where both students and staff are encouraged to report situations that would jeopardize their physical and emotional safety. Our plan encompasses a description of seven separate strategies and programs ranging from a district Youth Opportunity Center to the School Resource Officer. The plan also includes policies, procedures and guidelines regarding child abuse reporting, disaster preparedness, sexual harassment, an internet acceptable use policy, the District parent information guide, and school rules.



Mission's staff strives to provide a disciplined yet stimulating learning environment for all students. Programs such as: school-wide Assertive Discipline, Red Ribbon Week, Mission Advisory Program, student recognition activities, associated student body activities such as lunch rallies, dances, celebrations, cultural events, and ASCENT (our comprehensive after school program), give students numerous opportunities to expand their learning and remain connected to school. A Student Responsibility Handbook is issued to every student and reviewed in Advisory classes. There are also school-wide assemblies that review school rules. Student of the Day and Week, academic recognitions, and team certificates are examples of ongoing school-wide incentives provided for positive behavior, attendance, and academic achievement. In addition, individual teams sponsor Team Day or similar events to reward student progress.



Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	TOTAL STATE OF THE	School		District			
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.508	0.472	0.451	0.197	0.210	0.223	
Expulsions	0.010	0.026	0.013	0.008	0.009	800.0	

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness and adequacy of our school facilities are a high priority to the district. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is accessed and updated every year. Work generated by the Deferred Maintenance Plan in generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	42	43	49	914
Without Full Credential	7	. 6	1	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Substitute Teacher Availability

The district maintains a list of qualified substitute teachers. The majority of substitute coverage is for illness, the remainder involves in-services, conference attendance, department and academic team planning, and teacher visits schools to observe new and different programs and practices. California credentialing requirements specify that substitute teachers must possess at least a BA/BS degree and pass the CBEST.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

		Ť
Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.4	2.6
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	. 1109.0
Nurse	.2	
Speech/Language/ Hearing Specialist	.4	
Resource Specialist (non-teaching)	1.0	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curricu- lum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Mate- rials
Reading/ Language Arts	Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Pre-Algebra, (2002), Algebra (2002)adopted June 2001	0%
Science	Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Holt: History-Social Science (2006) adopted June 2006	0%

School Finances

Types of Services Funded

Funds are budgeted for classroom instruction as well as support services, including transportation, food services, health services, instructional materials, equipment, personnel services, and maintenance and operations. Title I, State Textbooks and Instructional Material, Gifted and Talented Education (GATE), English Language Learners, School Improvement (SIP), Drug, Alcohol, and Tobacco Education, the Governor's Performance Award and the Intermediate Intervention Underperforming Schools Program (IIUSP).

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/.

Level	Total Expendi- tures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,213	\$1,758	\$5,456	\$62,240
District			\$5,060	\$65,841
Percent Difference – School Site and District	garanti da santa da s	And the second s	7.3%	-5.8%
State			\$4,743	\$57,838
Percent Difference – School Site and State			13.1%	7.1%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	The state of the s	School		District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	21	29	28	22	28	30	36	40	42
Mathematics	24	27	25	25	30	32	34	38	40
Science			30	14	13	23	25	27	35
History- Social Science	16	27	22	17	22	22	29	32	33

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards	
7	13.4	

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

alah secamban palamban dan kelebuhan dan dan dan dan berampan berampan dan 1923 menjebuhan serijan perm			dents Scor or Advanc	-
Group	English- Language Arts	Math	Science	History- Social Science
African American	26	19	37	14
American Indian or Alaska Native				
Asian	57	57		
Filipino	45	55		Ny
Hispanic or Latino	25	23	25	19
Pacific Islander				
White (not Hispanic)	44	33	44	39
Male	24	24	35	24
Female	33	26	24	19
Economically Disadvantaged	23	22	27	18
English Learners	7	11	8	8
Students with Disabilities	7	5	0	2

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			iect				t	State			
	2004	2005	2006	2004	2005	2006	2004	2005	2006			
Reading	32	30	29	32	30	29	43	41	42			
Mathematics	44	42	40	43	44	46	51	52	53			

NRT Results by Student Group – Most Recent Year This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average				
•	Reading	Mathematics			
African American	27	35			
Hispanic or Latino	25	37			
White (not Hispanic)	45	51			
Male	26	39			
Female	33	41			
Economically Disadvantaged	24	36			
English Learners	8	21			
Students with Disabilities	8	15			

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	3	3	3
Similar Schools	5	6	7

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)
 Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English- Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English- Language Arts	Yes	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	28	23	-15	646
Hispanic or Latino	21	22	-8	629
White (not Hispanic)	53	10	-34	707
Socioeconomically Disadvantaged	30	20	-9	624
English Learners			27	618



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	eg annote (popular della make ante e vi di la falsa franci	12
Percent of Schools Currently in Program Improvement	Special control of the	50.0

Instructional Planning and Scheduling

School Instruction and Leadership

Mission Middle School's Leadership team comprised of the principal, assistant principal and department chairs meets on a monthly basis to provide guidance for the instructional program. They are responsible for planning the staff development program and communicating with the entire faculty about changes in curriculum and instructional focus. The leadership team provides guidance and suggestions for developing the "Single Plan for Achievement." This plan describes how the school will use its categorical funding to support a standards-based instructional program for all learners. Services for special needs students are integrated into our comprehensive school planning. Resource Specialist students are mainstreamed a majority of their school day. Special Day class students are mainstreamed according to their IEP's. In both cases, students receive ongoing assistance to be successful throughout the instructional day. English language learners receive primary language support and specially designed academic instruction in English (SDAIE) as mandated by law. Both academic success and English language development are goals within our Structured English Immersion (SEI) program.



Mission Middle School devoted three full days to staff development. The primary focus involved helping all teachers in meeting the academic needs of limited English proficient pupils. In addition, two minimum days per month are designed to assist teachers in exploring special topics such as developing higher level thinking classroom test questions, unwrapping standards, writing in content areas, differentiated instruction, and administering the STAR series of tests. Teachers participate in staff development through conferences and workshops.



Minimum Days in School Year

Students in the Jurupa Unified School District have met or exceeded the State minimum requirement for instructional minutes in kindergarten through grade twelve for 180 school days.

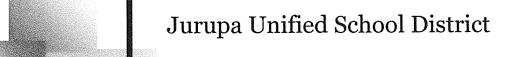


Instructional N		galegi malah kalan Cooper eng Joseph Seri mengan keni 150 (poloh) menjamba Kibilah, ke kemengang keni bergamma kenya
	Instr	ructional Minutes
Grade Level	Offered	State Requirement
7	59,600	54,000
8	59,600	54,000



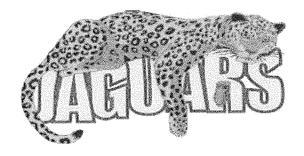
School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



2005-2006 School Year

School Accountability Report Card



Jurupa Valley High School



Jurupa Unified School District

Jurupa Valley High School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

The Jurupa Unified School District is made up of 16 elementary schools, 3 middle schools, 2 comprehensive high schools and 2 continuation high schools. Jurupa Valley High School (JVHS) first began serving students in 1989. In order to create a positive and dynamic learning environment, JVHS offers a wide variety of academic programs that include Advanced Placement, Construction Academy, Agriculture Academy, and Opportunity School. JVHS also has co-curricular programs such as AVID, English Language Development, AFJROTC, ASB, and targeted interventions that support students in becoming successful in their future college or career choices. The mission of Jurupa Valley High School is to create a dynamic learning environment that meets the needs of all students and provides each individual the opportunity to succeed in their future college or career choices.

Opportunities for Parental Involvement

Contact Person Name: Ilsa Garza-Gonzalez

Contact Person Phone Number: (951) 360-2603

Parents have many opportunities to contribute to the overall school program. Involvement in the school site process can include being an active member on the School Site Council, English Language Advisory Committee (ELAC), PTSA, sports booster clubs, band or choir boosters, and other extracurricular parent groups.

