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, JUNE 4, 2007
EDUCATION CENTER BOARD ROOM
4850 Pedley Road, Riverside, CA - 5:00 P.M.
VIDEO/TELE CONFERENCE LOCATION:
Holiday Inn Select Dallas-Richardson,
1655 North Central Expressway (U.S. 75)
Richardson, TX 75080

OPEN PUBLIC SESSION - 5:00 P.M.

Call to Order in Public Session (President Pro Tem Burns)
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:
STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases: #07-309, #07-329, #07-335, #07-336, #07-340, #07-341, #07-345, #07-349, #07-353, #06-132, #07-022, #07-024, #07-037, #07-048, #07-135, #07-151, #07-209, #05-181, #06-020, #06-310, #07-027, #07-066, #07-068, #07-076, #07-216, #05-101, 05-102, 06-142, 06-153, 06-225, 06-236, 06-316, 06-322, 06-345, 06-354, 06-355, 06-388, 07-012, 07-033, 07-040, 07-046, 07-047, 07-053, 07-054, 07-055, 07-060, 07-095, 07-096, 07-103, 07-111, 07-124, 07-138, 07-144, #06-204, 06-254, 06-430, 07-020, 07-074, 07-112, 07-139 and 07-236, #06-245, 06-405, 06-426, 07-152, 07-166, #07-181, #07-189, #07-172, #07-190, #07-211, #07-263, #07-285, #07-143, #07-242.

CLOSED SESSION (Continued)

PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957, the Board will be discussing personnel matters as shown on the Personnel Report to include public employee discipline/dismissal/ release/ non-renewal/ reassignment/ reclassification/ resignation/ retirement/ suspension; appointment of Senior Executive Assistant.

LABOR NEGOTIATIONS: Pursuant to Government Code Section 54957.6, the Board will be discussing its positions regarding any matter within the scope of representation and instructing its designated representatives for negotiations with employee groups. Name of Employee Groups: National Education Association-Jurupa and California School Employees' Association. Name of Agency Negotiator: Assistant Superintendent Personnel Services.

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 (President Pro Tem Burns)
Inspirational Comment (Mr. Rodriguez)

1. **Recognition**

a. Recognize State Spelling Bee Winner (Mr. Duchon – 5 Minutes)
The District is proud to announce that Brandon Whitehead, fifth grade student at Camino Real Elementary School, won the State Elementary Spelling Bee on May 19, 2007. Brandon represented the state at the national levels. Information only.

b. Recognize Site and District Retirees (Mrs. Elzig)
Each year we take note of the years of service the retiring employees of the Jurupa Unified School District have provided. We pause to honor those who have contributed greatly to the success of the students of Jurupa. This evening twenty (20) Jurupa employees are being recognized for their years of commitment. The Assistant Superintendent Personnel Services will read a brief statement about each employee and ask him or her to come forward to receive a plaque as a small token of our appreciation for their years of dedication to the Jurupa Unified School District.

Employee	Position
Carl Alexen	Electrician
Judy Alvarez	Activity Supervisor & Instructional Aide
Sally Beese	Teacher
Mike Colosimo	Head Custodian Middle School
Patrick Dorfsmith	Teacher
Irene Espinoza	Teacher
Mary Estrada	Psychologist
Temoc Fraire	Custodian
Toni Gomez	Instructional Aide HS/PS
Fred Lawrence	Teacher

b. Recognize Site and District Retirees (Continued)

Laura Lewis-McKay	Teacher
Ralph Martinez	Child, Welfare & Attendance Coordinator
Colleen Munds	Senior Executive Assistant
Audrey Reinen	Cafeteria Manager-Elementary
Joanne Scott	Secretary-Elementary & NVHS
Donna Till	Custodian
Elizabeth Townsend	Assistant Superintendent's Secretary
Richard Walker	Stock Clerk Delivery Driver
Marilyn Wior	Teacher
Sue Wright	Benefits Technician

At this time, we would like to thank all of the retirees for their years of service and devotion to the students of the Jurupa Unified School District. We wish you all many happy, healthful years of retirement! **It would be appropriate for the Board President to call a short recess in order that Board members, administrators, and members of the audience can offer their congratulations and sincere appreciation to the retirees.**

2. Welcome

a. Welcome 2006-07 Student Board Members (Mr. Duchon – 5 Minutes)

The Board welcomes 2006-2007 Student Board Members, Esteban Acevedo, Jurupa Valley High, and Connie Maldonado, Rubidoux High. Student Board Members may wish to address the Board regarding student achievements, interests, or other matters. **The Board and administration recognizes the valuable contributions of our student Board members during this past year and wish Esteban and Connie much success in future endeavors. Plaques will be presented to student Board members.**

b. Welcome 2007 High School Yearbook Representatives

(Mr. Duchon – 2 Minutes)

Jurupa Valley High School Editor, Laura Winstanley, and Rubidoux High Editor-in-Chief, Michelle Coria, and Assistant Editor-in-Chief, Amy Reimer, will present 2007 yearbooks to the Board of Education and the Superintendent. Information only.

3. Public Verbal Comments

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

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

5. **Administrative Reports and Written Communications**

a. Hear Report on Reading Program – "One Book One Community" (Dr. Jindra – 5 Minutes)
This evening, Ms. Tracie Carignan, Glen Avon Regional Library Manager, will discuss the success of the recent reading partnership involving Glen Avon Regional and Louis B. Robidoux libraries and the 6th grade students in the Jurupa Unified School District, "One Book, One Community." Information only.

* b. Hear Report on Jurupa Leadership Academy (Dr. Jindra – 5 Minutes)
Dr. Susan Jindra, Assistant Superintendent Education Services, will provide a report on the Jurupa Leadership Academy, highlighting the activities of this year's program. A list of this year's participants who completed the program are included in the supporting documents and were also invited to attend tonight's meeting. Information only.

c. Hear SAIT Progress Report (Dr. Jindra – 5 Minutes)
The latest SAIT Progress Report for Jurupa Valley High School is being submitted to the Board. This evening Dr. Jindra will be sharing a brief summary of this report. Information only.

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

ACTION SESSION

A. **Approve Routine Action Items by Consent**

Administration recommends the Board approve Routine Action Items A 1-8 as printed.

* 1. Approve Minutes of May 21, 2007 Regular Meeting

* 2. Disbursement Orders (Mrs. Lauzon)

* 3. Purchase Orders (Mrs. Lauzon)

* 4. Agreements (Mrs. Lauzon)

* 5. Notice of Completion for Janus Corporation – Contract #C-1000263 for Lead and Asbestos Abatement at Rubidoux High School, Edward E. Hawkins Stadium (Mrs. Lauzon)

6. Accept Donations (Mrs. Lauzon)

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

The Ina Arbuckle PTA wishes to donate $151.91, with the request the funds be used for fourth grade field trips.

The Mission Middle School Running Club wishes to donate $250.00, with the request the funds are used for custodial supplies and/or equipment.

The Mission Middle School Mustang City Council wishes to donate $500.00, with the request the funds be used to purchase student agendas.

The Ina Arbuckle PTA wishes to donate $332.08, with the request the funds be used for yearbooks.

Through an Edison International employee/employer contribution program, Edison wishes to donate a quarterly company match of $176.94 to Sunnyslope Elementary School, with the request the funds be used for student educational programs.

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:

$268.31 Sunnyslope Elementary School Educational Programs

The Mission Middle School PTA wishes to donate $500.00 in gift certificates, with the request the funds be used for perfect attendance awards.

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

* 7. Affirm Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Jindra)

Mr. Mervin Tapsfield, teacher at Jurupa Valley High School, is requesting approval to travel to Washington, D.C. on Monday, June 4, 2007 through Friday, June 8, 2007 with approximately fifteen (15) students. The purpose of this trip is to provide students an opportunity to experience our nation's capital and historical museums. Transportation will be by air; supervision will be by a staff member and a volunteer and lodging and accommodations will be provided by the World Strides Travel Agency package. 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 affirm the Non-Routine Student Field Trip Request from Mr. Tapsfield to travel to Washington, D.C. with approximately fifteen (15) students on Monday, June 4, 2007 through Friday, June 8, 2007.

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

* 8. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)

Lt. Colonel Frank, ROTC Instructor at Rubidoux High School, is requesting approval to travel to Vandenberg AFB on Monday, June 25, 2007 through Saturday, June 30, 2007 with approximately forty (40) students. The purpose of this trip is for students to participate in a Headquarters USAF sponsored Summer Leadership School. Students from both Patriot and Rubidoux High School will experience military aviation activities firsthand by merging our cadets with cadets from ten other high schools. **Costs for the trip will be paid through USAF funds and ASB funds**. Transportation will be by district bus; supervision will be provided by staff members and parent volunteers and lodging and accommodations will be provided by the Vandenberg AFB facility. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Student Field Trip Request from Rubidoux High School to travel to Vandenberg AFB with approximately forty (40) students on Monday, June 25, 2007 through Saturday, June 30, 2007.

* B. **Consider Transfer Requests to Patriot High School** (Mr. Duchon – 5 Minutes)

Mr. Hank Trueba, Ms. Patty Trueba, Mr. Raymond Rincon, Ms. Debra Rincon and Mr. Greg Mays have requested that an item be placed on the Board agenda regarding intradistrict transfer requests for Patriot High School. The parents are seeking transfers from Rubidoux High School to Patriot High School for six members of the Rubidoux High School band, one athlete from the Varsity Soccer Team and one athlete from the Varsity Football Team. Included in the supporting documents is the parent request.

Administration has denied these transfers on the basis that there will be athletic programs and band programs at Rubidoux High School next year; these students are in the ninth or tenth grades. The only transfers that will be granted next year are those for siblings and employees that were submitted on time; these transfers do not fall into either of these categories.

There are currently 126 denied and pending transfer requests for ninth and tenth grade students from Rubidoux High School to Patriot High School. Master schedules have already been completed and granting of these transfers would disrupt programs at both high schools, particularly at Rubidoux High School, since the loss of students would impact programs being re-established at Rubidoux High.

Administration recommends denial of these transfer requests.

* C. **Approve 2007-2008 Local Plan for Special Education** (Dr. Salvaggio – 5 Minutes)
The Riverside County **Special Education Local Plan Area** (SELPA) is in the process of revising its 2006-07 Local Plan for Special Education due to the following reason:

The California State Board of Education has recently adopted new Federal Assurance Statements to align with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the new Federal Regulations, effective October 13, 2006. Each SELPA-member LEA is required to adopt the new 2007 Federal Assurance statements.

Changes in the 2007-08 Local Plan are shown throughout the main document as strike-outs or bold/italicized font. Summarized below are those changes:

- Pages 13-18 – Inserted the new 2007 "Federal Assurance Statements" (Attachment A shows a comparison of the of the 2003 Assurance Statements to the 2007 Assurance Statements)
- Page 32 – Changed "district" to LEA
- Page 37 – Clarified eligibility language for Part C Early Start Program (infants)
- Page 39 – Changed "similar" to "same" in reference to Charter Schools
- Page 43 – In Section XIII Literacy, rearranged sentences to align with the same sequence of the Federal Assurance Statement #28, "Reading Literacy"
- Page 44 – Under Section XIV Local Requirements, added a list of policies and procedures held on file at the SELPA Office
- Page 65 – Updated the 2007-08 Local Plan Rewrite Committee list
- Appendix 1 – Revised the Riverside County SELPA Organizational Chart

Administration recommends approval of the 2007-2008 Local Plan for Special Education.

* D. **Approve Submittal of Statement of Assurance for State Instructional Materials Funding for 2006-2007** (Dr. Jindra – 5 Minutes)
California Education Code 60242.5 requires the superintendent of each school district to provide a written assurance that all purchases of instructional materials for fiscal year 2006-2007 for specific programs: Instructional Materials Funding Realignment Program for year 2006-2007 and carryover funds, Supplementary Instructional Materials for English Learners carryover funds, Instructional Materials carryover funds related to the Williams settlement and K-8 Instructional Materials Program carryover funds. A copy of the Statement of Assurance is included in the supporting documents.

Administration recommends that the Board approve the submittal of the Statement of Assurance for State Instructional Materials Funding for 2006-2007.

* E. **Approve Middle School Instructional Materials for Review** (Dr. Jindra – 5 Minutes)
The instructional materials listed below were presented to the Instructional Council at the May 14, 2007, meeting for review and approval. The supporting documents contain information regarding the cost of the instructional materials, other instructional materials considered by the selection committee, and information regarding the rationale for selection. These instructional materials will be available for public review at the Jurupa Unified School District – Education Center, 2nd floor and the Rubidoux and Glen Avon public libraries for the time period specified in Board Policy 6200. After the thirteen-day review period, the books will be presented to the Board for adoption.

The following materials have been reviewed and recommended for submittal by the Instructional Council:

Middle School – Grades 7-8 Reading Intervention Series

High Point, Success in Language – Literature Content
Schifini, Short, and Tinajero
Publisher: Hampton-Brown, Copyright 2002

Administration recommends the Board approve for review the following instructional materials: High Point, Success in Language – Literature Content

* F. **Approve High School Instructional Materials for Review** (Dr. Jindra – 5 Minutes)
The instructional materials listed below were presented to the Instructional Council at the May 14, 2007, meeting for review, and approval. The supporting documents contain information regarding the cost of the instructional materials, other instructional materials considered by the selection committees, and information regarding the rationale for selection. These instructional materials will be available for public review at the Jurupa Unified School District – Education Center, 2nd floor and the Rubidoux and Glen Avon public libraries for the time period specified in Board Policy 6200. After the thirteen-day review period, the books will be presented to the Board for approval.

The following textbooks have been reviewed and recommended for submittal by the Instructional Council:

High School - Jurupa Valley High School, Nueva Vista High School, Patriot High School and Rubidoux High School and the Learning Center

1. Magruder's American Government
   William McClenaghan
   Publisher: Prentice Hall, Copyright 2006

2. American Anthem: Modern American History
   Edward Ayers, Robert Schulzinger, Jesus de la Teja, and Deborah White
   Publisher: Holt, Copyright 2007

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

3. Economics: Concepts and Choices
   Sally Meek, John Morton and Mark Schug
   Publisher: McDougal Littell, Copyright 2008

4. World History: The Modern World
   Elisabeth Gaynor Ellis and Anthony Esler
   Publisher: Prentice Hall, Copyright 2007

Administration recommends the Board approve for review the following instructional materials: Magruder's American Government; American Anthem: Modern American History; Economics: Concepts and Choices; World History: The Modern World.

* G. **Approve Submittal of English Language Acquisition Program (ELAP) Funding Application** (Dr. Jindra – 5 Minutes)

The English Language Acquisition Program (ELAP) is authorized by California Education Code 400-410. Its purpose is to improve the English proficiency of English learners (ELs) and to prepare them to meet the state's academic content and performance standards. The State Superintendent of Public Instruction is required to allocate annually $100 for each pupil enrolled in grades four through eight, based on the March 2007 Language Census (R-30). These funds must be applied for on an annual basis. A copy of the application is included in the supporting documents.

Administration recommends approval to submit the English Language Acquisition Program (ELAP) Funding Application for the 2007-2008 school year.

* H. **Approve Head Start Funding Application for School Year 2007-2008**
(Dr. Jindra – 5 Minutes)

The Head Start program has provided comprehensive and high quality services to low-income children and families for over 40 years. This funding application will provide continued services for 206 children, which includes an increase of 21 slots. The current programs are located at Glen Avon, Ina Arbuckle, Pacific Avenue, Troth Street and West Riverside Elementary Schools. The new program will be located at the School Readiness Center. The federal portion of the funding is for $1,213,646 which includes a 1.5% COLA, and requires a 25% match, which is met with parent volunteer hours, office space, and ground space for portables and playgrounds. A copy of the funding application is included in the supporting documents for Board members.

Administration recommends that the Board approve the Head Start program funding application for school year 2007-2008.

* I. **Approve 2007-2008 District GATE Plan Application** (Dr. Jindra – 5 Minutes)

The Gifted and Talented Program (GATE) provides a variety of services and program options to meet the needs, interests and abilities of identified gifted and talented students in the District. This application outlines program design, identification, processes, curriculum, instructional strategies, support for social and emotional development of the students, professional development, parent and community involvement and program assessment. A budget is included for 2007-2008. The submittal of an application to the California Department of Education is required for the District to receive funding. A copy of the application and budget is included in the supporting documents. Administration recommends that the Board approve the District GATE Plan application for 2007-2008.

J. **Purchase of Subscription Services for the Destiny Library Program**

(Dr. Jindra – 5 Minutes)

The Education Technology Department is requesting approval to purchase TitlePeek™ and State Standards Alignment subscription services to enhance the current Destiny Library Management program. Subscribing to TitlePeek™ and State Standards Alignment directly supports student achievement by providing teachers, students, parents, and library staff with access to standards/curriculum aligned library resources through a simple search feature. The subscription services are accessible 24/7 within and outside the District. The purchases will total $13,875.02.

Subscription Service	Schools Served	Amount
State Standards Alignment	23 school libraries and 1 Instructional Media Center	$9,925.92
TitlePeek™	23 school libraries	$3,949.10

Administration recommends that the Board approve the purchase of the State Standards Alignment and TitlePeek™ subscription services. The subscriptions will be funded with the Enhancing Education through Technology Formula Grant, Title II, Part D funds.

K. **Approve Purchase of Storage Area Network (SAN) Device for Education Center, Technology** (Mrs. Lauzon – 5 Minutes)

The Technology Department is requesting approval to purchase one (1) storage area network (SAN) device in order to alleviate a data storage issue currently being faced by JUSD servers. Technology has analyzed the proposed device and has found that it is more cost-effective and has greater long-term capabilities than other available solutions of similar natures. Three quotes were received for the SAN device (all include tax, shipping and installation):

CDW-G:	**$20,034.95**
Open Storage Solutions:	$22,412.00
Datalink Networks:	$22,681.38

This item will be purchased from EETT Grant 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 one (1) Storage Area Network (SAN) device from CDW-G in the amount of $20,034.95 (includes tax, shipping, and installation).

L. **Approve Purchase of Playground Equipment and Rubber Surfacing for West Riverside Elementary School and School Readiness Center**

(Mrs. Lauzon – 5 Minutes)

Staff is seeking approval to purchase and install playground equipment and rubber surfacing for installation at West Riverside Elementary School and the purchase and installation of rubber surfacing at the School Readiness Center. The equipment and surfacing will be purchased from Dave Bang and Associates off of the Colton USD Piggyback Bid #05-03, which expires June 2007. The purchase for West Riverside Elementary School will total $65,752.97 and the purchase for School Readiness Center will total $9,981.16 for a total purchase of $75,734.13. The playground equipment will consist of a new play structure.

The playground equipment and rubber surfacing for West Riverside Elementary School will be paid from Measure C funds and the rubber surfacing for the School Readiness Center will be paid from State School Building and First Five of Riverside funds. Board policy requires that purchases in excess of $12,000.00 be presented to the Board for approval.

Administration recommends the Board authorize the purchase of playground equipment and rubber surfacing for West Riverside Elementary School and the School Readiness Center from Dave Bang and Associates in the amount of $75,734.13 off of the Colton USD Bid #05-03.

M. **Approve Purchase of Computers for Nueva Vista High** (Mrs. Lauzon – 5 Minutes)

Nueva Vista High School is requesting approval to purchase thirty-five (35) Dell Optiplex computers and one (1) Dell Latitude notebook computer for use by students and staff. Desktop computers will be used by students and teachers in classrooms; the laptop computer will be used as needed by Nueva Vista staff members. The equipment will be purchased from Dell using the California Education NASPO/WSCA State Contract #A63307. These computers are multi-media capable and meet state and district standards. This purchase will total $33,340.38 (includes tax and shipping). **The equipment will be purchased from Measure C 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 35 desktop computers and one notebook computer for Nueva Vista High School from Dell in the amount of $33,340.38 (includes tax and shipping).

N. **Approve Purchase of Band Uniforms for Jurupa Valley High** (Mrs. Lauzon – 5 Minutes) Jurupa Valley High School is requesting approval to purchase seventy (70) marching band uniforms and accessories for use in exhibitions and competitions. These uniforms will replace those that were originally purchased for the school's opening and which have been in service for approximately eighteen years. Three quotes were received for new uniforms:

DeMoulin	**$25,119.11**
Stanbury	$21,054.35
Fred J. Miller	$20,327.04

A sample of each uniform was made available by its respective manufacturer. These samples are available for inspection by trustees, administration, and members of the public. After consideration by staff and students at Jurupa Valley and by staff in Purchasing, the uniforms offered by DeMoulin were deemed superior in quality and more durable than those offered at lower prices. The design furnished by DeMoulin was also considered more attractive than those offered at lower prices. Significant differences exist in the material and construction of DeMoulin's uniforms as compared to the other vendors' products. The material is more durable and more fade resistant, and the uniform's design allows greater ease of wearing and freer movement. It incorporates modern techniques of uniform construction (zipper placement, collar construction, suspender incorporation, button style and attachment); whereas the other uniforms offered do not possess such features.

As Jurupa Valley intends to use these uniforms in the upcoming fall season, time is also an issue. DeMoulin is ready to manufacture the uniforms they designed and should be able to have them delivered in time for Jurupa Valley's performances in the fall. Modifying another design to resemble DeMoulin's design more closely would add weeks to the time needed to produce the garments, and there would be no guarantee that the uniforms would be of a similar quality to those offered by DeMoulin. **These items will be purchased from One-Time Arts and Physical Education Block Grant and Lottery funds.** Administration recommends the Board approve the purchase of marching band uniforms for Jurupa Valley High School from DeMoulin in the amount of $25,119.11 (includes tax and shipping).

O. **Approve Purchase of Computers for Rubidoux High** (Mrs. Lauzon – 5 Minutes) Rubidoux High is requesting to purchase four hundred (400) Dell Optiplex computers for use by students and staff as part of its campus modernization. They will be purchased from Dell using the California Education NASPO/WSCA State Contract #A63307. These computers are multi-media capable and meet state and district standards. Due to the quantity JUSD is planning to purchase, in addition to providing computers and installation at a discounted price, Dell has agreed to include two servers for use with the District's library system free of charge. The servers are valued at $13,993.64 (tax included) and will be included in the order of 400 computers at no cost. This purchase will total $388,470.90. **The equipment will be purchased from State School Building Program and Measure C 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 400 computers for Rubidoux High from Dell in the amount of $388,470.90 (includes tax, shipping, installation, and removal of shipping materials).

P. **Approve Purchase of Computer Tables for Rubidoux High School**

(Mrs. Lauzon – 5 Minutes)

Rubidoux High School is requesting approval to purchase one hundred and ninety-five (195) computer tables for use with computers being purchased and installed as part of its campus modernization. Six quotes were received for the computer tables (all include tax and shipping):

Virco Manufacturing	**$30,525.14**
Culver-Newlin	$44,529.14
Hertz Furniture	$52,502.91
Jones-Campbell	$62,403.41
O/M Workspace	$48,704.08
School Specialty	$53,442.11

These items will be purchased from State School Building Program and Measure C 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 195 computer tables for Rubidoux High School from Virco Manufacturing in the amount of $30,525.14 (includes tax and shipping).

Q. **Approve Purchase of Copier for Rubidoux High School** (Mrs. Lauzon – 5 Minutes)

Rubidoux High School is requesting approval to purchase one (1) Konica-Minolta Bizhub PRO920 copier for administration and staff use as part of its campus modernization. Pricing for this copier is based on Konica-Minolta's contract with the County of Riverside, Contract ID RIVCO-60046-004-006-09/07. The purchase will total $21,557.54.

This item will be purchased from State School Building Program and Measure C 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 one copier for Rubidoux High School from Konica-Minolta in the amount of $21,557.54 (includes tax, shipping, installation, and training).

R. **Approve Purchase of Security Radios for Rubidoux High** (Mrs. Lauzon – 5 Minutes) Rubidoux High School is requesting approval to purchase forty (40) security radios for administration and staff use as part of its campus modernization. These radios will be the same type bought for Patriot High School. Several vendors were contacted for quotes on the item and two quotes were received (includes tax):

Radiophone Engineering	**$12,800.70**
Grainger	$13,705.80

These items will be purchased from State School Building Program and Measure C 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 40 security radios for Rubidoux High from Radiophone Engineering in the amount of $12,800.70 (includes tax and shipping).

S. **Approve Purchase of Student Chairs for Rubidoux High** (Mrs. Lauzon – 5 Minutes) Rubidoux High School is requesting approval to purchase five hundred and thirty-four (534) chairs for student use as part of its campus modernization. Four quotes were received for the chairs (all include tax and shipping):

Culver-Newlin	**$18,740.29**
Hertz Furniture	$22,514.82
Jones-Campbell	$25,633.4
Virco Manufacturing	$24,885.40

These items will be purchased from State School Building Program and Measure C 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 534 chairs for Rubidoux High School from Culver-Newlin in the amount of $18,740.29 (includes tax and shipping).

T. **Approve Purchase of Work Tables for Rubidoux High** (Mrs. Lauzon – 5 Minutes) Rubidoux High School is requesting approval to purchase one hundred fifty (150) work tables for student use as part of its campus modernization. Three quotes were received for the work tables (all include tax and shipping):

Jones-Campbell	**$21,512.29**
Culver-Newlin	$23,991.62
Hertz Furniture	$23,214.20

These items will be purchased from State School Building Program and Measure C 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 150 work tables for Rubidoux High School from Jones-Campbell in the amount of $21,512.29 (includes tax and shipping).