Student Enrollment by Group

Group	Percent of Total Enrollment		
African American	2.2		
American Indian or Alaska Native	0.6		
Asian	0.9		
Filipino	0.4		
Hispanic or Latino	66.6		
Pacific Islander	0.4		
White (Not Hispanic)	28.3		
Multiple or No Response	0.5		
Socioeconomically Disadvantaged	49.6		
English Learners	24.0		
Students with Disabilities	8.0		

by Grade Level							
Grade Level Enrollment							
Grade 9	775						
Grade 10	816						
Grade 11	695						
Grade 12 655							
Total	2941						

Student Enrollment

		200	3-04			200	4-05			2005	-06	
Subject	Avg.				Avg. Class	lass Classrooms			Avg. Class	Number of Classrooms		
	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
English	30.1	11	34	37	30.8	14	24	53	29.2	17	30	44
Mathematics	28.9	10	37	26	30.8	8	20	40	28.4	19	39	23
Science	31.6	3	11	23	32.1	3	10	28	32.2	6	6	34
Social Science	33.6	1	16	40	32.3	5	11	44	31.9	3	21	36

Principal Ilsa Garza-Gonzalez

10551 Bellegrave Avenue Mira Loma, CA 91752 Ph. (951) 360-2603 Email: igonzalez@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, Ca 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.k12.ca.us

Contents

- About This School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum and Instructional Materials
- School Finances
- Student Performance
- Accountability
- School Completion and Postsecondary Preparation
- Instructional Planning and Scheduling

School Climate

School Safety Plan

Jurupa Valley High School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school program; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the Districts Discipline Handbook and Sexual Harassment policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council in February or March.

Suspensions and Expulsions

Rate		School		District			
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspensions	0.254	0.299	0.308	0.197	0.210	0.223	
Expulsions	0.014	0.017	0.016	0.008	0.009	0.008	

School Discipline Practices

Jurupa Valley High School hosts a wide variety of award-winning programs that promote a positive learning environment. These programs include JROTC, the Construction and Technology Academy, Future Farmers of America, band, choir, athletics, theatre, Associated Student Body, etc. Students are recognized for their outstanding achievements in academics, attendance, and athletics through assemblies, banquets, special award nights and local news media. Campus security assistance is provided by seven campus supervisors and a Sheriffs Resource Officer. He is a sworn deputy and is assigned full-time to our campus.

School Facilities

School Facility Conditions and Improvements The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are han-

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	x
Mechanical Systems	x
Windows/Doors/Gates (interior and exterior)	x
Interior Surfaces (walls, floors, and ceilings)	x
Hazardous Materials (interior and exterior)	x
Structural Damage	x
Fire Safety	x
Electrical (interior and exterior)	x
Pest/Vermin Infestation	x
Drinking Fountains (inside and outside)	x
Restrooms	x
Sewer	x
Playground/School Grounds	x
Other	x

Teachers

Teacher Credentials

dled as top priority.

Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		School		District
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	101	103	101	914
Without Full Credential	15	14	21	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers
assigned without proper legal authorization) and the number of vacant
teacher positions (not filled by a single designated teacher assigned to
teach the entire course at the beginning of the school year or semester).
Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Teachers

Substitute Teacher Availability

Jurupa Valley High Schools four resident substitutes provide a consistent presence on campus and continuity in the classroom. We also secure qualified substitute teachers to cover classrooms for staff who are absent. In fact, many times, our own retired staff return to fill in as substitutes.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Stu- dents per Academic Coun- selor
Academic Counselor	8.0	367.6
Psychologist	1.0	
Nurse	.2	
Speech/Language/Hearing Specialist	1.0	

School Tinances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and <

Level	Total Expendi- tures Per Pupil	Expendi- tures Per Pupil (Supplemen tal)	Expendi- tures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,902	\$1,400	\$5,502	\$64,033
District			\$5,060	\$65,841
Percent Difference – School Site and District			8.0%	-2.8%
State			\$4,743	\$57,838
Percent Difference – School Site and State			13.8%	9.7%

Types of Services Funded

Funds were spent for general education, special education, and State and federally funded special projects. Approximately seventy-five percent of the total budget was spent in the classroom for teachers salaries, teaching aides, books, supplies, and equipment. In addition to State and local revenues received for general education, Jurupa Valley High School also received special State and federal funds for programs such as Gifted and Talented Education, Drug, Alcohol, and Tobacco Education, Bilingual Education, and Vocational Education.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

W (1 &	Percent of Classes In Core Academic Subjects					
Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers				
This School	92.8	7.2				
All Schools in District	95.0	5.0				
High-Poverty Schools in District	97.0	3.0				
Low-Poverty Schools in District	97.0	3.0				

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001	0%
Science	Biology, Addison Wesley, 2002 Spectrum, A Physical Approach, Holt, Rinehart, & Winston, 2001 Chemistry, Addison-Wesley, 2000	0%
History- Social Sci- ence	Prentice Hall: World History: The Modern Era (2000); America: Pathways to the Pre- sent (2000) US Government: Democracy in Action, Glencoe McGraw-Hill, 2000	0%

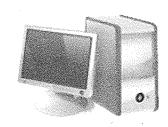


School Finances

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://wwww.cde.ca.gov/ds

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3



Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Contraction of the contraction o		School		District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	20	24	24	22	28	30	36	40	42
Mathematics	8	12	15	25	30	32	34	38	40
Science	13	9	18	14	13	23	25	27	35
History- Social Science	19	22	24	17	22	22	29	32	33



Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/, Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results by Student Group – Most Recent Year

enga anang manahar 2013 pantah digilar ji puntah di menggili Taraman dan denombili (Albam digi	Percent of Students Scoring at Proficient or Advanced						
Group	English- Language Arts	Math	Science	History- Social Sci- ence			
African American	20	14	22	19			
American Indian or Alaska Native	15	8		27			
Asian	53	53		33			
Filipino		27		**			
Hispanic or Latino	19	13	10	19			
White (not Hispanic)	35	20	35	37			
Male	19	16	18	26			
Female	28	15	18	22			
Economically Disadvantaged	19	13	12	17			
English Learners	2	5	0	4			
Students with Disabilities	4	3	0	3			

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathemat-

Subject	School		District			State	
,	2004	2004	2005	2006	2004	2005	2006
Reading	32	32	30	29	43	41	42
Mathemat- ics	40	43	44	46	51	52	53

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	3	I	3
Similar Schools	2	I	3



Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	-2	51	-31	616
Hispanic or Latino	4	50	-30	585
White (not Hispanic)	-4	60	-28	683
Socioeconomically Disadvantaged	12	59	32	581
English Learners			-15	555
Students With Disabilities			-28	376

California Physical Fitness Test Results

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
and the state of t	
9	16.5

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation	•	2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dataguest/.

W **		School			District			State	
indicator	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	2.4	3.1	3.0	2.9	4.7	4.8	3.2	3.3	3.1
Graduation Rate	74.8	86.2	84.8	78.3	80.0	79.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
-	School	District	
All Students	75%	71%	
African American	67%	79%	
American Indian or Alaska Native	25%	25%	
Asian	70%	83%	
Filipino	67%	80%	
Hispanic or Latino	69%	64%	
Pacific Islander	100%	89%	
White (not Hispanic)	88%	83%	
Socioeconomically Disadvantaged	8%	15%	
English Learners	50%	50%	
Students with Disabilities	66%	68%	

Career Technical Education Programs

Jurupa Valley High School offers a number of career and technical programs and classes. Our Construction Academy prepares students to enter the field of engineering while at the same time preparing students for a career in construction. Our Automotive classes prepare students for careers in the automotive industry. JVHS also has a number of courses in the Business field including Accounting, Computer Technology, and Connections to Your Future.