U. **Approve Bid #07/17, Electrical Sign Project at High School Sites**

(Mrs. Lauzon – 5 Minutes)

At the May 7, 2007 meeting, the Board approved the advertisement and solicitation of bids for electrical marquee signs at the three high schools. On May 17, 2007 at 2:00 p.m., the Purchasing Department received and opened the following bids for the electrical signs:

Company	
Quiel Brothers Signs	**$142,274.62**

Although only one bid was received, the Purchasing Department conducted a formal bid process for the solicitation of bids as outlined in the Public Contract Code. The notice inviting bids was published once a week for two weeks in the *Press Enterprise* and once in *The Riverside County Record*. A pre-bid meeting was conducted on May 9, 2007 and one perspective bidder attended the meeting. Although there are many companies that manufacture marquee signs, the companies that manufacture and install electrical signs in accordance with DSA are limited. Quiel Brothers Signs is located in San Bernardino and provides electrical signs to other school districts throughout San Bernardino and Riverside Counties. The bid came within the estimated budget of $135,000.00.

The marquees for Jurupa Valley High School and Patriot High School will be paid from Measure C funds and the marquee for Rubidoux High School will be paid from Measure C and State School Building Program funds.

Administration recommends the Board approve Bid #07/17, Electrical Sign Project at High School Sites and award the bid to Quiel Brothers Signs in the amount of $142,274.62.

V. **Approve Bid #07/18, Patch and Seal Asphalt at Twelve (12) District Sites/Re-Stripe all Parking Lots, Playgrounds, United States Maps and Painting of Curbs at Twenty-Four (24) District Sites**

(Mrs. Lauzon – 5 Minutes)

At the January 2, 2007 meeting, the Board approved the advertisement and solicitation of bids for the patch and seal of asphalt at twelve (12) district sites/re-stripe of all parking lots, playgrounds, United States maps and the painting of curbs at twenty-four (24) district sites. On May 16, 2007 at 2:00 p.m., the Purchasing Department received and opened the following bids:

Company	Bid
Arrow Paving	**$158,796.00**
NPG Paving	$183,820.00

The lowest bid received was from Arrow Paving in the amount of $158,796.00. **The project will be paid from State Deferred Maintenance funds.**

Administration recommends the Board approve Bid #07/18, Patch and Seal Asphalt at Twelve (12) District Sites/Re-Stripe all Parking Lots, Playgrounds, United States Maps and Painting of Curbs at Twenty-Four (24) District Sites and award the bid to Arrow Paving in the amount of $158,796.

W. **Approve Bid #07/19, Exterior and Interior Lath and Plaster of Buildings at Two (2) District Sites** (Mrs. Lauzon – 5 Minutes)

At the January 2, 2007 meeting, the Board approved the advertisement and solicitation of bids for the exterior and interior lath and plaster at Sky Country Elementary School and Rubidoux High School. On May 17, 2007 at 2:30 p.m., the Purchasing Department received and opened the following bids:

Company	Bid
R.S.P.C.	**$438,970.00**

Although only one bid was received, the Purchasing Department conducted a formal bid process for the solicitation of bids as outlined in the Public Contract Code. The notice inviting bids was published once a week for two weeks in the *Press Enterprise* and once in *The Riverside County Record*. A pre-bid meeting was conducted on May 9, 2007, and one perspective bidder attended the meeting. There may be numerous reasons for the lack of interest from other contractors in bidding the work. One reason may be that contractors have jobs that are already scheduled for the time period this work is scheduled to be performed, or there could be other work being bid at the same time as our bid opening with a larger scope of work and dollar value.

RSPC has performed other work for the District and their bid came within the estimated budget of $425,000. **The project will be paid from State Deferred Maintenance funds.**

Administration recommends the Board approve Bid #07/19, Exterior and Interior Lath and Plaster of Buildings at Sky Country Elementary School and Rubidoux High School, to R.S.P.C. in the amount of $438,970.00.

X. **Approve Bid #07/20, Exterior Painting at Six (6) District Sites**

(Mrs. Lauzon – 5 Minutes)

At the January 2, 2007 Board of Education meeting, the Board approved the advertisement and solicitation of bids for the exterior painting at six (6) district sites. On May 22, 2007 at 2:00 p.m., the Purchasing Department received and opened the following bids:

Company	Bid
Tony Painting	**$218,500.00**
Paramount Painting, Inc.	$340,000.00
Evangelos Bitsakis Inc. Painting	$359,000.00
Painting & Décor, Ltd	$579,000.00
Fix Painting	$821,000.00

The lowest bidder was Tony Painting in the amount of $218,500.00. **The project will be paid from State Deferred Maintenance funds.**

Administration recommends the Board approve Bid #07/20, Exterior Painting at Six (6) District Sites, and award the bid to Tony Painting in the amount of $218,500.00.

* Y. **Adopt Resolution #2007/61, Emergency Repair of CNG Fuel Pump Station at Transportation Bus Yard** (Mrs. Lauzon – 5 Minutes)

On May 22, 2007, there was an accident involving the CNG fuel pump station that resulted in a nonfunctioning fuel station. In order to permit the transportation of students to school and fuel the refuse truck, the District immediately repaired the fuel station. The cost of the repair was $52,992.59. Insurance will cover most of this cost, with a $5,000.00 deductible.

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 and the conveyance of the students to classes. Staff is requesting the Board approve Resolution #2007/61 declaring the repair of the CNG fuel station as an emergency in order to permit the continuance of transporting students and the use of the refuse truck. A copy of the resolution is included in the supporting documents. **The replacement cost will be paid from Self-Insured funds.** Administration recommends the Board adopt Resolution #200761, Emergency Repair of CNG Fuel Pump Station.

* Z. **Adopt Resolution #2007/62, Eagle Peak Charter School – Inland Empire, Certification of New Construction Eligibility** (Mrs. Lauzon – 5 Minutes)

The Eagle Peak Charter School has notified the District of their intent to submit a preliminary apportionment (reservation of funds) for new construction to the State Allocation Board for approval. A copy of the notification letter is included in the supporting documents. The charter school facility will be constructed to house approximately 400 students in grades 9th -12th and will be located at Flabob Airport in Rubidoux. The Charter School Application must be received by the Office of Public School Construction (staff to the State Allocation Board) by Tuesday, June 5, 2007, close of business, in order for the application to be accepted.

The Charter School Facilities Program (CSFP) was enacted by AB14 to provide charter schools with funding to construct new facilities. A charter school may apply for a preliminary apportionment for funds through the district of residence or independent of the school district, but regardless of the method of application, title to the Charter School Facility Program project is held by the district in which the charter is located.

In order to submit a new construction application for funding to the Office of Public School Construction, the Charter School is required by Education Code 17078.53(b)(2) to notify the Jurupa Unified School District in writing of its intent to file a new construction application indicating the number of pupils the charter intends to request on the application. As well, the Charter must receive from the District a resolution certifying the number of the District's unhoused pupils the project will serve. At this time, the District has no unhoused students in grades 9-12 as evidenced by the Office of Public School Construction Enrollment Certification/Projection (SAB 50-01) document dated May 25, 2007. A copy of the SAB 50-01 form and Baseline Adjustments form is included in the supporting documents, along with a copy of the Resolution. Administration recommends the Board adopt Resolution #2007/62, Eagle Peak Charter School – Inland Empire, Certification of New Construction Eligibility.

AA. **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:

EXPULSION CASES – AGREEMENT AND STIPULATION:

1. Discipline Case **#07-309** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (k), (a)(5) and 48915 (b), (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to the Jurupa Community School, operated by RCOE. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.
2. Discipline Case **#07-329** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k) and 48915 (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to the Jurupa Community School, operated by RCOE. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.
3. Discipline Case **#07-335** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k) and 48915 (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.
4. Discipline Case **#07-336** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k) and 48915 (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to the Jurupa Community School, operated by RCOE. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 22, 2008.
5. Discipline Case **#07-340** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (h), (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.
6. Discipline Case **#07-341** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (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.
7. Discipline Case **#07-345** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (f), (k), (.4) 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.

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

8. Discipline Case **#07-349** 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.
9. Discipline Case **#07-353** is recommended for expulsion by Agreement and Stipulation 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.

APPROVED READMISSION CASES (8)

The Administrative Hearing Panel recommends readmission of the pupils in Discipline Cases **#06-132, 07-022, 07-024, 07-037, 07-048, 07-135, 07-151 and 07-209** to the schools of the Jurupa Unified School District.

APPROVED READMISSION-SUSPENDED EXPULSION CASES (8)

The Administrative Hearing Panel recommends readmission/suspended expulsion for the pupils in Discipline Cases **#05-181, 06-020, 06-310, 07-027, 07-066, 07-068, 07-076 and 07-216** to the schools of the Jurupa Unified School District.

DENIED READMISSION CASES (28)

The Administrative Hearing Panel recommends denied readmission of the pupils in Discipline Cases #05-101, 05-102, 06-142, 06-153, 06-225, 06-236, 06-316, 06-322, 06-345, 06-354, 06-355, 06-388, 07-012, 07-033, 07-040, 07-046, 07-047, 07-053, 07-054, 07-055, 07-060, 07-095, 07-096, 07-103, 07-111, 07-124, 07-138 and 07-144 the pupil shall continue in their current educational placement.

APPROVED REINSTATEMENT CASES (8)

The Administrative Hearing Panel recommends reinstatement of the pupil in Discipline Case **#06-204, 06-254, 06-430, 07-020, 07-074, 07-112, 07-139 and 07-236** to the Jurupa Unified School District.

DENIED REINSTATEMENT CASES (5)

The Administrative Hearing Panel recommends denied reinstatement of the pupils in Discipline Cases **#06-245, 06-405, 06-426, 07-152 and 07-166** the pupils shall continue in their current educational placement.

APPROVED – REVIEWED EXPULSION/SUSPENDED EXPULSION CASES (2)

The Administrative Hearing Panel reviewed the pupils in Discipline Case **#07-181, 07-189** approved the pupils to return to the schools of the Jurupa Unified School District on a suspended expulsion.

DENIED – REVIEWED CASES (5)

The Administrative Hearing Panel reviewed the pupils in Discipline Cases **#07-172, 07-190, 07-211, 07-263 and 07-285** the pupils shall continue in their current educational placement.

APPROVED ADMISSION CASES (2)

The Administrative Hearing Panel recommends admission of the pupils in Discipline Cases **#07-143 and 07-242** to the schools of 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.

*BB. **Approve Personnel Report #20** (Mrs. Elzig - 2 Minutes)

Administration recommends approval of Personnel Report #20 as printed subject to corrections and changes resulting from review in Closed Session.

CC. **Board Member Committee Reports** (President Pro Tem Burns - 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
Jurupa Leadership Academy
2006 – 2007

Kristi Batchelder	Sunnyslope Elementary
Cheryl Boyce	Jurupa Valley High
Josefina Castro	Van Buren Elementary
Daniel Cornejo	Camino Real Elementary
Linda Daniels	Mission Middle
Paul DeFoe	Van Buren Elementary
Andrew Elliott	Pedley Elementary
Raul Espinoza	Education Center
Laurel Fretz	Mira Loma Middle
Irasema Guzman	Education Center
Trenton Hansen	Jurupa Valley High
Cynthia Hert	Pedley Elementary
Nancy Jenkins	Van Buren Elementary
Joshua Lewis	Jurupa Valley High
Roberta Pace	Rubidoux High
Arthur Sanchez	Education Center
Robin Thompson	Education Center
Amy Weidman	Mission Middle

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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, MAY 21, 2007

OPEN PUBLIC SESSION

CALL TO ORDER	Mr. Harris, President of the Board, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 4:02 p.m. on Monday, May 21, 2007, in the Board Room, 4850 Pedley Road, Riverside, California.
ROLL CALL	Members of the Board present were: **Carl Harris, President** **Mary Burns, Clerk** **Dawn Brewer, Member** **John Chavez, Member** **Michael Rodriguez, Member**
STAFF PRESENT	Staff Advisers present were: **Elliott Duchon, Superintendent** **Tamara Elzig, Assistant Superintendent Personnel Services** **Pam Lauzon, Assistant Superintendent Business Services** **Shelia Carpenter, Director of Facility Planning and Development** **Beth Connors, Director of Fiscal Services** **Bill Elzig, Senior Building Inspector**
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session. Mr. Bob Bier stated that he disagreed with his son's former teacher selling him a copy of a video.
	HEARING SESSION
ADJOURN TO CLOSED SESSION	PRESIDENT HARRIS NOTED THAT THE BOARD WOULD ADJOURN TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM TO DISCUSS: STUDENT DISCIPLINE CASES #07-305, #07-313, #07-318, #07-328, #07-311, #07-316, #07-327, #07-279, #07-281, #07-276, #07-306, #07-315, #07-317, #07-322; PERSONNEL MATTERS AS SHOWN ON THE PERSONNEL REPORT TO INCLUDE PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ RELEASE/ NON-RENEWAL/ REASSIGNMENT/ RECLASSIFICATION/ RESIGNATION/ RETIREMENT/ SUSPENSION AND APPOINTMENT OF DIRECTOR OF TECHNOLOGY AND APPOINTMENT OF HIGH SCHOOL PRINCIPAL; ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS; CONSIDER CONTRACT ADDENDUMS FOR THE ASSISTANT SUPERINTENDENT EDUCATION SERVICES, ASSISTANT SUPERINTENDENT BUSINESS SERVICES AND THE SUPERINTENDENT; CONFERENCE WITH LEGAL COUNSEL-PENDING LITIGATION: NUMBER OF CASES: 2. AT 4:03 P.M. THE BOARD RECESSED TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM. AT 6:24 P.M. THE BOARD ADJOURNED FROM CLOSED SESSION.
CALL TO ORDER	At 6:29 p.m., President Harris called the meeting to order in Public Session.
ROLL CALL BOARD	Mr. Harris, Mrs. Burns, Mrs. Brewer, Mr. Rodriguez, Mr. Chavez
ROLL CALL STUDENTS	Connie Maldonado, absent; Esteban Acevedo, absent
FLAG SALUTE	Ms. Colleen Munds led the audience in the Pledge of Allegiance.

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29.1

	COMMUNICATIONS SESSION
APPOINTMENT OF DIRECTOR OF TECHNOLOGY	Ms. Tamara Elzig, Assistant Superintendent Personnel Services, reported that in Closed Session the Board voted unanimously to appoint Mr. Thomas Tan as the Director of Technology.
RECOGNIZE BEST AWARD WINNERS	Mr. Elliott Duchon, Superintendent, and Board President, Mr. Carl Harris, presented certificates to Bilingual Educators Succeeding Together (B.E.S.T.) award winners: Guadalupe Acosta, Parent/Community Volunteer of the Year, Rubidoux High School; Maria Aguirre, Para-Professional of the Year, Rubidoux High School; Jose Campos, Administrator of the Year, Camino Real Elementary. Ms. Blanca Diaz-Preciado, Teacher of the Year, Mission Middle School, was not able to be present.
RECOGNIZE APRIL & MAY BEST OF THE BEST EMPLOYEES	Ms. Theresa Roush presented certificates to April and May Best of the Best employees, Mr. Wilbur Brokar, Grounds Worker; Ms. Brooke Martinez, Speech & Language Pathologist, and Mr. Rigoberto Olazaba, Rubidoux High teacher. Ms. Teri King, Technology Facilitator, was not able to be present.
STUDENT BOARD MEMBERS ABSENT	Esteban Acevedo and Connie Maldonado, Student Board Members, were not present to provide school reports.
WELCOME PERFORMING ARTS TEACHERS	Mr. Nathaniel Robinson, Jurupa Valley High, and Ms. Staci Della-Rocco and Ms. Cori Barber, Rubidoux High, performing arts teachers from both of the comprehensive high schools, thanked the Board for their support of the performing arts programs. They distributed a copy of "Learning in the Arts," a research document on the positive impact of the performing arts on academic achievement.
WELCOME JVHS SILVER BRIGADE DRUMLINE	Mr. Nathaniel Robinson, Instrumental Music Director, introduced five members of the Jurupa Valley High Silver Brigade Drumline to show their 1st Place Scholastic C Division award in the American Drum Line Championships held on April 29, 2007. Board member, Mr. John Chavez, asked that performing arts instructors at the comprehensive high schools receive a copy of the CSBA Student Entertainment Submissions form to apply for the next conference to be held in San Diego November 29-December 1, 2007.
WELCOME SELPA COMMUNITY ADVISORY COMMITTEE STUDENT REPRESENTATIVE	R. J. Feild, SELPA Community Advisory Committee Student Representative, showed a picture that was taken when he visited the Governor of California on May 1-2, 2007 in Sacramento for Legislative Information Day. Ms. Marybeth Feild, R.J.'s mother and parent Community Advisory Committee member, said that R.J. talked to the Governor about the impact the California High School Exit Exam would have on special education students.
WELCOME MIRA LOMA MIDDLE AVID PROGRAM	Ms. Cindy Freeman provided handouts to the Board on Mira Loma Middle School's outstanding AVID certification visit. She announced that the school was recommended as a demonstration site. Ms. Freeman commended Mira Loma Middle School's AVID teacher advisors, Ms. Anne Cox, Mr. Glenn DeHart, Ms. Carol Veneman, Ms. Danielle Richardson, Ms. Melissa Davis and Ms. Jenny Griffin, for being instrumental in helping the AVID program grow over the last six years from 30 students to the current AVID enrollment of 185 students. Ms. Cox shared that Mira Loma Middle AVID students are provided with a variety of opportunities to improve their college-going skills. They visit college campuses, learn to write essays, receive leadership coaching, mathematics tutoring and note taking strategies.

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PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session.
	Mr. Toby Williams spoke in support of the Board enacting CFD #7 for a residential tract planned for a neighborhood by Flabob Airport.
	Ms. Staci Della-Rocco and Ms. Cori Barber opposed Agenda Item Q, Board discussion on whether or not to raise GPA requirements for sports team participation. They felt that sports team participation helped students feel connected to school.
	Ms. Jessie Mann spoke on behalf of Mr. Nick Cornejo, Guidance Coordinator at Rubidoux High, and the positive impact he has had on students. She opposed Agenda Item Q because she said that if the GPA requirement to participate on sports teams is raised to 2.5 the District would lose students that struggle to maintain a 2.0. Ms. Mann asked that before a final decision is made, the public is informed so that they have an opportunity to comment.
	Ms. Kim Johnson said that raising GPA requirements to participate in sports would disenfranchise some students that don't necessarily have parental support.
BOARD MEMBER COMMENTS	Mrs. Mary Burns said that she received a number of phone calls regarding the GPA/sports eligibility item on the Board agenda; she is interested in learning about the data on this topic and hearing comments before a decision is made. She congratulated Mr. Elliott Duchon as the ACSA Region XIX Superintendent of the Year, Mrs. Pam Lauzon as Business Services Administrator of the Year, and Mrs. Tamara Elzig as Western Riverside County Association of School Managers Central Office Manager of the Year.
	Mrs. Dawn Brewer congratulated R.J. Feild for his personal visit with the Governor; she commended the Mira Loma Middle AVID program, and she announced that Brandon Whitehead, 5th grade Camino Real Elementary student, won the Elementary State Spelling Bee over the weekend and will now compete at the national level.
	Mr. John Chavez expressed concern about receiving a copy of an article on a Brokeback Mountain lawsuit; he felt that this was sexual harassment; he did not appreciate the Board President allowing this to happen; he asked the Superintendent to consider this a formal sexual harassment complaint and to take care of it. The Superintendent requested a copy of the article. Mr. Chavez commended the AVID program and its work to motivate students; he shared how much he felt sports participation changed the behavior of students in a positive way; therefore, he supported student participation in sports with a 2.0 GPA. He commended B.E.S.T. award winners.
	Mr. Rodriguez congratulated Brandon Whitehead for his outstanding accomplishment as the Spelling Bee State champion and R.J. and Marybeth Feild for their work in Sacramento. He reviewed his attendance at the Jurupa Valley FFA banquet on Friday evening; a science camp fundraiser, a Jurupa cleanup, and the Veteran's Memorial Wall ceremony. Mr. Rodriguez announced that his daughter will receive her Master's degree on May 30th, and he thanked teachers for speaking their mind on what is best for students regarding Agenda item Q; he planned to vote against this item.
	President Harris congratulated Best of the Best award winners and district administrative staff award winners; R.J. and Marybeth Feild for their visit to the Governor's office, and Elementary State Spelling Bee winner, Brandon Whitehead. He confirmed all Board members received a copy of the Brokeback Mountain item referenced by Mr. Chavez; it was given to all Board members by Mr. Bob Bier because he wanted the District to be careful about a teacher showing inappropriate material to students in a classroom.

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HEAR UPDATE ON AQUATICS CENTER	Ms. Tina English, Riverside County Economic Development Agency, introduced a representative from RJM Design Group and Mr. Randy Mendioroz, from Aquatic Design Group. They provided a Power Point presentation for the Board on an Aquatics Center architectural design proposal for a joint-use facility to be located on the corner of Camino Real and Mission Boulevard. Following a question and answer session, the Board reached consensus to allow administration to conduct a feasibility study on school district management of the Aquatics Center. The results of the study will be brought back to the Board for review and further discussion. Board members will also be given an opportunity to tour a similar aquatics facility.
REVIEW 2007 GRAD. CHART	There were no further changes to the 2007 graduation/promotion exercises chart.
REVIEW WILLIAMS SETTLEMENT QUARTERLY REPORT	The Superintendent reported one Williams Settlement complaint for this quarter at Troth Street Elementary; there was a musty smell in Room 23; the room was cleaned and a new drain pan was installed; there have been no further problems. Mr. Chavez asked the Superintendent to contact school sites and remind them to have Williams Settlement complaint forms available to the public.
REVIEW AFTER SCHOOL GRANT AWARD	The Superintendent announced that the District will receive $304,988 in After School Education and Safety grant funds.
ADMINISTRATIVE REPORTS	The Superintendent announced that Brandon Whitehead won state Spelling Bee finals on Saturday, May 19, 2007. Brandon will compete at the national level in Washington, D.C. on May 30th. It was noted that Supervisor Tavaglione and Board member, Mrs. Dawn Brewer, worked together to ensure that Brandon's travel expenses were paid.
	HEARING SESSION
HOLD PUBLIC HEARING ON STATE DEFERRED MAINTENANCE PLAN	President Harris opened the Public Hearing on the District's intent to adopt a Negative Declaration on K-8 School #2, Bellegrave Avenue/Hamner Avenue. There were no comments from the public, and the hearing was formally closed.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-11 -MOTION #293	MRS. BREWER MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-11 AS PRINTED. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: MINUTES OF MAY 7, 2007 SPECIAL STUDY SESSION AND REGULAR MEETING; DISBURSEMENT ORDERS; PURCHASE ORDERS; AGREEMENTS; PAYROLL REPORT; DONATIONS; NON-ROUTINE FIELD TRIP REQUEST FOR 16 RUBIDOUX HIGH STUDENTS TO PARTICIPATE IN THE CIF SWIM COMPETITION IN LONG BEACH MAY 8-10, 2007; NON-ROUTINE FIELD TRIP REQUEST FOR 22 STUDENTS FROM RUBIDOUX TO COMPETE IN THE WESTER MUNICIPAL WATER DISTRICT SOLOR RACE MAY 18-20, 2007; NON-ROUTINE FIELD TRIP REQUEST FOR 75 VAN BUREN ELEMENTARY STUDENTS TO TRAVEL TO GARNER VALLEY, CA MAY 30-JUNE 1, 2007 TO ATTEND OUTDOOR SCIENCE SCHOOL; OUT-OF-STATE TRAVEL REQUEST FOR MR. JEFF JACOBS TO TRAVEL TO PHOENIX, ARIZONA JUNE 3-8, 2007 TO ATTEND THE PROBLEM BASED INSTRUCTION IN HIGH SCHOOL ECONOMICS CONFERENCE; NON-ROUTINE FIELD TRIP REQUEST FOR 17 MISSION MIDDLE STUDENTS TO TRAVEL TO WASHINGTON, D.C. AND NEW YORK CITY JULY 1-5, 2007.
ADOPT RES. #2007/50 AUTHORIZING EXECUTION OF SCHOOL FACILITIES MITIGATION AGREEMENT -MOTION #294	MRS. BURNS MOVED THE BOARD ADOPT RESOLUTION #2007/50, APPROVING AND AUTHORIZING EXECUTION OF SCHOOL FACILITIES MITIGATION AGREEMENT WITH LORING RANCH 31503. PRESIDENT HARRIS SECONDED THE MOTION, WHICH CARRIED 4-1, NAY, MR. RODRIGUEZ.
ADOPT RES. #2007/51 & #2007/52 ENACT FORMATION OF CFD #7 -MOTION #295	MRS. BREWER MOVED THE BOARD ADOPT RES. #2007/51 AND #2007/52, ENACT FORMATION OF CFD #7. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED 4-1, NAY, MR. RODRIGUEZ.