Career Technical Education Data				
Number of Pupils	1548			
Percent of pupils completing a CTE program and earning a high school diploma	100%			
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27%			

School Completion (Secondary Schools)

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	54.1
Graduates Who Completed All Courses Required for UC/CSU Admission	35.1

College Admission Test Preparation Course Program In previous years, Jurupa Valley, through grant and school improvement funds contracted with Princeton Review for test preparation. Unfortunately, those funds are no longer available. However, the Assistance League of Riverside continues to donate 200 SAT Test preparation books to any student who would like one.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2.0	
Foreign Language	2.0	
Mathematics	1.0	
Science	1.0	
Social Science	4.0	
All courses	10.0	2.8

SAT Reasoning Test

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	24.3	21.7	24.4
Average Verbal Score	454	466	440
Average Math Score	481	484	470
Average Writing Score	~~~		442

Instructional Planning and Scheduling

School Instruction and Leadership

The overall quality of the leadership and instructional programs at Jurupa Valley High School is excellent. The curriculum is appropriately aligned with state standards and all core areas administer common assessments at the end of each semester. Collaborative time for all teachers is structured into the master schedule. The time is used to analyze student assessment data, and improve instruction based on the data indicators. The site administration believes in shared decisionmaking which is manifested in monthly meetings of the staff and monthly meetings with department chairpersons, where department and schoolwide concerns are discussed and decided. During the 2000-2001 school year, JVHS went through and intensive review by the California Department of Education and the Western Association of Schools and Colleges. The review resulted in an excellent accreditation report and a sixyear accreditation that is the maximum term granted by the Association.

	Instructional Minutes			
Grade Level	Offered	State Requirement		
9	64,914	64,800		
10	64,914	64,800		
11	64,914	64,800		
12	64,914	64,800		

Grade Level	Instructional Days With At Least 180 Instructional Minutes		
1 may parte	Offered	State Requirement	
9	180 days	180 days	
10	180 days	180 days	
11	180 days	180 days	
12	180 days	180 days	

Minimum Days in School Year

During the 2005-2006 school year, students attended school on a shortened day schedule on eight separate occasions. Three of these days took place at the beginning of first and second semesters. The shortened day was planned to ensure students were placed correctly in classes and to give teachers and students both the necessary time to make the needed adjustments to their assignments. Four days were on a shortened day schedule to accommodate end of semester finals. One shortened day was scheduled into the Spring semester due to the school being designated a SAIT school. The time was used to begin work on the collaborative model that would be put into place in the 2005-2006 school year.

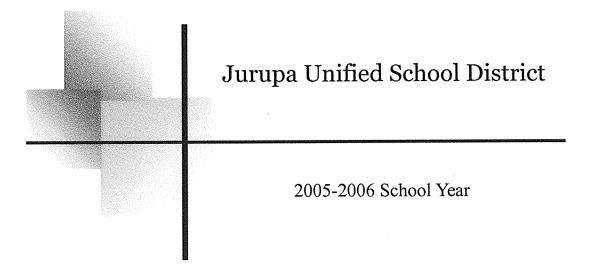
Professional Development

Teachers who require improvement are given assistance in formulating and implementing professional development plans. All departments now have in place grade and course level assessments for every course taught. These assessments assure consistent content and instructional quality in every classroom as well as high expectations for all students. Support systems such as Opportunity School also assist students in achieving credits as well. Staff development opportunities include intensive semester-long training for all staff in differentiated instruction, Step Up to Writing, data driven instruction, and data driven decision making. Teachers assigned Advanced Placement or AVID courses also participate in professional development opportunities that are designed specifically for those programs. Beginning teachers are further supported through BTSA and the Districts SMART program that provided mentors to teachers new to the field.



School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.



School Accountability Report Card



Rubidoux High School

Jurupa Unified School District



Rubidoux High School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Opened in 1959, Rubidoux High School is the oldest and largest comprehensive high school in the Jurupa Unified School District. We are located in an unincorporated area of western Riverside County that serves the communities of Rubidoux, Pedley and Glen Avon. Rubidoux High School works hard to foster a focused, positive and dynamic environment for learning. We offer our students a diverse variety of academic programsfrom acceleration in the Advanced Placement and Early College Programs, to career preparation through ROP, to co-curricular programs such as AVID, Agriculture, AFJROTC, Journalism, and the Performing Arts, to targeted intervention and support programs both during and beyond the school day. One recent addition to RHS is our Link Crew Program. Link Crew provides a variety of outreach and support interventions to assure freshman success. Data shows a decrease in the number of freshmen failing core classes since the inception of Link Crew. Over 800 students participated on our athletic teams last year and over 500 students earned their academic letter for maintaining a 3.3 Grade Point Average for two consecutive semesters. Our Falcon Pride program, in partnership with the Associated Student Body, recognizes a number of students achievements throughout the year. Rubidoux High School has temporarily relocated onto the new high school campus while our permanent home is being refurbished. This new, state of the art campus is comprised of two large, enclosed academic wings, a performing arts center, library, athletic center and gym, Sports Cafe and Administration wing. The move has presented both challenges and opportunities to our school community.

Our Mission: To create for our students a dynamic learning environment in which students are provided opportunities to maximize their potential and become successful, productive citizens of our school and community.

Opportunities for Parental Involvement

Contact Person Name: Jay Trujillo Contact Person Phone Number: 951-361-6522

Rubidoux High School has a variety of ways parents can be involved in supporting student achievement and a positive school climate. We have a recently revitalized PTSA, several booster organizations, a School Site Council (SSC), an English Learners Advisory Committee (ELAC), and an active parent outreach campaign that has included a number of meetings/workshops: Get to Know RHS, Building College Futures, Mentoring Young People, a "Meet and Greet" with school administrators, FAFSA workshop, AP/Honors Night, two Open Houses, and AVID Parent Night. We had a handful of parents who presented at our Career Day. We also publish a parent newsletter four times a year. While we continue to provide new opportunities to bring parents into the RHS community we still need to focus resources in this area, especially for our Spanish-speaking parents and the parents of our at-risk youth.

Principal Jay Trujillo

4355 Camino Real Riverside, CA 92509-7251 Ph. (951) 361-6500 Email: jtrujillo@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, Ca 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.k12.ca.us

Contents

- About This School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum and Instructional Materials
- School Finances
- Student Performance
- Accountability
- School Completion and Postsecondary Preparation
- Instructional Planning and Scheduling

About this School

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	5.9
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	0.5
Hispanic or Latino	66.6
Pacific Islander	0.4
White (Not Hispanic)	24.8
Socioeconomically Disadvantaged	54.6
English Learners	23.0
Students with Disabilities	8.0

Student Enrollment by Grade Level				
Grade Level Enrollment				
Grade 9	916			
Grade 10	882			
Grade 11 721				
Grade 12 586				
Total	3105			

	1	200	3-04				4-05			2005-	06	Constitution and Philips and the
Subject	Avg. Class	er er er er er en en er	Number of Classrooms		Avg. Class		Number of Classrooms		Avg. Class	Cl	umber of assrooms	
	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
English	30.5	17	23	51	29.7	22	21	52	29.2	21	39	49
Mathematics	31.6	5	24	38	30.1	16	23	40	31.1	11	23	49
Science	34.7	1	5	41	33.6	1	13	42	33.3	2	18	46
Social Science	32.3	5	8	35	33.6	ALCO AND	13	38	33.8	1	15	36

School Climate

School Safety Plan

Moving to a new campus provided us with several opportunities to review all of our procedures and plans that address school safety. We have revised our supervision duties, worked with the Sheriff's Department to revise our dress code and electronic device policies, increased staffing for supervision, gone to a two-lunch schedule and instituted a strong supervision plan for passing periods.

We have a new Crisis Management Plan that addresses not only student and staff safety and the complexities of our physical plan, but is also aligned to FEMA recommendations. Staff reviewed this plan prior to the start of the school year and have provided meaningful feedback following each disaster drill.

We also have a number of proactive programs in place to meet students' needs and keep the campus safe. We have a full-time School Resource Officer, our Principal's Advisory Committee regularly meets to address student concerns, we operate a Teen Center (student support services, Link Crew (9th grade transition program), and have a strong partnership with the district's Youth Opportunity Center (intervention programs for our most at-risk youth).

School Discipline Practices

Each of our teachers works as part of a Data Team. These teams, while focusing on student data as a tool to raise student achievement, work together to foster quality teaching and learning for all students. These teams share lesson ideas and other resources so we collectively better serve our students in the classroom.

At the high school level, school is about so much more than what happens exclusively in the classroom. We have School Culture Focus Group and School Culture Data Team actively working to help all of our students get connected with a smaller group on campus. We also have over 800 students who participate in athletics.

We also offer a number of support services to help students deal with the challenges of life that can have a negative impact on their learning. These resources include our Teen Center, Link Crew mentors, our guidance department, our new SAFE program (targeting freshmen support) and a caring staff. We also refer students and their parents for support services beyond our campus, including the district's Youth Opportunity Center.

Suspensions and Expulsions

n.4.	School			District			
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	
Suspen- sions	0.315	0.396	0.344	0.197	0.210	0.223	
Expulsions	0.021	0.021	0.019	0.008	0.009	0.008	

School Facilities

School Facility Conditions and Improvements

Rubidoux High School is currently occupying the district's new high school campus. This means that all classrooms, campus facilities and equipment are new (except for some equipment for specialized school programs). The new campus also provides many more restroom facilities/locations for students and staff. The district has also created additional custodial time to maintain the cleanliness of the new campus. Teachers have many ways to access instructional technology as a tool to support student learning.

There have been some needs that were not immediately addressed prior to the move, so we had to order additional equipment to support these needs. Most notably, perhaps, was the order of additional seating options for lunchtime, the late delivery of tables and chairs for the MPR, and the need for student access to computers for individual work and research.

School Facility Good Repair Status

v. v	Facility in Good Repair
Item Inspected	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	91	99	103	914
Without Full Credential	16	17	17	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	

Substitute Teacher Availability

All substitute teachers must meet minimum employment requirements that are established by our district and the state. All substitutes go through an interview and screening process as well as an orientation program prior to their placement.



Teacher Evaluation Process

Teachers are formally evaluated following the guidelines of the current contract for certificated employees. Probationary teachers are evaluated each year of their probationary period based on a number of classroom observations conducted by site administrators.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	O O	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

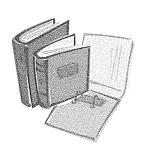
Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.4	6.6
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Aca- demic Counselor
Academic Counselor	8.0	388.1
Library Media Services Staff (paraprofessional)	1.75	
Psychologist	1.0	e personagement appear of the Research and the personal and the personal and the American Prince Person Related American personagement appear of the Research and the Personal American Related
Nurse	.2	40 TO 100
Speech/Language/ Hearing Specialist	1.0	And the state of t
Other	.5	***



Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	n Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001	0%
Science	Biology, Addison Wesley, 2002 Spectrum, A Physical Approach, Holt, Rinehart, & Winston, 2001 Chemistry, Addison-Wesley, 2000	0%
History-Social Science	Prentice Hall: World History: The Modern Era (2000); America: Pathways to the Present (2000) US Government: Democracy in Action, Glencoe McGraw-Hill, 2000	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/es/ and http://www.cde.ca.gov/ds/fd/es/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,129	\$1,621	\$5,508	\$62,234
District	and the second s		\$5,060	\$65,841
Percent Difference - School Site and District		era akunda Aras samat I.A.Aras (memenen Pranses on perior and a new arter describe Pranses Art 1946 APA TO COPPET 	8.1%	-5.8%
State			\$4,743	\$57,838
Percent Difference – School Site and State	with a group of the desiration make and at the country of the coun	The state of the s	13.9%	7.1%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/sd/cs/ and http://www.cde.ca.gov/ds/fd/cs/ and <a href="http://www.cde.ca.gov/ds/

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Types of Services Funded

Professional development, instructional materials, data analysis and review, extended learning opportunities, services/assessment for EL students, special education, GATE, athletics, AVID.

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Corbinat	School				Distric	t	State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	23	26	31	22	28	30	36	40	42	
Mathematics	4	7	11	25	30	32	34	38	40	
Science	19	17	23	14	13	23	25	27	35	
History- Social Science	20	28	25	17	22	22	29	32	33	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			î	Distric		State			
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
Reading	45		The same of the sa	32	30	29	43	41	42	
Mathematics	39			43	44	46	51	52	53	

CST Results by Student Group - Most Recent Year

iyan, ayada da ili ili alah madan ayiminin maqadi madah mahala ayinid ili ili ili ili ili ili ili ili ili i	4	Percent of Students Scoring at Proficient or Advanced						
Group	English- Language Arts	Math	Science	History- Social Science				
African American	18	8	19	13				
Asian	45	32	23	29				
Filipino	87	33		67				
Hispanic or Latino	24	9	18	20				
White (not Hispanic)	52	15	38	39				
Male	28	12	25	29				
Female	34	11	20	20				
Economically Disadvantaged	22	9	18	19				
English Learners	4	2	5	7				
Students with Dis- abilities	5	2	4	2				

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pff. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Consider Viewel	Percent of Students Meeting Fitness	
Grade Level	Standards	
9	16.4	
7	10.4	ž

Accountability

Academic Performance Index The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://

www.cde.ca.gov/ta/ac/ap/. API Ranks - Three-Year

Comparison This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Changes by Student Group - Three-Year Comparison

	Actual Al	API Score		
Group	2004-05	2005-06	2006	
All Students at the School	31	13	666	
African American	24	-1	603	
Hispanic or Latino	34	15	639	
White (not Hispanic)	38	17	745	
Socioeconomically Disadvantaged	39	9	627	
English Learners		24	600	
Students with Disabilities		-13	407	

API Rank	2004-05	2005-06
Statewide	I	4
Similar Schools	I	5

Accountability

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in Englishlanguage arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AVP Overall and by Criteria

AYP Criteria	School	Distric
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (Englishlanguage arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation		2004- 2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		50.0

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dec.ca.gov/dataquest/.

	School		District					State			
Indicator	2002-03	2003-04	2004-05	2002-03	2	003-04		2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.7	0.8	1.5	2.9		4.7		4.8	3.2	3.3	3.1
Graduation Rate	94.9	95.7	94.9	78.3		80.0		79.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006					
•	School	District				
All Students	78%	71%				
African Ameri- can	81%	79%				
American Indian or Alaska Native	n/a	25%				
Asian	93%	83%				
Filipino	100%	80%				
Hispanic or Latino	76%	64%				
Pacific Islander	50%	89%				
White (not Hispanic)	83%	83%				
Socioeconomi- cally Disadvan- taged	23%	15%				
English Learners	67%	50%				
Students with Disabilities	15%	68%				

Career Technical Education Programs

Rubidoux High School offers an array of career and technical education programs and classes through our Business and Technology Department, the Riverside County Regional Occupational Program or ROP, Air Force Junior ROTC, Fine and Performing Arts department and the Transition Partnership Program. Extensive coursework and career preparation classes are offered in Auto Body and Paint, Business Technology, Computers, Food Service and Hospitality, Graphic Technology, Retail Merchandising, Sports Therapy and Training, Aerospace Science, Web Design, Video Production, Animation, Photography and others. Rubidoux High School operates a comprehensive College and Career Center (CCC) staffed by a certified Career Para-Professional and certificated teacher. CCC services include classroom lessons, presentations, workshops (e.g., college/technical/vocational, financial aid) and the organization/production of a yearly Career Day, featuring over one hundred speakers on campus. Future success of all our students—whatever the avenue they choose—is a fundamental goal of everyone on campus.

Career Technical Education Data					
Number of Pupils	1149				
Percent of pupils completing a CTE program and earning a high school diploma	100%				
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27%				

School Completion (Secondary Schools)

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	57.3
Graduates Who Completed All Courses Required for UC/CSU Admission	29.2

College Admission Test Preparation Course Program

Rubidoux High School does not offer an official ACT/SAT test preparation course. We do administer the PLAN, PSAT and Princeton Review Assessment for interested students.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses		
English	2	Market 1971		
Fine/Performing Arts	1			
Foreign Language	2			
Mathematics	2			
Science	2			
Social Science	4			
All courses	13	3.3		

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	28.7	31.8	28.2
Average Verbal Score	449	439	435
Average Math Score	474	455	436
Average Writing Score			438

Instructional Planning and Scheduling

School Instruction and Leadership

Instruction at Rubidoux High School is closely aligned to the state and district standards. Teachers routinely use a variety of instructional modalities to differentiate instruction. All teachers have access to a variety of instructional technologies and more and more teachers are using technology routinely in their teaching. School leadership takes a variety of forms. We have an Administrative Team that meets at least weekly to address the needs of both instructional leadership and facility management. We have a School Leadership Team, made up of Department Chairpersons and other key leaders, that meets monthly and works within their departments to support the overall goals and objectives of the school. Each Data Team has its own leader. This team of leaders meets monthly and is active in supporting their departmental colleagues on issues that support student learning and achievement.