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ADOPT RES. #2007/60 DETERMINATION & FINDINGS K-8 SCHOOL #2 -MOTION #296	MRS. BURNS MOVED THE BOARD ADOPT THE NEGATIVE DECLARATION AND RESOLUTION #2007/60, DETERMINATIONS AND FINDINGS, COVERING THE CONSTRUCTION AND OPERATION OF A K-8 SCHOOL #2 SITE, DIRECT STAFF TO FILE AND POST THE NOTICE OF DETERMINATION AND AUTHORIZE STAFF TO SUBMIT THE NECESSARY MATERIALS TO THE SCHOOL FACILITIES PLANNING DIVISION FOR SITE APPROVAL. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE AT 1ST READING REG. 1312.1 -MOTION #297	Mrs. Burns proposed a change to Regulation 1312.1. On Item E, Page 2, #9, in the supporting documents, she requested a change of the word "All requests for a closed hearing before the Board of Education **will** be granted" to "All requests for a closed hearing before the Board **may** be granted." MRS. BURNS MOVED THE BOARD APPROVE AT FIRST READING BOARD REGULATION 1312.1, COMPLAINTS CONCERNING DISTRICT EMPLOYEES WITH THE CHANGE OF THE WORD "WILL" TO "MAY." MRS. BREWER SECONDED THE MOTION, WHICH CARRIED 3-2, NAY, MR. CHAVEZ, MR. RODRIGUEZ.
ADOPT REG. 1312.3 -MOTION #298	MRS. BURNS MOVED THE BOARD ADOPT REGULATION #1312.3, UNIFORM COMPLAINT PROCEDURES. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED 3-2, NAY, MR. CHAVEZ, MR. RODRIGUEZ.
APPROVE AT 1ST READING REG. 3513.3 -MOTION #299	MRS. BREWER MOVED THE BOARD APPROVE AT FIRST READING BOARD REGULATION 3513.3, TOBACCO-FREE SCHOOLS. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT AT 2ND READING POLICY AND REG. 6142.1 -MOTION #300	MR. CHAVEZ MOVED THE BOARD ADOPT AT SECOND READING REVISED AND RENUMBERED BOARD POLICY AND REGULATION 6142.1, SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE SUBMITTAL CBET APPLICATION -MOTION #301	MR. CHAVEZ MOVED THE BOARD APPROVE SUBMITTAL OF THE APPLICATION FORM FOR THE DISTRICT TO PARTICIPATE IN THE 2007-2008 CBET PROGRAM. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE CAHSEE WAIVER REQUEST FOR 2 STUDENTS -MOTION #302	MR. CHAVEZ MOVED THE BOARD APPROVE THE WAIVER REQUEST FROM MR. JAY TRUJILLO, PRINCIPAL AT RUBIDOUX HIGH, TO ALLOW TWO 12TH GRADE STUDENTS FROM RUBIDOUX HIGH WHO HAVE EARNED PASSING SCORES USING A MODIFICATION REQUIRED BY THEIR IEP) TO MEET THE CAHSEE GRADUATION REQUIREMENTS TO RECEIVE A HIGH SCHOOL DIPLOMA. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE WRESTLING MATS FOR JURUPA VALLEY HIGH -MOTION #303	MR. CHAVEZ MOVED THE BOARD APPROVE THE PURCHASE AND INSTALLATION OF WRESTLING MATS FOR JURUPA VALLEY HIGH FROM PACIFIC MAT COMPANY IN THE AMOUNT OF $18,141.80. MRS. BREWER SECONDED THE MOTION, WHICH CARRID UNANIMOUSLY.
APPROVE PURCHASE DOCUMENT CAMERAS FOR RUBIDOUX HIGH -MOTION #304	MRS. BREWER MOVED THE BOARD AUTHORIZE THE PURCHASE OF 64 DOCUMENT CAMERAS FOR RUBIDOUX HIGH FROM PC & MACEXCHANGE IN THE AMOUNT OF $26,280.66. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE FOOTBALL UNIFORMS FOR PATRIOT HIGH -MOTION #305	MR. CHAVEZ MOVED THE BOARD APPROVE THE PURCHASE OF FOOTBALL UNIFORMS FROM GUNTHER'S IN THE AMOUNT OF $38,461.57 (INCLUDES TAX AND SHIPPING). MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE STUDENT COMBO DESKS FOR RUBIDOUX HIGH -MOTION #306	MR. CHAVEZ MOVED THE BOARD AUTHORIZE THE PURCHASE OF 720 STUDENT COMBO DESKS FOR RUBIDOUX HIGH SCHOOL FROM HERTZ FURNITURE IN THE AMOUNT OF $67,168.76 (INCLUDES TAX AND SHIPPING). MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE TAXES AND SHIPPING COSTS -MOTION #307	MR. CHAVEZ MOVED THE BOARD APPROVE TAXES AND SHIPPING IN THE AMOUNT OF $24,531.18 ON THE PURCHASE OF DIGITAL NETWORK SYSTEM FOR RUBIDUX HIGH SCHOOL ANNEX. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

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AWARD BID #07/16 JURUPA VALLEY TRACK RESURFACING/REPAIR -MOTION #308	MR. CHAVEZ MOVED THE BOARD AWARD BID #07/16 TO CALIFORNIA TRACK AND ENGINEERING, INC. IN THE AMOUNT OF $82,500.00 SYNTHETIC TRACK RESURFACING AND REPAIR. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
DISCUSSION ON OPTIONS FOR RAISING SPORTS ELIGIBILITY REQUIREMENTS CONTINUED	Following a lengthy discussion, the Board reached consensus for administration to conduct an analysis and return with a recommendation on options for raising the standards for students to participate on sports teams. Mrs. Burns expressed an interest in serving on a committee to review sports eligibility requirements if one is formed.
CONSENSUS NOT REACHED TO APPOINT INVESTIGATIVE COMMITTEE	The Board did not reach consensus to appoint an independent investigative committee because it was determined that there were no formal written complaints submitted to warrant the formation of such a committee.
ACT ON STUDENT DISCIPLINE CASES -MOTION #309	The Superintendent noted that following review in Closed Session, Discipline Cases #07-279 and #07-281 are pulled from the Agenda and for Discipline Case #07-315, the recommendation was changed to a suspended expulsion for one calendar year. MRS. BREWER MOVED THE BOARD APPROVE THE RECOMMENDATIONS FOR THE DISCIPLINE CASES LISTED; DISCIPLINE CASES #07-279 AND #07-281 WERE PULLED FROM THE AGENDA AND THE NOTED CHANGE WAS MADE FOR DISCIPLINE CASE #07-315. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS:
	EXPEL THE PUPIL IN DISCIPLINE CASE **#07-305** VIOLATION OF EDUCATION CODE SECTIONS 48900 (K), (.4) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT JURUPA MIDDLE SCHOOL; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-313** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (I), (K), (.2) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT JURUPA MIDDLE SCHOOL; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-318** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (K), (.7) AND 48915 (E) FOR THE SPRING SEMESTER 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT JURUPA VALLEY HIGH SCHOOL; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-328** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (K) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT JURUPA VALLEY HIGH SCHOOL; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-311** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE JURUPA COMMUNITY SCHOOL.
	EXPEL THE PUPIL IN DISCIPLINE CASE **#07-316** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER FOR THE SPRING SEMESTER; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-327** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (I), (K), (.4) AND 48915 (A)(1), (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE JURUPA COMMUNITY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION FOR THE SPRING SEMESTER;

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ACT ON STUDENT DISCIPLINE CASES -MOTION #309 (CONTINUED)	EXPEL THE PUPIL IN DISCIPLINE CASE **#07-276** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (G), (K) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE WEST COUNTY ELEMENTARY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-306** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE JURUPA COMMUNITY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-315** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(2) AND 48915 (B), (C)(2) FOR ONE CALENDAR YEAR. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR ONE CALENDAR YEAR. THE PUPIL IS ASSIGNED TO THE WEST COUNTY ELEMENTARY SCHOOL OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-317** 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; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-322** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER.
APPROVE PERSONNEL #20 -MOTION #310	MRS. BREWER MOVED THE BOARD APPROVE PERSONNEL REPORT #20. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
RATIFY NEA-J TENTATIVE AGREEMENT -MOTION #311	MR. RODRIGUEZ MOVED THE BOARD RATIFY THE TENTATIVE AGREEMENT WITH NEA-J. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
REVIEW SALARY INCREASE FOR CLASSIFIED EMPLOYEES	Ms. Tamara Elzig noted that with the ratification of the NEA-J Tentative Agreement, classified employees are entitled to an additional salary increase of 1% with .5% retroactive to July 1, 2006 and .5% retroactive to February 1, 2007, and $18,000 contributed to the health and welfare pool.
APPROVE CONTRACT ADDENDUM – ASST. SUPT. EDUCATION SERVICES -MOTION #312	MRS. BURNS MOVED THE BOARD APPROVE THE ADDENDUM TO THE EMPLOYMENT CONTRACT FOR THE ASSISTANT SUPERINTENDENT OF EDUCATION SERVICES. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED 4-1; NAY, MR. RODRIGUEZ.
APPROVE CONTRACT ADDENDUM – ASST. SUPT. BUSINESS SERVICES -MOTION #313	MRS. BREWER MOVED THE BOARD APPROVE THE ADDENDUM TO THE EMPLOYMENT CONTRACT FOR THE ASSISTANT SUPERINTENDENT OF BUSINESS SERVICES. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED 4-1; NAY, MR. RODRIGUEZ.
APPROVE CONTRACT ADDENDUM – SUPT. -MOTION #314	MRS. BURNS MOVED THE BOARD APPROVE THE ADDENDUM TO THE SUPERINTENDENT'S EMPLOYMENT CONTRACT. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED 3-2; NAY, MR. CHAVEZ, MR. RODRIGUEZ.
BOARD MEMBER COMMITTEE REPORTS	Mr. Chavez submitted a copy of the "CSBA Executive Director's Report to the Delegate Assembly May 2007" for distribution to the Board. He asked to be registered for CSBA's Curriculum Institute in July. Mr. Chavez asked for a review of the CSBA online agenda to possibly implement in the District. Mrs. Brewer reported on the Safe Schools meeting. Mrs. Burns emphasized the importance of participating in the District's Best of the Best program. Mr. Chavez said he attended the last DELAC meeting.

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ADJOURNMENT	**ADJOURNMENT** There being no further business or reportable action, President Harris adjourned the Regular Meeting from Public Session at 10:35 p.m. **MINUTES OF THE REGULAR MEETING OF MAY 21, 2007 ARE APPROVED AS:** _____ _____ _____ **President** **Clerk** _____ **Date**

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
1	03	100	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	123.68
2	03	100	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 07	553.15
3	03	100	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	142.57
4	03	105	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	116.13
5	03	105	0001 - DISCRETIONARY	GARY DIXON	REIMBURSE SUPPLIES	32.33
6	03	105	1100 - STATE LOTTERY	THE GAS COMPANY	GAS - APRIL 2007	259.07
7	03	110	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	87.91
8	03	110	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 07	612.74
9	03	110	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	124.50
10	03	115	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	136.45
11	03	115	0000 - UNRESTRICTED	HERNANDEZ, JUAN	UNIFORM ALLOWANCE	150.00
12	03	115	0001 - DISCRETIONARY	NEXTEL	CELL PHONE - MAY 07	34.76
13	03	115	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	948.02
14	03	115	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	373.41
15	03	120	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	107.56
16	03	120	0600 - DONATIONS	FIRST STUDENT	BUS SERVICES - FIELD TRIP	668.50
17	03	120	0001 - DISCRETIONARY	JAMES HUGHES	LIBRARY BOOK REFUND	12.00
18	03	120	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	165.52
19	03	125	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	143.33
20	03	125	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 07	1,376.27
21	03	125	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	148.18
22	03	130	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	91.83
23	03	130	0001 - DISCRETIONARY	DOUBRAVSKY, DAVE	REIMBURSE SUPPLIES	42.25
24	03	130	0001 - DISCRETIONARY	NEXTEL	CELL PHONE - MAY 07	47.36
25	03	130	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	1,349.37
26	03	130	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	136.84
27	03	135	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	125.20
28	03	135	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 2007	1,512.58
29	03	135	0000 - UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - APRIL 2007	535.43
30	03	135	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	237.13
31	03	140	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	151.06
32	03	140	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	1,624.68
33	03	140	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	308.40
34	03	145	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	121.08
35	03	145	0001 - DISCRETIONARY	JOSE MARTINEZ	BOOK REFUND	10.00
36	03	145	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	778.05
37	03	145	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	237.66
38	03	150	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	116.03
39	03	150	0001 - DISCRETIONARY	LAURITZEN, JOAN	REIMBURSE SUPPLIES	43.08
40	03	150	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	354.53
41	03	155	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	86.05
42	03	155	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	166.58

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
43	03	160	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	124.07
44	03	160	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	209.76
45	03	165	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	128.04
46	03	165	0001 - DISCRETIONARY	GABRIELA LOPEZ	LIBRARY BOOK REFUND	8.97
47	03	165	0001 - DISCRETIONARY	NEXTEL	CELL PHONE - MAY 07	32.36
48	03	165	0001 - DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-6/07(1)1DAY	175.00
49	03	170	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	111.37
50	03	170	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 2007	942.36
51	03	170	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	230.98
52	03	175	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	132.83
53	03	175	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	1,188.42
54	03	175	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	199.57
55	03	200	0000 - UNRESTRICTED	ANTHONY BRAVO	UNIFORM ALLOWANCE	150.00
56	03	200	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	243.78
57	03	200	0000 - UNRESTRICTED	DRAKE, DAMON	UNIFORM ALLOWANCE	150.00
58	03	200	0600 - DONATIONS	LANCASTER, WALTER	REIMBURSE SUPPLIES	200.00
59	03	200	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	40.76
60	03	200	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	711.69
61	03	200	0000 - UNRESTRICTED	UMSCHEID, VICKI	UNIFORM ALLOWANCE	150.00
62	03	205	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	307.70
63	03	205	0001 - DISCRETIONARY	FREEMAN, CINDY	REIMBURSE SUPPLIES	19.38
64	03	205	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 2007	5,399.37
65	03	205	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	36.57
66	03	205	0600 - DONATIONS	NICOLE MCDOWELL	REIMBURSE SUPPLIES	40.04
67	03	205	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	18.51
68	03	210	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	241.69
69	03	210	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	36.57
70	03	210	0001 - DISCRETIONARY	NEXTEL	CELL PHONE - MAY 07	21.28
71	03	210	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	2,439.02
72	03	210	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	397.91
73	03	300	0000 - UNRESTRICTED	AT&T/MCI	PHONE - MAY 2007	32.46
74	03	300	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	1,301.43
75	03	300	0000 - UNRESTRICTED	COLLEEN FITCH	UNIFORM ALLOWANCE	150.00
76	03	300	0001 - DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICES - ATHLETIC	185.50
77	03	300	0600 - DONATIONS	CREL TRANSPORTATION	BUS SERVICES - ATHLETIC & FIELD TRIP	511.75
78	03	300	0000 - UNRESTRICTED	HALL, VICKY	UNIFORM ALLOWANCE	150.00
79	03	300	0001 - DISCRETIONARY	JEFF RHINER	REIMBURSE SUPPLIES	43.52
80	03	300	0001 - DISCRETIONARY	JEFF RHINER	REIMBURSE SUPPLIES	36.45
81	03	300	0000 - UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - APRIL 2007	6,961.92
82	03	300	0000 - UNRESTRICTED	MCINTOSH, ELLEN	UNIFORM ALLOWANCE	150.00
83	03	300	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	73.46
84	03	300	0001 - DISCRETIONARY	NEXTEL	CELL PHONE - MAY 07	146.60