Cuada Laval	Instructional Minutes			
Grade Level	Offered	State Requirement		
9	64,812	64,800		
10	64,812	64,800		
11	64,812	64,800		
12	64,812	64,800		

Minimum Days in School Year

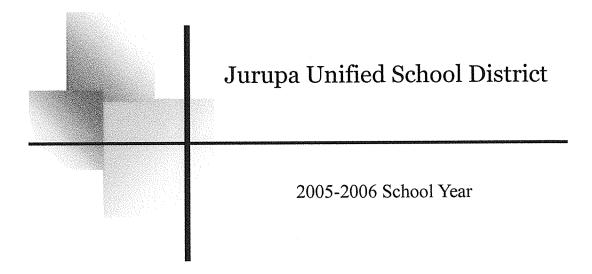
Rubidoux High School will use 29 minimum days during the 2005-2006 school year. The majority of these days have been for the exclusive use of school Data Teams. One minimum day was used for departmental review of effective teaching strategies and 5 days were used to facilitate mandated testing programs.

Professional Development

Professional development continues to focus on ways to raise student achievement. Site administrators will complete their AB75 training during 2005-2005. English and math teachers have participated in AB466 training. These departments have also taken release time to review common assessments and benchmarks.

Continuation School Instructional Days

Grade	Instructional Days With At Least 180 Instructional Minutes			
Level	Offered	State Requirement		
9	180 days	180 days		
10	180 days	180 days		
11	180 days	180 days		
12	180 days	180 days		



School Accountability Report Card



Nueva Vista Continuation High School



Jurupa Unified School District

Nueva Vista High School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Nueva Vista provides an alternative program for high school students which is structurally different than that provided by a comprehensive high school setting. With high expectations and individualized instruction, the Nueva Vista staff works to see that all students are successful in both academic and social endeavors.

The goal of Nueva Vista High School is to prepare students to become academically and socially successful while providing an opportunity for recovery of credits. This will be achieved through the application of state standards and Nueva Vista's Schoolwide Learning Results.

Opportunities for Parental Involvement

Contact Person Name: Mike Chalmers

Contact Person Phone Number: 360-2802

Nueva Vista High School's School Site Council is composed of parents, students, teachers, a classified employee, and the principal. The council meets at least six times during the school year and makes decisions regarding school programs and functions. The English Language Advisory Committee (ELAC) consists of teachers, parents, and the principal and is involved in issues related to English Learners.

There are also a variety of other activities on campus for parent involvement including Open House, College and Career Fair, Quarterly Awards Ceremonies, informal graduation ceremonies, and the Cinco de Mayo celebration. Parents of each student participate in an orientation prior to their son or daughter enrolling at Nueva Vista. At this time parent involvement is encouraged. Parents are requested to contact the school weekly to keep informed of their child's progress in classes.

Student Enrollment by Group

Group	Percent of Total Enrollment	
African American	2.7	
Filipino	0.3	
Hispanic or Latino	77.4	
Pacific Islander	0.6	
White (Not Hispanic)	18.0	
Multiple or No Response	0.9	
Economically Disadvantaged	27.9	
English Learners	29.0	
Students With Disabilities	22.0	

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 10	10
Grade 11	89
Grade 12	209
Ungraded Secondary	20
Total	328

Principal Mike Chalmers

6836 34th Street Riverside, CA 92509 Ph. (951) 360-2802 Email: mchalmers@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, Ca 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.k12.ca.us

Contents

- About This School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum and Instructional Materials
- School Finances
- Student Performance
- Accountability
- School Completion and Postsecondary Preparation
- Instructional Planning and Scheduling

About this School

and the second s	26	003-04		2004-05		20	05-06
Subject	Avg. Class	Number of Classrooms	Avg. Class	Numl Class	er of rooms	Avg. Class	Number of Classrooms
	Size	1-20	Size	1-20	21-32	Size	1-20
English	13.2	18	14.0	20		13.9	21
Mathematics	12.1	12	11.5	13		12.4	11
Science	16.8	5	14.8	6	Ì	13.9	7
Social Science	14.0	17	15.1	19	1	13.0	22

School Climate

School Safety Plan

Nueva Vista High School is inspected regularly for safety by various agencies including the fire department, Keenan and Associates (Worker's Compensation), Industrial Indemnity (insurance company), Jurupa Unified School District Safety Committee, and the school custodian. Nueva Vista High School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies (pursuant to Education Code Section 48900, 48915, and 49079), the Jurupa Unified School District's Discipline Handbook and Sexual Harassment Policy, the school dress code, and procedures and rules for safety on the way to and from school as well as during school hours. This safety plan is updated every year and is reviewed and approved by our School Site Council annually.

School Discipline Practices

Nueva Vista High School has an Assertive Discipline Plan with each teacher having a set of rules posted that are consistent with the schoolwide plan. This plan provides a safe, orderly, and positive environment for learning. It enables students to assume individual responsibility. Every student, along with a parent or guardian, has a conference with the principal prior to registration to ensure effective communication of expectations for appropriate student behavior. Students and parents receive a handbook and a brochure to clearly communicate the rules, procedures, and expectations for all students at this orientation. Rewards and recognitions are highly correlated with a positive school climate. Assemblies are held quarterly for academic and attendance awards.

Suspensions and Expulsions

Rate	School		District			
Nate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.327	0.401	0.366	0.197	0.210	0.223
Expulsions	0.018	0.018	0.009	0.008	0.009	0.008

School Facilities

School Facility Conditions and Improvements

The safety, cleanliness, and adequacy of our school facilities are a high priority to the Jurupa Unified School District. Overall, the school grounds and facilities are in good repair. The Deferred Maintenance Plan is assessed and updated every year. Work generated by the plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team to conduct annual safety inspections at all sites. All safety-related items are handled as a top priority. The custodian and other school employees monitor the restrooms, classrooms, and campus during the school day to ensure they are safe and sanitary and that adequate supplies are available to students and staff. All attempts are made to keep the campus clean, orderly, and pleasant. Students, parents, and staff take pride in the appearance of the school and the safe learning environment on campus.

School Facility Good Repair Status

Item Inspected	Facility in Good Repair
	Yes/No
Gas Leaks	x
Mechanical Systems	х
Windows/Doors/Gates (interior and exterior)	x
Interior Surfaces (walls, floors, and ceilings)	x
Hazardous Materials (interior and exterior)	x
Structural Damage	x
Fire Safety	x
Electrical (interior and exterior)	x
Pest/Vermin Infestation	x
Drinking Fountains (inside and outside)	x
Restrooms	x
Sewer	x
Playground/School Grounds	x
Other	x

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District		
Teachers	2003-04	2004-05	2005-06	2005-06
With Full Credential	13	14	15	914
Without Full Credential	1	1	1	57
Teachers Teaching Outside Subject Area of Competence	0	0	0	: :

Substitute Teacher Availability

Nueva Vista High School, like most other schools in the Riverside and San Bernardino areas has periodically experienced difficulties obtaining enough substitute teachers. All substitute teachers must have a college degree and be credentialed by California. When a substitute is not available, another staff member provided class coverage.

Teacher Evaluation Process

Evaluations of district employees are conducted routinely as prescribed by the Education Code and the Collective Bargaining Agreement.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Text- books and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001	0%
Science	Biology, Addison Wesley, 2002 Spectrum, A Physical Approach, Holt, Rinehart, & Winston, 2001 Chemistry, Addison-Wesley, 2000	0%
History-Social Science	Prentice Hall: World History: The Modern Era (2000); America: Path- ways to the Present (2000) US Government: Democracy in Ac- tion, Glencoe McGraw-Hill, 2000	0%

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects					
Location of Classes	Taught by NCLB Compliant Teach- ers	Taught by Non-NCLB Compliant Teachers				
This School	100.0	0.0				
All Schools in District	95.0	5.0				
High-Poverty Schools in District	97.0	3.0				
Low-Poverty Schools in District	97.0	3.0				

Support Staff Academic Counselors and Other Support Staff							
Title	Number of FTE Assigned to School						
Social Worker	1.0						
Other	0.6						

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,031	\$1,574	\$4,457	\$78,866
District	The state of the s		\$5,060	\$65,841
Percent Difference – School Site and District			-13.5%	16.5%
State	At at the		\$4,743	\$57,838
Percent Difference – School Site and State			-6.4%	26.7%

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

category	District Amount	State Average For Districts In Same Category		
Beginning Teacher Salary	\$41,265	\$37,172		
Mid-Range Teacher Salary	\$62,476	\$58,436		
Highest Teacher Salary	\$81,128	\$73,583		
Average Principal Salary (Elementary)	\$92,698	\$93,347		
Average Principal Salary (Middle)	\$96,982	\$97,873		
Average Principal Salary (High)	\$110,022	\$105,556		
Superintendent Salary	\$149,000	\$159,227		
Percent of Budget for Teacher Salaries	48.2	42.1		
Percent of Budget for Administrative Salaries	4.5	5.3		

Types of Services Funded Nueva Vista High School receives funding from the Jurupa Unified School District for textbooks and classroom materials. There is a library on the campus with a librarian provided for 50% of the school day. A full-time Resource Specialist Program (RSP) is available. Counselors are on the campus three days per week and are available when needed throughout the school day. A nurse is assigned to the school and a health aide is provided for three hours each day. Psychologists and Speech/ Language/Hearing Specialists provide services when needed.

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School				District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006	
English- Language Arts	4	8	4	22	28	30	36	40	42	
Mathematics	0	0	2	25	30	32	34	38	40	
Science	2	3	0	14	13	23	25	27	35	
History- Social Science	3	5	5	17	22	22	29	32	33	

CST Results by Student Group - Most Recent Year

	Percent of Students Scoring at Proficient or Advanced							
Group	English- Language Arts	Math	Science	History- Social Sci- ence				
Hispanic or Latino	4	3	0	4				
White (not Hispanic)	3	0		6				
Male	1	1	0	3				
Female	6	3	0	7				
Economically Dis- advantaged	1	1	0	3				

Student Performance

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

The state of the s	School		District		State			
Subject	2004	2004	2005	2006	2004	2005	2006	
Reading	10	32	30	29	43	41	42	
Mathematics	6	43	44	46	51	52	53	

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	В	В	В
Similar Schools	В	В	В

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (Englishlanguage arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation	The state of the s	2004- 2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement	***************************************	50.0

API Changes by Student Group – Three-Year Comparison
This table displays by student group the actual API changes in points added or
lost for the past three years, and the most recent API score. Note: "N/A" means
that the student group is not numerically significant.

Group	Actu	API Score		
	2003-04	2004-05	2005-06	2006
All Students at the School	-77	182	12	566
Hispanic or Latino	-122	182		566
Socioeconomically Disadvantaged	-47			

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in Englishlanguage arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dec.ea.gov/dataquest/.

1 W 14 4		School		District			State		
indicator	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	29.6	49.5	39.5	2.9	4.7	4.8	3.2	3.3	3.1
Graduation Rate	78.3	80.0	79.5	78.3	80.0	79.5	86.7	85.3	84.9

Completion of High School Graduation Require-

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements

Group	Graduating Class of 2006		
•	School	District	
All Students	38%	71%	
African American	100%	79%	
American Indian or Alaska Native	N/A	25%	
Asian	N/A	83%	
Filipino	N/A	80%	
Hispanic or Latino	29%	64%	
Pacific Islander	100%	89%	
White (not Hispanic)	61%	83%	
Socioeconomically Disadvantaged	11%	15%	
English Learners	16%	50%	
Students with Disabilities	8%	68%	

School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Instructional Planning and Scheduling

School Instruction and Leadership

At Nueva Vista High School we believe that the purpose of our school is to provide a nurturing and safe learning environment so students can realize their academic potential, retain their uniqueness, and make healthy and constructive choices. Goals are achieved through the use of an innovative and student-centered curriculum, are based upon individual needs and the California State Standards. The promotion of self-esteem, the teaching of social and coping skills, and open communication between parents, students, staff, and administration is a focus of Nueva Vista.

The school's leadership team has had extensive experience at Nueva Vista High School. The teachers on the leadership team have worked together over eight years. The team along with staff, students, parents, and community member are continually seeking opportunities to improve the educational opportunities for the students at the school.

Minimum Days in School Year

Nueva Vista High School does not have minimum days. Nueva Vista High School meets the California Education Code requirements for instructional minutes for 180 school days.

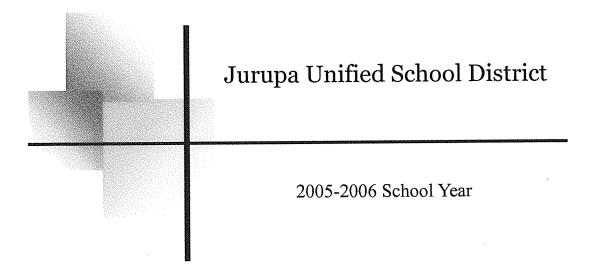
Professional Development

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators. Teachers are given the opportunity to update their skills and become familiar with educational reforms through meetings, conferences, and on-site training.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	A T MARK THE WORLD			
RJC V CK	Offered	State Requirement		
9	180 days	180 days		
10	180 days	180 days		
11	180 days	180 days		
12	180 days	180 days		



School Accountability Report Card

Rio Vista Continuation High School

Jurupa Unified School District

Rio Vista High School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

Rio Vista High School provides an alternative program for high school students which is structurally different than a comprehensive high school setting. With high expectations and individualized instruction, the Rio Vista staff works to see that all students are successful in both academic and social endeavors. Rio Vista High School is a continuation program in the Jurupa Unified School District. The school is an alternative for ninth or tenth grade students who wish to be involved in a different educational program than that offered by the comprehensive high schools.

Opportunities for Parental Involvement

Contact Person Name: Mike Chalmers

Contact Person Phone Number: 360-2802

All parents and students participate in an intake meeting prior to enrollment at Rio Vista. Parents are encouraged to visit the classroom at any time and to contact the school each week to monitor their child's progress. The computers in the classroom are available for parent use as well as students.

Student Enrollment by Group

Group	Percent of Total Enrollment		
African American	3.3		
American Indian or Alaska Native	3.3		
Hispanic or Latino	86.7		
White (Not Hispanic)	6.7		
Socioeconomically Disadvantaged	17.1		
English Learners	31.0		

Student	Enrollment
by Gr	ade Level

Grade Level	Enrollment
Grade 10	23
Grade 11	7
Total	30

	20	2003-04		2004-05		2005-06	
Subject	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	
Siz	Size	e 1-20	Size	1-20	Size	1-20	
English	17.0	2	7.0	2	7.5	2	
Mathematics	8.5	2	11.5	2	6.0	2	
Science	8.5	2	7.0	2	9.0	2	
Social Science	12.8	4	10.5	4	8.3	4	

Principal Mike Chalmers

6836 34th Street Riverside, CA 92509 Ph. (951) 360-2802 Email: mchalmers@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, Ca 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.k12.ca.us

Contents

- About This School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum and Instructional Materials
- School Finances
- Student Performance
- Accountability
- School Completion and Postsecondary Preparation
- Instructional Planning and Scheduling

School Climate

School Safety Plan

Rio Vista is inspected regularly for safety by various agencies including the fire department, Keenan and Associates (Worker's Compensation), Industrial Indemnity (insurance company), the Jurupa Unified School District Safety Committee and the school custodian.

Rio Vista High School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: Safe school programs, child abuse reporting procedures, disaster response procedures, suspensions and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079, The District's Discipline Handbook and Sexual Harassment Policy, a school dress code, and procedures and rules for safety on the way to and from school as well as during school hours. This plan is updated every year and approved by the School Site Council in March.

Rio Vista holds disaster drills twice a year. Emergency water, blankets, first-aid supplies, radios, flashlights, and tools recommended for use in a disaster are stored at the school. The facility is in good repair and is well-maintained, safe, and clean.