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D.2

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
85	03	300	0000 - UNRESTRICTED	PRECIADO, JEROME	UNIFORM ALLOWANCE	150.00
86	03	300	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	4,428.35
87	03	300	0001 - DISCRETIONARY	VICKY KAYLOR	REIMBURSE MILEAGE	87.30
88	03	305	0000 - UNRESTRICTED	AT&T/MCI	PHONE - MAY 2007	35.17
89	03	305	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	1,304.03
90	03	305	0001 - DISCRETIONARY	EMPIRE TRANSPORTATION	BUS SERVICES - ATHLETIC	161.50
91	03	305	0001 - DISCRETIONARY	KAHN, RONALD	REIMBURSE SUPPLIES	149.33
92	03	305	0000 - UNRESTRICTED	LAIDLAW TRANSIT, INC.	BUS SERVICES - FIELD TRIP	155.00
93	03	305	0000 - UNRESTRICTED	MOBIL BUSINESS	GASOLINE - APRIL 2007	341.83
94	03	305	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	36.57
95	03	305	0001 - DISCRETIONARY	NEXTEL	CELL PHONE - MAY 07	212.50
96	03	305	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	3,495.31
97	03	305	0000 - UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - APRIL2007	39.54
98	03	305	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	3,543.25
99	03	310	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	993.69
100	03	405	0000 - UNRESTRICTED	AT&T/MCI	PHONE - MAY 2007	313.55
101	03	405	0000 - UNRESTRICTED	GARCIA, PABLO	UNIFORM ALLOWANCE	37.50
102	03	405	0000 - UNRESTRICTED	HOME DEPOT SUPPLY	SUPPLIES	64.36
103	03	405	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	50.35
104	03	410	0001 - DISCRETIONARY	AT&T/MCI	PHONE - MAY 2007	156.56
105	03	410	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	117.94
106	03	500	0000 - UNRESTRICTED	ABRAHAM, GARY	UNIFORM ALLOWANCE	150.00
107	03	500	0000 - UNRESTRICTED	ACCENT ON TRAVEL	AIRFARE-SACRAMENTO-5/07	157.30
108	03	500	0000 - UNRESTRICTED	ACSA	MEMBERSHIP DUES	1,176.00
109	03	500	0000 - UNRESTRICTED	ACSA	MEMBERSHIP DUES	1,359.95
110	03	500	0000 - UNRESTRICTED	ALVAREZ, FERNANDO	UNIFORM ALLOWANCE	150.00
111	03	500	0000 - UNRESTRICTED	ANDRES MICHEL	UNIFORM ALLOWANCE	150.00
112	03	500	0000 - UNRESTRICTED	AT & T	PHONE - MAY 2007	77.48
113	03	500	0000 - UNRESTRICTED	AT & T INTERNET SERVICES	INTERNET SERVICES - APRIL 2007	1,462.00
114	03	500	0000 - UNRESTRICTED	AT&T/MCI	PHONE - MAY 2007	3,329.34
115	03	500	0000 - UNRESTRICTED	ATKINSON, STEVE	UNIFORM ALLOWANCE	150.00
116	03	500	0000 - UNRESTRICTED	AYALA, ART	UNIFORM ALLOWANCE	150.00
117	03	500	0000 - UNRESTRICTED	AYALA, RHONA	UNIFORM ALLOWANCE	150.00
118	03	500	0000 - UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	603.86
119	03	500	0000 - UNRESTRICTED	BECKLEY, JIM	REIMBURSE MILEAGE	110.58
120	03	500	0000 - UNRESTRICTED	BOBBIE GEE	UNIFORM ALLOWANCE	150.00
121	03	500	0000 - UNRESTRICTED	BRENDAN KELLY	UNIFORM ALLOWANCE	150.00
122	03	500	0000 - UNRESTRICTED	BRIAN SGAMBATI	UNIFORM ALLOWANCE	100.00
123	03	500	0000 - UNRESTRICTED	BROKAR, WILBUR	UNIFORM ALLOWANCE	150.00
124	03	500	0000 - UNRESTRICTED	BRUNET, CECILIA	UNIFORM ALLOWANCE	150.00
125	03	500	0000 - UNRESTRICTED	CADIZ, SUSAN	REIMBURSE SUPPLIES	36.35
126	03	500	0000 - UNRESTRICTED	CARLOS LOPEZ	UNIFORM ALLOWANCE	150.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
127	03	500	0000 - UNRESTRICTED	CAROLYN NAVARRO	UNIFORM ALLOWANCE	150.00
128	03	500	0000 - UNRESTRICTED	CHAVEZ, HERMAN	UNIFORM ALLOWANCE	150.00
129	03	500	0000 - UNRESTRICTED	CLAUDER, LANA	REIMBURSE MILEAGE	18.85
130	03	500	0000 - UNRESTRICTED	COLOSIMO, MIKE	UNIFORM ALLOWANCE	150.00
131	03	500	0000 - UNRESTRICTED	CONDIT, IRWIN	REIMBURSE MILEAGE	195.93
132	03	500	0000 - UNRESTRICTED	CRAIG ERICKSON	UNIFORM ALLOWANCE	125.00
133	03	500	0000 - UNRESTRICTED	DANIEL RODRIGUEZ	UNIFORM ALLOWANCE	150.00
134	03	500	0000 - UNRESTRICTED	DAVE HUDAK	UNIFORM ALLOWANCE	150.00
135	03	500	0000 - UNRESTRICTED	DAVID FAJARDO	UNIFORM ALLOWANCE	150.00
136	03	500	0000 - UNRESTRICTED	DAVID RUIZ	UNIFORM ALLOWANCE	150.00
137	03	500	0000 - UNRESTRICTED	DEBORAH BURDICK	REIMBURSE MILEAGE	39.19
138	03	500	0000 - UNRESTRICTED	DENNISE DEL REAL	UNIFORM ALLOWANCE	150.00
139	03	500	0000 - UNRESTRICTED	DOMINGUEZ, JOSE	UNIFORM ALLOWANCE	150.00
140	03	500	0000 - UNRESTRICTED	DON LEMMONS	UNIFORM ALLOWANCE	150.00
141	03	500	0000 - UNRESTRICTED	DOREEN ARCHAMBAULT	UNIFORM ALLOWANCE	150.00
142	03	500	0000 - UNRESTRICTED	DOROTHY GONZALES	UNIFORM ALLOWANCE	150.00
143	03	500	0000 - UNRESTRICTED	EARL ARMBRUSTER	UNIFORM ALLOWANCE	150.00
144	03	500	0000 - UNRESTRICTED	ENGLAND, JOHN	UNIFORM ALLOWANCE	150.00
145	03	500	0000 - UNRESTRICTED	FENDERSON, ANSON	UNIFORM ALLOWANCE	150.00
146	03	500	0000 - UNRESTRICTED	FREITAG, VICKY	UNIFORM ALLOWANCE	150.00
147	03	500	0000 - UNRESTRICTED	HANCOCK, LAWRENCE	UNIFORM ALLOWANCE	150.00
148	03	500	0000 - UNRESTRICTED	HART, WENDY	UNIFORM ALLOWANCE	150.00
149	03	500	0000 - UNRESTRICTED	HOLGUIN, JOHNNY V.	UNIFORM ALLOWANCE	150.00
150	03	500	0000 - UNRESTRICTED	HUMBERTO REGALADO	UNIFORM ALLOWANCE	150.00
151	03	500	0000 - UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	788.11
152	03	500	0000 - UNRESTRICTED	IVAN SIGALA	UNIFORM ALLOWANCE	150.00
153	03	500	0000 - UNRESTRICTED	JAMES THOMAS	UNIFORM ALLOWANCE	150.00
154	03	500	0000 - UNRESTRICTED	JEANIE FORTIN	REIMBURSE SUPPLIES	33.14
155	03	500	0000 - UNRESTRICTED	JEFF MC KAUGHAN	REIMBURSE MILEAGE	63.53
156	03	500	0000 - UNRESTRICTED	JEFFREY HARRYMAN	UNIFORM ALLOWANCE	150.00
157	03	500	0000 - UNRESTRICTED	JOHN JONES	UNIFORM ALLOWANCE	150.00
158	03	500	0000 - UNRESTRICTED	JOHN MCGAUGH	UNIFORM ALLOWANCE	150.00
159	03	500	0000 - UNRESTRICTED	JOHNATHON MAGDALENO	UNIFORM ALLOWANCE	150.00
160	03	500	0000 - UNRESTRICTED	JOHNSON, JULIUS	UNIFORM ALLOWANCE	150.00
161	03	500	0000 - UNRESTRICTED	JOSE PEREZ	UNIFORM ALLOWANCE	150.00
162	03	500	0000 - UNRESTRICTED	JOY LOCKE	UNIFORM ALLOWANCE	150.00
163	03	500	0000 - UNRESTRICTED	JUAN MEZA	UNIFORM ALLOWANCE	150.00
164	03	500	0000 - UNRESTRICTED	JUAN MURGUIA	UNIFORM ALLOWANCE	150.00
165	03	500	0000 - UNRESTRICTED	KATES, JACK	UNIFORM ALLOWANCE	150.00
166	03	500	0000 - UNRESTRICTED	KATHLEEN HUBER	REIMBURSE MILEAGE	25.15
167	03	500	0000 - UNRESTRICTED	KATHY HUBER	UNIFORM ALLOWANCE	150.00
168	03	500	0000 - UNRESTRICTED	KING, PAUL	UNIFORM ALLOWANCE	150.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
169	03	500	0000 - UNRESTRICTED	LEWIS, JOHN	UNIFORM ALLOWANCE	150.00
170	03	500	0000 - UNRESTRICTED	LOPEZ, MARTHA	UNIFORM ALLOWANCE	150.00
171	03	500	0000 - UNRESTRICTED	MARIA SIGALA	UNIFORM ALLOWANCE	150.00
172	03	500	0000 - UNRESTRICTED	MARK MATCHAM	UNIFORM ALLOWANCE	150.00
173	03	500	0000 - UNRESTRICTED	MCCLAIN, PATTY	UNIFORM ALLOWANCE	150.00
174	03	500	0000 - UNRESTRICTED	MCDOWELL, ROBERT	UNIFORM ALLOWANCE	150.00
175	03	500	0000 - UNRESTRICTED	MEDINA, DANIEL	UNIFORM ALLOWANCE	50.00
176	03	500	0000 - UNRESTRICTED	MICHAEL S. JOHNSON	UNIFORM ALLOWANCE	150.00
177	03	500	0000 - UNRESTRICTED	MONTEZ, BILLY	UNIFORM ALLOWANCE	150.00
178	03	500	0000 - UNRESTRICTED	MORSE, KENNETH	UNIFORM ALLOWANCE	150.00
179	03	500	0000 - UNRESTRICTED	NEILL, JIM	UNIFORM ALLOWANCE	150.00
180	03	500	0000 - UNRESTRICTED	NEXTEL	CELL PHONE - MAY 07	5,304.48
181	03	500	0000 - UNRESTRICTED	ORTEGA, ED	UNIFORM ALLOWANCE	150.00
182	03	500	0000 - UNRESTRICTED	PAMELA NEWTON	UNIFORM ALLOWANCE	150.00
183	03	500	0000 - UNRESTRICTED	PEASNALL, JERRY	UNIFORM ALLOWANCE	150.00
184	03	500	0000 - UNRESTRICTED	PETE ASHLEY	UNIFORM ALLOWANCE	150.00
185	03	500	0000 - UNRESTRICTED	PHILLIP CHACON	UNIFORM ALLOWANCE	150.00
186	03	500	0000 - UNRESTRICTED	PHILLIP WALKER	UNIFORM ALLOWANCE	100.00
187	03	500	0000 - UNRESTRICTED	PICHETTE, CHRIS	UNIFORM ALLOWANCE	150.00
188	03	500	0000 - UNRESTRICTED	PIERCE, RONALD	UNIFORM ALLOWANCE	150.00
189	03	500	0000 - UNRESTRICTED	REED, CHARLES	UNIFORM ALLOWANCE	150.00
190	03	500	0000 - UNRESTRICTED	REID, DAVID	UNIFORM ALLOWANCE	150.00
191	03	500	0000 - UNRESTRICTED	RICHARD APODACA	UNIFORM ALLOWANCE	150.00
192	03	500	0000 - UNRESTRICTED	RICHARD ZIEMKE	UNIFORM ALLOWANCE	150.00
193	03	500	0000 - UNRESTRICTED	ROBBY PAINE	UNIFORM ALLOWANCE	150.00
194	03	500	0000 - UNRESTRICTED	ROBINSON, DONALD	UNIFORM ALLOWANCE	150.00
195	03	500	0000 - UNRESTRICTED	ROMERO, KATHY	UNIFORM ALLOWANCE	150.00
196	03	500	0000 - UNRESTRICTED	RON GLASS	UNIFORM ALLOWANCE	150.00
197	03	500	0000 - UNRESTRICTED	ROSA DEL REAL	UNIFORM ALLOWANCE	150.00
198	03	500	0000 - UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER/SEWER - APRIL 2007	131.56
199	03	500	0000 - UNRESTRICTED	RUIZ, ROBERT	UNIFORM ALLOWANCE	150.00
200	03	500	0000 - UNRESTRICTED	SABRINA ROMERO	UNIFORM ALLOWANCE	150.00
201	03	500	0000 - UNRESTRICTED	SANDOVAL, ED	UNIFORM ALLOWANCE	150.00
202	03	500	0000 - UNRESTRICTED	SANDOVAL, THOMAS	UNIFORM ALLOWANCE	150.00
203	03	500	0000 - UNRESTRICTED	SANDY SHAMMAS	REIMBURSE MILEAGE	65.86
204	03	500	0000 - UNRESTRICTED	SCHOOL INNOVATIONS & ADVOCACY, INC.	SUBSCRIPTION RENEWAL	360.00
205	03	500	0000 - UNRESTRICTED	SCHUTTERA, CHRIS	UNIFORM ALLOWANCE	150.00
206	03	500	0000 - UNRESTRICTED	SHINE, BRIAN	UNIFORM ALLOWANCE	150.00
207	03	500	0000 - UNRESTRICTED	SHINE, GARY	UNIFORM ALLOWANCE	150.00
208	03	500	0000 - UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - APRIL 2007	26.05
209	03	500	0000 - UNRESTRICTED	SPANO, PATRICIA	UNIFORM ALLOWANCE	150.00
210	03	500	0000 - UNRESTRICTED	STEVEN VANCE	UNIFORM ALLOWANCE	150.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
211	03	500	0000 - UNRESTRICTED	SYLVIA HOLGUIN	UNIFORM ALLOWANCE	150.00
212	03	500	0000 - UNRESTRICTED	SYLVIA ONTIVEROS	UNIFORM ALLOWANCE	50.00
213	03	500	0000 - UNRESTRICTED	TERESIN, MARTIN JR	UNIFORM ALLOWANCE	150.00
214	03	500	0000 - UNRESTRICTED	TERRELL, ANITA	UNIFORM ALLOWANCE	150.00
215	03	500	0000 - UNRESTRICTED	THE GAS COMPANY	GAS - APRIL 2007	306.45
216	03	500	0000 - UNRESTRICTED	TINA PITTMAN	UNIFORM ALLOWANCE	125.00
217	03	500	0000 - UNRESTRICTED	TREVINO, JAVIER	UNIFORM ALLOWANCE	150.00
218	03	500	0000 - UNRESTRICTED	TRIBUNE MILLER	UNIFORM ALLOWANCE	150.00
219	03	500	0000 - UNRESTRICTED	TWAITE, JESSE	UNIFORM ALLOWANCE	150.00
220	03	500	0000 - UNRESTRICTED	VERIZON WIRELESS	CELL PHONE - APRIL 2007	129.89
221	03	500	0000 - UNRESTRICTED	VERIZON WIRELESS	CELL PHONE - APRIL 2007	120.06
222	03	500	0000 - UNRESTRICTED	VERONICA APODACA	UNIFORM ALLOWANCE	150.00
223	03	500	0000 - UNRESTRICTED	WILLIAM GEHRKE	UNIFORM ALLOWANCE	150.00
224	03	500	0000 - UNRESTRICTED	WILSON, JOHN	UNIFORM ALLOWANCE	150.00
225					**TOTAL FUND 03**	**$ 83,917.10**
226						
227	06	105	6285 - COMMUNITY-BASED TUTOR	CABE	CONF FEE-CABE-5/07(5)1DAY	675.00
228	06	105	7395 - SCHOOL AND LIBRARY	GARY DIXON	REIMBURSE TRAVEL	180.52
229	06	105	7395 - SCHOOL AND LIBRARY	JONATHAN BRUBAKER	REIMBURSE TRAVEL	154.37
230	06	115	7395 - SCHOOL AND LIBRARY	CHARD, LINDA	REIMBURSE SUPPLIES	47.52
231	06	115	7395 - SCHOOL AND LIBRARY	FLORES, ADRIANA	REIMBURSE SUPPLIES	48.33
232	06	130	7395 - SCHOOL AND LIBRARY	CSROA	CONF FEE-CSROA8/07(1) 3DAYS	295.00
233	06	130	3010 - NCLB: TITLE I, PART A, BASIC	DISNEYLAND HOTEL	LODG FEE-PLC(7) 3NIGHTS	2,470.00
234	06	130	7395 - SCHOOL AND LIBRARY	DOUBLETREE INN	LODG FEE-CSROA8/07(1) 4NIGHTS	400.98
235	06	140	3010 - NCLB: TITLE I, PART A, BASIC	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE5/07(10) 3DAYS	2,850.00
236	06	140	3010 - NCLB: TITLE I, PART A, BASIC	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-5/07(10) 1DAY	1,250.00
237	06	145	3010 - NCLB: TITLE I, PART A, BASIC	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE5/07(8) 3DAYS	2,280.00
238	06	145	3010 - NCLB: TITLE I, PART A, BASIC	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE5/07(10) 1DAY	1,250.00
239	06	165	7395 - SCHOOL AND LIBRARY	JANICE SHELDON	REIMBURSE SUPPLIES	13.19
240	06	175	3010 - NCLB: TITLE I, PART A, BASIC	AT&T/MCI	PHONE - MAY 2007	20.02
241	06	175	7395 - SCHOOL AND LIBRARY	NEXTEL	CELL PHONE - MAY 07	58.94
242	06	205	7395 - SCHOOL AND LIBRARY	LINDA SANCHEZ	REIMBURSE TRAVEL	436.20
243	06	210	3010 - NCLB: TITLE I, PART A, BASIC	AVID CENTER	CONF FEE-AVID8/07(6) 5DAYS	745.00
244	06	210	7397 - DISCRETIONARY BLOCK	AVID CENTER	CONF FEE-AVID8/07(6) 5DAYS	1,400.60
245	06	210	3010 - NCLB: TITLE I, PART A, BASIC	CROWN PLAZA	LODG FEE-AVID8/07(5) 4 NIGHTS	946.19
246	06	210	7397 - DISCRETIONARY BLOCK	CROWN PLAZA	LODG FEE-AVID8/07(5) 4 NIGHTS	1,778.84
247	06	300	7010 - AGRICULTURAL VOCATION	CATA	CONF FEE-CAT-6/07(3) 4 DAYS	436.00
248	06	300	7220 - PARTNERSHIP ACADEMIES	CATA	CONF FEE-CAT-6/07(3) 4 DAYS	436.00
249	06	300	7010 - AGRICULTURAL VOCATION	JEFF RHINER	REIMBURSE TRAVEL	111.29
250	06	300	7010 - AGRICULTURAL VOCATION	NORWOOD, ROBERT	REIMBURSE TRAVEL	72.28
251	06	300	7256 - II/USP: SAIT CORRECTIVE	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-(1) 4DAYS	1,000.00
252	06	300	7010 - AGRICULTURAL VOCATION	ROYAL OAK HOTEL	LODG FEE-6/07(3) 4NIGHTS	785.40