School Discipline Practices

Rio Vista operates under an Assertive Discipline Plan with a set of rules consistent with the schoolwide plan. This plan provides a safe and orderly environment for learning and enables students to assume individual responsibility while learning to function successfully in a social setting. Every student, along with a parent, meets in a conference with the principal prior to registration to ensure effective communication of expectations for proper student behavior.

Suspensions and Expulsions

Rate	School		District		1000	
Kate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.189	0.100	0.233	0.197	0.210	0.223
Expulsions	0.0	0.0	0.0	0.008	0.009	0.008

School Facilities

School Facility Conditions and Improvements

Rio Vista has adequate facilities to support the instructional programs. The campus is cleaned and maintained on a regular basis. The school is inspected for safety by the fire department, Jurupa Unified School District Safety Team, school custodians, and other staff members. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.



School Facility Good Repair Status

•	Facility in Good Repair
Item Inspected	Yes/No
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (interior and exterior)	Yes
Interior Surfaces (walls, floors, and ceilings)	Yes
Hazardous Materials (interior and exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (interior and exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (inside and outside)	Yes
Restrooms	Yes
Sewer	Yes
Playground/School Grounds	Yes
Other	Yes

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

	School			District	
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	2	2	2	914	
Without Full Credential	0	0	0	57	
Teachers Teaching Outside Subject Area of Competence	0	· 0	0	- -	

Substitute Teacher Availability

Rio Vista High School, like most other schools in the Riverside and San Bernardino area, periodically experiences difficulties obtaining substitute teachers. All substitute teachers at this school must have a college degree and a credential authorizing them to substitute in California. When a substitute is not available, coverage is provided by another regular staff member.

Teacher Evaluation Process

The purpose of evaluations is to ensure that the goals and objectives of the school and District are being accomplished. Evaluations also provide information to the staff on strategies to promote student learning. Evaluations are conducted as prescribed by the Education Code and the Jurupa Unified School District Collective Bargaining Agreement.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Com- pliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001	0%
Science	Biology, Addison Wesley, 2002 Spectrum, A Physical Approach, Holt, Rinehart, & Winston, 2001 Chemistry, Addison-Wesley, 2000	0%
History-Social Science	Prentice Hall: World History: The Modern Era (2000); America: Pathways to the Present (2000) US Government: Democracy in Action, Glencoe McGraw-Hill, 2000	0%

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/es/.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	\$5,060	\$65,841
State	\$4,743	\$57,838

Types of Services Funded

Rio Vista receives funding for textbooks and instruction material from the Jurupa Unified School District

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/sd/cs/ and http://www.cde.ca.gov/ds/sd/cs/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Contraction of the Contraction o	5	School			Distric	t		State	
Subject	2004	2005	2006	2004	2005	2006	2004	2005	2006
English- Language Arts	13	9	6	22	28	30	36	40	42
Mathematics		0	0	25	30	32	34	38	40
Science	0	3	0	14	13	23	25	27	35
History- Social Science	3	4	3	17	22	22	29	32	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

yayay iyo qarayay ili faran ame amanan yadiy ari inababan bibi care biran ee	Percent of Students Scoring at Proficient or Advanced					
Group	English- Language Arts	Math	Science	History- Social Science		
Hispanic or Latino	0	0	0	4		
Male	14			8		
Economically Disadvantaged	5	0	0	0		

Student Performance

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School	District			State		
Subject	2004	2004	2005	2006	2004	2005	2006
Reading	22	32	30	29	43	41	42
Mathematics	21	43	44	46	51	52	53

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2005-06
Statewide	В	В
Similar Schools	В	В

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actu	API Score		
Group	2003-04	2004- 05	2005-06	2006
All Students at the School	51	В	-12	461

Accountability

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in Englishlanguage arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria		
AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	No	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (Englishlanguage arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	des addressed from one other disks	In PI
First Year of Program Improvement Implementation		2004- 2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	A CONTRACTOR OF THE CONTRACTOR	12
Percent of Schools Currently in Program Improvement	To all the second secon	50.0

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dece.ca.gov/dataquest/.

		School			District			State	
Indicator	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	16.7	16.2	30.0	2.9	4.7	4.8	3.2	3.3	3.1
Graduation Rate	78.3	80.0	79.5	78.3	80.0	79.5	86.7	85.3	84.9

Instructional Planning and Scheduling

School Instruction and Leadership

The purpose of Rio Vista High School is to prepare students to become academically and socially successful while providing an opportunity for recovery of credits. This is accomplished in an orderly, safe, and nurturing learning environment. Courses are based on the California State Standards. Standardized test scores are reviewed regularly to improve student achievement. The program is individualized to meet the needs of all student

The principal, teachers, staff, parents and other stakeholders to make decisions that focus on student achievement. There is open communication with parents, principal, teachers, staff, and community.

Minimum Days in School Year

Rio Vista High School does not have minimum days during the school year. The school meets the California Education Code requirements for instruction minutes for 180 school days.

Professional Development

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators. Teachers and other staff are given the opportunity to update their skills and become familiar with educational reforms through conferences and training provided by county and district staff development personnel. The main focus is on techniques and strategies to increase student learning and attainment of the California Standards.

Continuation School Instructional Days

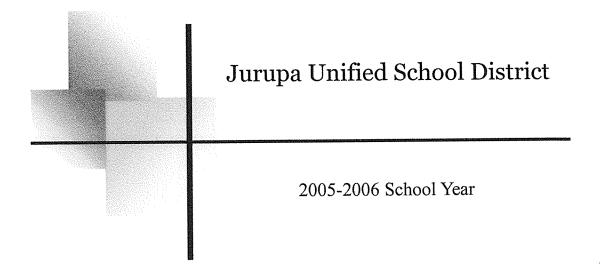
This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade		h At Least 180 Instructiona Iinutes
Level	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

School Accountability Report Card Reported for School Year 2005-06 Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. Data Quest, an online data tool at http://datal.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.





School Accountability Report Card

STEPS Community Day School

Jurupa Unified School District

STEPS Community Day School

2005-2006 School Accountability Report Card (SARC)

About this School

School Description and Mission Statement

STEPS (Steps to Educational and Personal Success) Community Day School provides an alternative program for expelled high school students, which is structural different than that provided by a comprehensive high school setting. With high expectations and individualized instruction, the STEPS Community Day Staff works to see that all students are successful in both academic and social endeavors.

STEPS Community Day School is designed to meet the academic and social-behavioral needs of students who have been placed at the program by the Board of Education at the time of expulsion or other recommended students who will benefit from the program. Inclusion in the program is a privilege extended to students who qualify for it and who can adhere to the STEPS program standards. Our goal is to empower our students with the skills to become effective decision-makers who demonstrate personal responsibility for each of their future actions.

Opportunities for Parental Involvement

Contact Person Name: George Monge

Contact Person Phone Number: (951) 222-7739

Student Enrollment by Group

Group	Percent of Total Enrollment
African American	11.6
Hispanic or Latino	56.5
White (Not Hispanic)	31.9
Socioeconomically Disadvantaged	12.9
English Learners	31.0
Students with Disabilities	22.0

Student Enrollment by Grade Level							
Grade Level	Enrollment						
Grade 7	4						
Grade 8	. 11						
Grade 9 16							
Grade 10	11						
Grade 11	19						
Grade 12 8							
Total	69						

School Climate

School Safety Plan

In order to create a safe and orderly campus, the STEPS Community Day School maintains campus security personnel and each staff member is trained to respond appropriately to a variety of situations. Additionally, the STEPS Community Day School implements an effective Assertive Discipline Program. On a random, monthly basis, contraband-detecting dogs are used to conduct searches of the campus, students and student's backpacks, and other belongings including student vehicles. In order to further enhance the learning environment, our staff frequently consults and cooperates with Sheriffs' and Probation Department personnel, who are also located here at the facility.