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
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Line #	Fund	Sch	Resource	Vendor	Description	Amount
253	06	300	7220 - PARTNERSHIP ACADEMIES	ROYAL OAK HOTEL	LODG FEE-6/07(3) 4NIGHTS	785.40
254	06	300	7010 - AGRICULTURAL VOCATION	SARA DIEFENBACH	REIMBURSE TRAVEL	74.48
255	06	305	3550 - VOCATIONAL PROGRAMS	CONNIE HALLOWAY	REIMBURSE TRAVEL	423.64
256	06	305	7156 - INSTRUCTIONAL MATERIALS	MONIQUE MATCHETT	TEXTBOOK REFUND	74.96
257	06	305	7156 - INSTRUCTIONAL MATERIALS	ROCIO JUAREZ	TEXTBOOK REFUND	17.40
258	06	405	2430 - COMMUNITY DAY SCHOOLS	GARCIA, PABLO	UNIFORM ALLOWANCE	37.50
259	06	405	2430 - COMMUNITY DAY SCHOOLS	HOME DEPOT SUPPLY	SUPPLIES	32.18
260	06	405	2430 - COMMUNITY DAY SCHOOLS	TANYA MICHLES	UNIFORM ALLOWANCE	150.00
261	06	415	7390 - PUPIL RETENTION BLOCK	AT&T/MCI	PHONE - MAY 2007	28.55
262	06	425	6500 - SPECIAL EDUCATION	AT&T/MCI	PHONE - MAY 2007	50.70
263	06	500	8150 - ONGOING & MAJOR MAINT	ALEXEN, CARL	UNIFORM ALLOWANCE	50.00
264	06	500	8150 - ONGOING & MAJOR MAINT	ALFREDO GOMEZ	REIMBURSE WORK BOOTS	80.00
265	06	500	8150 - ONGOING & MAJOR MAINT	ALFREDO GOMEZ	UNIFORM ALLOWANCE	150.00
266	06	500	4035 - NCLB: TITLE II, PART A	AMANDA BERRY	REIMBURSE TRAVEL	9.00
267	06	500	7140 - GIFTED & TALENTED EDUC	AP BY THE SEA	CONF FEE-AP-6/07(1) 6DAYS	630.00
268	06	500	5210 - HEAD START	AT&T/MCI	PHONE - MAY 2007	477.49
269	06	500	7091 - ECONOMIC IMPACT AID	AT&T/MCI	PHONE - MAY 2007	17.92
270	06	500	9025 - WORKFORCE INVESTMENT	AT&T/MCI	PHONE - MAY 2007	97.20
271	06	500	9027 - SCHOOL READINESS PROGRAM	AT&T/MCI	PHONE - MAY 2007	60.96
272	06	500	8150 - ONGOING & MAJOR MAINT	AURELIO CARRILLO	UNIFORM ALLOWANCE	150.00
273	06	500	4203 - NCLB: TITLE III, LIMITED ENG	AVID CENTER	CONF FEE-AVID8/07(6) 5DAYS	417.20
274	06	500	6286 - ENGLISH LANGUAGE	AVID CENTER	CONF FEE-AVID8/07(6) 5DAYS	417.20
275	06	500	8150 - ONGOING & MAJOR MAINT	BANKS, JOHN	UNIFORM ALLOWANCE	150.00
276	06	500	7140 - GIFTED & TALENTED EDUC	BEST WESTERN-HACIENDA HOTEL	LODG FEE-AP-6/07(1) 5NIGHTS	828.75
277	06	500	8150 - ONGOING & MAJOR MAINT	BRANDON JORDAN	UNIFORM ALLOWANCE	100.00
278	06	500	7091 - ECONOMIC IMPACT AID	CABE	CONF FEE-CABE5/07(3) 1DAY	405.00
279	06	500	8150 - ONGOING & MAJOR MAINT	CASTILLO, TRAVIS	UNIFORM ALLOWANCE	150.00
280	06	500	8150 - ONGOING & MAJOR MAINT	CHRIS ECKERT	UNIFORM ALLOWANCE	150.00
281	06	500	7230 - TRANSPORTATION: HOME	CREL TRANSPORTATION	BUS SERVICES - ATHLETIC & FIELD TRIP	88.25
282	06	500	7230 - TRANSPORTATION: HOME	CREL TRANSPORTATION	BUS SERVICES - ATHLETIC	114.50
283	06	500	4203 - NCLB: TITLE III, LIMITED ENG	CROWN PLAZA	LODG FEE-AVID8/07(5) 4 NIGHTS	529.87
284	06	500	6286 - ENGLISH LANGUAGE	CROWN PLAZA	LODG FEE-AVID8/07(5) 4 NIGHTS	529.87
285	06	500	8150 - ONGOING & MAJOR MAINT	DALE MILLER	UNIFORM ALLOWANCE	75.00
286	06	500	4035 - NCLB: TITLE II, PART A	DARLENE PIERCE	REIMBURSE TRAVEL	9.00
287	06	500	4035 - NCLB: TITLE II, PART A	DORIS SANCHEZ	REIMBURSE TRAVEL	9.00
288	06	500	8150 - ONGOING & MAJOR MAINT	DOWLING, TOM	UNIFORM ALLOWANCE	150.00
289	06	500	8150 - ONGOING & MAJOR MAINT	DURAN, AL	UNIFORM ALLOWANCE	150.00
290	06	500	8150 - ONGOING & MAJOR MAINT	EAKS, GERALD	UNIFORM ALLOWANCE	150.00
291	06	500	7230 - TRANSPORTATION: HOME	EMPIRE TRANSPORTATION	BUS SERVICES - ATHLETIC	198.50
292	06	500	8150 - ONGOING & MAJOR MAINT	FERRELL, RON	UNIFORM ALLOWANCE	150.00
293	06	500	7230 - TRANSPORTATION: HOME	FIRST STUDENT	BUS SERVICES - FIELD TRIP	765.63
294	06	500	4035 - NCLB: TITLE II, PART A	FORD, PAULA	REIMBURSE TRAVEL	9.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
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Line #	Fund	Sch	Resource	Vendor	Description	Amount
295	06	500	8150 - ONGOING & MAJOR MAINT	FOSTER, JOEL	UNIFORM ALLOWANCE	150.00
296	06	500	6285 - COMMUNITY-BASED TUTOR	FRANCISCO LOPEZ	REIMBURSE SUPPLIES	17.33
297	06	500	8150 - ONGOING & MAJOR MAINT	FRANK STEWART	UNIFORM ALLOWANCE	150.00
298	06	500	8150 - ONGOING & MAJOR MAINT	GARBUTT, JIM	UNIFORM ALLOWANCE	150.00
299	06	500	8150 - ONGOING & MAJOR MAINT	GERRY BARBER	UNIFORM ALLOWANCE	150.00
300	06	500	4203 - NCLB: TITLE III, LIMITED ENG	GOMEZ, MARTHA	REIMBURSE TRAVEL	12.00
301	06	500	4203 - NCLB: TITLE III, LIMITED ENG	HOLT, RINEHART & WINSTON PUBL.	SUPPLIES	1,270.38
302	06	500	8150 - ONGOING & MAJOR MAINT	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	1,034.40
303	06	500	4035 - NCLB: TITLE II, PART A	INLAND EMPIRE READING COUNCIL	CONF FEE-IERC-4/07(4)1DAY	260.00
304	06	500	7271 - CALIFORNIA PEER ASSIST	INSTITUTE FOR EDUCATIONAL DEVELOPMEN	CONF FEE-IED-5/07(1)1DAY	189.00
305	06	500	4203 - NCLB: TITLE III, LIMITED ENG	IRASEMA GUZMAN	REIMBURSE TRAVEL	22.40
306	06	500	8150 - ONGOING & MAJOR MAINT	JAIME VALENCIA	UNIFORM ALLOWANCE	150.00
307	06	500	8150 - ONGOING & MAJOR MAINT	JAMES BOYD	UNIFORM ALLOWANCE	150.00
308	06	500	6500 - SPECIAL EDUCATION	JANA VAN VYVE	REIMBURSE MILEAGE	5.07
309	06	500	4035 - NCLB: TITLE II, PART A	JANE REYNOLDS	REIMBURSE TRAVEL	8.12
310	06	500	4045 - NCLB: TITLE II, PART D	JASON O'NEILL	REIMBURSE TRAVEL	79.91
311	06	500	8150 - ONGOING & MAJOR MAINT	JOE LARRAGOITIY	UNIFORM ALLOWANCE	150.00
312	06	500	8150 - ONGOING & MAJOR MAINT	JON GOWAN	UNIFORM ALLOWANCE	150.00
313	06	500	5210 - HEAD START	JORDAN, JOAN	REIMBURSE SUPPLIES	25.84
314	06	500	9027 - SCHOOL READINESS PROGRAM	JUAN HEREDIA	REIMBURSE SUPPLIES	54.48
315	06	500	7271 - CALIFORNIA PEER ASSIST	JURUPA UNIFIED	REG FEE-UC REGENTS	65.00
316	06	500	7230 - TRANSPORTATION: HOME	LAIDLAW TRANSIT, INC.	BUS SERVICES - FIELD TRIP	239.73
317	06	500	4035 - NCLB: TITLE II, PART A	LANG, RITA	REIMBURSE MILEAGE	21.23
318	06	500	4035 - NCLB: TITLE II, PART A	LUKE, KAREN	REIMBURSE MILEAGE	19.44
319	06	500	4035 - NCLB: TITLE II, PART A	LUKE, KAREN	REIMBURSE TRAVEL	9.00
320	06	500	8150 - ONGOING & MAJOR MAINT	MAREZ, PAUL	UNIFORM ALLOWANCE	150.00
321	06	500	8150 - ONGOING & MAJOR MAINT	MAREZ, RAUL	UNIFORM ALLOWANCE	150.00
322	06	500	8150 - ONGOING & MAJOR MAINT	MARTINEZ, TONY	UNIFORM ALLOWANCE	150.00
323	06	500	4035 - NCLB: TITLE II, PART A	MARY HITE	REIMBURSE MILEAGE	24.72
324	06	500	8150 - ONGOING & MAJOR MAINT	MATTHEW PIFER	UNIFORM ALLOWANCE	150.00
325	06	500	8150 - ONGOING & MAJOR MAINT	MIKE MUNOZ	UNIFORM ALLOWANCE	150.00
326	06	500	3710 - NCLB: TITLE IV, PART A	MURIETTA VALLEY UNIFIE SCHOOL DISTRICT	CONF FEE-MVUSD-5/07(2)1DAY	80.00
327	06	500	3710 - NCLB: TITLE IV, PART A	MURIETTA VALLEY UNIFIE SCHOOL DISTRICT	CONF FEE-MVUSD-5/07(2)1DAY	80.00
328	06	500	3710 - NCLB: TITLE IV, PART A	MURIETTA VALLEY UNIFIE SCHOOL DISTRICT	CONF FEE-MVUSD-5/07(2)1DAY	80.00
329	06	500	3010 - NCLB: TITLE I, PART A, BASIC	NEXTEL	CELL PHONE - MAY 07	560.14
330	06	500	6285 - COMMUNITY-BASED TUTOR	NEXTEL	CELL PHONE - MAY 07	95.58
331	06	500	7230 - TRANSPORTATION: HOME	NEXTEL	CELL PHONE - MAY 07	187.30
332	06	500	9025 - WORKFORCE INVESTMENT	NEXTEL	CELL PHONE - MAY 07	93.61
333	06	500	9027 - SCHOOL READINESS PROGRAM	NEXTEL	CELL PHONE - MAY 07	73.44
334	06	500	8150 - ONGOING & MAJOR MAINT	PAUL HOPSON	UNIFORM ALLOWANCE	150.00
335	06	500	8150 - ONGOING & MAJOR MAINT	PONCE, PABLO	UNIFORM ALLOWANCE	150.00
336	06	500	8150 - ONGOING & MAJOR MAINT	RANABAUER, JONATHAN	UNIFORM ALLOWANCE	150.00