Suspensions and Expulsions

Action and the Action		School			District	1
Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.025	0.934	1.971	0.197	0.210	0.223
Expulsions	0.0	0.013	0.014	0.008	0.009	0.008

Principal
George Monge
4041 Pacific Avenue
Riverside, CA 92509
Ph. (951) 222-7739
Email:
gmonge@jusd.k12.ca.us

Board of Education
Carl E. Harris, President
Mary L. Burns, Clerk
Dawn E. Brewer, Member
John J. Chavez, Member
Michael A. Rodriguez, Member

Superintendent Elliott Duchon 4850 Pedley Road Riverside, Ca 92509 Ph. (951) 360-4168

SARC Contact Susan Jindra, Ed.D. Assistant Superintendent Education Services Ph. (951) 360-4164

JUSD Web Site www.jusd.k12.ca.us

Contents

- About This School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum and Instructional Materials
- School Finances
- Student Performance
- Accountability
- School Completion and Postsecondary Preparation
- Instructional Planning and Scheduling

STEPS Community Day School

School Climate

School Discipline Practices

Bullying Prevention

At the STEPS Community Day School (Learning Center), we believe that the best way to prevent bullying and other inappropriate behavior is to create and maintain a positive and productive learning environment. This is one of the primary focus areas of our school culture. On a daily basis, our staff works on building positive relationships and open lines of communication with students. Teachers and staff have effectively established school and classroom behavioral expectations of mutual respect and tolerance. In the middle school program, the language arts teacher leads the class in daily reflective writing assignments that focus on decision-making, self-respect, goal-setting in the context of their own lives. Additionally, all students (high school & middle school) are required to complete the Personal & Social Responsibility class which also emphasizes similar objectives and how to enhance their inter-personal communication skills. Another important aspect of our program is the mental health counseling that is made available to all students. In addition to providing personal assistance to individual students, the counselor also supports conflict-resolution meetings between students or groups of students.

School Facilities

School Facility Conditions and Improvements
STEPS Community Day School has adequate facilities including seven classrooms and a computer laboratory to support all instructional programs. Our custodial staff performs basic cleaning operations on a regular basis. Routine maintenance is daily and on-going. Recent improvements to the facility have included the repair and installation of additional lighting, new fencing, repaired roofing and additional sidewalks.

School Facility Good Repair Status						
Item Inspected	Facility in Good Repair					
- The Control of th	Yes/No					
Gas Leaks	Yes					
Mechanical Systems	Yes					
Windows/Doors/Gates (interior and exterior)	Yes					
Interior Surfaces (walls, floors, and ceilings)	Yes					
Hazardous Materials (interior and exterior)	Yes					
Structural Damage	Yes					
Fire Safety	Yes					
Electrical (interior and exterior)	Yes					
Pest/Vermin Infestation	Yes					
Drinking Fountains (inside and outside)	Yes					
Restrooms	Yes					
Sewer	Yes					
Playground/School Grounds	Yes					
Other	Yes					

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

		District			
Teachers	2003-04	2004-05	2005-06	2005-06	
With Full Credential	8	11	12	914	
Without Full Credential	0	0	0	57	
Teachers Teaching Outside Subject Area of Competence	0.	0	0		

Substitute Teacher Availability

STEPS Community Day School, like most other schools in the Riverside-San Bernardino area, periodically experience difficulties obtaining enough substitute teachers. All substitute teachers at this school must have a college degree and have passed the CBEST. All substitute teachers utilized by the Jurupa Unified School District have been cleared with a background check. When a substitute is not available, another regular staff member provides appropriate coverage.

Teacher Evaluation Process

The teaching staff at the STEPS Community Day School is evaluated in accordance with the provisions established in the contractual agreement between the Jurupa Unified School District and NEA-Jurupa (teachers' association).

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07	
Misassignments of Teachers of English Learners	0	0	0	Statement of the statem
Total Teacher Misassignments	0	0	0	Total Control
Vacant Teacher Positions	0	0	0	- Andrews

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at http://www.cde.ca.gov/nclb/sr/tq/.

		Core Academic Subjects
Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.0	20.0
All Schools in District	95.0	5.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	97.0	3.0

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004	0%
Mathematics	Prentice Hall: Pre-Algebra (2002) adopted June 2001; Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001	0%
Science	Biology, Addison Wesley, 2002 Spectrum, A Physical Approach, Holt, Rinehart, & Winston, 2001 Chemistry, Addison-Wesley, 2000	0%
History-Social Science	Prentice Hall: World History: The Modern Era (2000); America: Pathways to the Present (2000) US Government: Democracy in Action, Glencoe McGraw-Hill, 2000	0%

School Finances

Types of Services Funded

STEPS Community Day School district funding is used for books and classroom materials. Additional support is provided through Community Day School funding.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/es/.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	\$5,060	\$65,841
State	\$4,743	\$57,838

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ds/salaries0405.asp.

Category	District Amount	State Average For Dis- tricts In Same Category
Beginning Teacher Salary	\$41,265	\$37,172
Mid-Range Teacher Salary	\$62,476	\$58,436
Highest Teacher Salary	\$81,128	\$73,583
Average Principal Salary (Elementary)	\$92,698	\$93,347
Average Principal Salary (Middle)	\$96,982	\$97,873
Average Principal Salary (High)	\$110,022	\$105,556
Superintendent Salary	\$149,000	\$159,227
Percent of Budget for Teacher Salaries	48.2	42.1
Percent of Budget for Administrative Salaries	4.5	5.3

Student Performance

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at https://star.ede.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School		District			State			
,	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	11			32	30	29	43	41	42
Mathematics	13			43	44	46	51	52	53

Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	May films	School		District			State		
Subject	2004	2005	2006	2004	2005	2006	2004	200 5	2006
English- Language Arts	3	4	8	22	28	30	36	40	42
Mathematics	3	0	5	25	30	32	34	38	40
Science	6	7	10	14	13	23	25	27	35
History- Social Science	0	2	3	17	22	22	29	32	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

gotyagya rigantif ay yalf ar-fataada bashaan aadat ibadhar reerbiil ibbi iilab iilab iilab baha baha baha badh	Percent of Students Scoring at Proficient or Advanced							
Group	English- Language Arts	Math	Science	History- Social- Science				
Hispanic or Latino	11	6	12	5				
White (not Hispanic)	5	6		0				
Male	9	5	13	4				
Female	6	6	0	0				
Economically Disadvantaged	11	6	14	5				

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	В	В	В
Similar Schools	В	В	В

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actua	Actual API Change			
Croup	2003-04	2004- 05	2005-06	2006	
All Students at the School	72	55	4	468	
Hispanic or Latino	68	***			

AYP Overall and by Criteria AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Accountability

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement Implementation	2004-2005
Year in Program Improvement	Year 2
Number of Schools Currently in Program Improvement	12
Percent of Schools Currently in Program Improvement	50.0

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator		School	School		District		State		
indicator	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	59.3	2.9	4.7	4.8	3.2	3.3	3.1
Graduation Rate	78.3	80.0	79.5	78.3	80.0	79.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

C	Graduating Class of 2006		
Group	School	District	
All Students	20%	71%	
African American	N/A	79%	
American Indian or Alaska Native	N/A	25%	
Asian	N/A	83%	
Filipino	N/A	80%	
Hispanic or Latino	17%	64%	
Pacific Islander	N/A	89%	
White (not Hispanic)	33%	83%	
Socioeconomically Disadvantaged	N/A	15%	
English Learners	N/A	50%	
Students with Disabilities	40%	68%	

Instructional Planning and Scheduling

School Instruction and Leadership

At STEPS Community Day School, we believe that the purpose of our school is to provide students a nurturing and non-threatening learning environment, so that they can realize their academic potential, retain their uniqueness, and make healthy, constructive lifestyle choices. Goals are achieved through the use of an innovative student-centered curriculum, based upon individual needs, the promotion of self-esteem, the teaching of social and coping skills, and open communication between parents, students, staff, and administration.

Minimum Days in School Year

In accordance with Education Code 48663, Community Day Schools do not schedule minimum days during the regular school year. Additionally, under these same provisions, the daily school day is 360 minutes as compared to 300 minutes in regular school programs.

Professional Development

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators. Teachers are given the opportunity to update their skills and become familiar with educational reforms through conferences and on-site training by both county and District staff development personnel.

During the current school year our staff worked on enhancing our instruction by implementing Marzano teaching strategies and continuing our work developing as a Professional Learning Community.

Grade Level	Instructional Days With At Least 180 Instructional Min		
Jevel	Offered	State Requirement	
9	180	180 days	
10	180	180 days	
11	180	180 days	
12	180	180 days	