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8.8

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
337	06	500	8150 - ONGOING & MAJOR MAINT	RICK JAUNZEMIS	UNIFORM ALLOWANCE	150.00
338	06	500	4035 - NCLB: TITLE II, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE 5/07(4)3DAYS	1,140.00
339	06	500	4035 - NCLB: TITLE II, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-RCOE-5/07(5)1DAY	625.00
340	06	500	4045 - NCLB: TITLE II, PART D	RON KAHN	REIMBURSETRAVEL	204.44
341	06	500	8150 - ONGOING & MAJOR MAINT	RUTIGLIANO, DOMINIC	UNIFORM ALLOWANCE	150.00
342	06	500	4045 - NCLB: TITLE II, PART D	SANDY SHAMMAS	REIMBURSE MILEAGE	90.50
343	06	500	8150 - ONGOING & MAJOR MAINT	TAD CANALE	UNIFORM ALLOWANCE	150.00
344	06	500	8150 - ONGOING & MAJOR MAINT	THORNTON, JOHN	UNIFORM ALLOWANCE	150.00
345	06	500	7140 - GIFTED & TALENTED EDUC	UC REGENTS	CONF FEE-UCR-5/07(2)1DAY	130.00
346	06	500	4035 - NCLB: TITLE II, PART A	VERONICA ALVAREZ	REIMBURSE TRAVEL	9.00
347	06	500	4035 - NCLB: TITLE II, PART A	VIEHMANN, CINDY	REIMBURSE TRAVEL	9.00
348	06	500	3010 - NCLB: TITLE I, PART A, BASIC	WILLIS, MARSHA	REIMBURSE SUPPLIES	32.31
349	06	500	5210 - HEAD START	WILLIS, MARSHA	REIMBURSE SUPPLIES	274.38
350	06	565	6500 - SPECIAL EDUCATION	NEXTEL	CELL PHONE - MAY 07	76.66
351					**TOTAL FUND 06**	**$ 39,285.23**
352						
353	11	400	6390 - ADULT EDUCATION APPORT	AT&T/MCI	PHONE - MAY 2007	16.03
354	11	400	6390 - ADULT EDUCATION APPORT	CATHY MICKEY	UNIFORM ALLOWANCE	150.00
355	11	400	6390 - ADULT EDUCATION APPORT	CHRISTIAN, STEPHANIE	UNIFORM ALLOWANCE	150.00
356	11	400	6390 - ADULT EDUCATION APPORT	GARCIA, PABLO	UNIFORM ALLOWANCE	75.00
357	11	400	6390 - ADULT EDUCATION APPORT	HOME DEPOT SUPPLY	SUPPLIES	32.19
358	11	400	6390 - ADULT EDUCATION APPORT	PATRICK HAPPEKOTTE	REIMBURSE SUPPLIES	31.49
359	11	401	6390 - ADULT EDUCATION APPORT	BETTY KENT	TEXTBOOK REFUND	25.00
360	11	401	6390 - ADULT EDUCATION APPORT	HILMER BILLAVA	TEXTBOOK REFUND	25.00
361	11	401	6390 - ADULT EDUCATION APPORT	LISA GRANDERSON	TEXTBOOK REFUND	25.00
362					**TOTAL FUND 11**	**$ 529.71**
363						
364	12	500	6055 - CHILD DEVELOPMENT: STATE	AT&T/MCI	PHONE - MAY 2007	13.05
365					**TOTAL FUND 12**	**$ 13.05**
366						
367	13	500	5310 - CHILD NUTRITION: SCHOOL	ADRIANA JAIMES	UNIFORM ALLOWANCE	150.00
368	13	500	5310 - CHILD NUTRITION: SCHOOL	AGUIRRE, MERCEDES	UNIFORM ALLOWANCE	150.00
369	13	500	5310 - CHILD NUTRITION: SCHOOL	ALBERS, DONNA	UNIFORM ALLOWANCE	150.00
370	13	500	5310 - CHILD NUTRITION: SCHOOL	ALESSANDRO, VICTORIA L	UNIFORM ALLOWANCE	150.00
371	13	500	5310 - CHILD NUTRITION: SCHOOL	ALICIA ESPINOZA	UNIFORM ALLOWANCE	150.00
372	13	500	5310 - CHILD NUTRITION: SCHOOL	ALMANZA, CLAUDIA	UNIFORM ALLOWANCE	150.00
373	13	500	5310 - CHILD NUTRITION: SCHOOL	ANITA VENEGAS	UNIFORM ALLOWANCE	150.00
374	13	500	5310 - CHILD NUTRITION: SCHOOL	ARRON CURBY	UNIFORM ALLOWANCE	150.00
375	13	500	5310 - CHILD NUTRITION: SCHOOL	AT&T/MCI	PHONE - MAY 2007	387.41
376	13	500	5310 - CHILD NUTRITION: SCHOOL	BALDERRAMA, JAMIE	UNIFORM ALLOWANCE	150.00
377	13	500	5310 - CHILD NUTRITION: SCHOOL	BARELA, MARIE	UNIFORM ALLOWANCE	150.00
378	13	500	5310 - CHILD NUTRITION: SCHOOL	BENNYWORTH, BARBARA	UNIFORM ALLOWANCE	150.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
379	13	500	5310 - CHILD NUTRITION: SCHOOL	BREMER, RACHEL	UNIFORM ALLOWANCE	150.00
380	13	500	5310 - CHILD NUTRITION: SCHOOL	BROKAR, JOANN	UNIFORM ALLOWANCE	150.00
381	13	500	5310 - CHILD NUTRITION: SCHOOL	CANALES, GLADYS	UNIFORM ALLOWANCE	150.00
382	13	500	5310 - CHILD NUTRITION: SCHOOL	CAREY DOYLE	UNIFORM ALLOWANCE	150.00
383	13	500	5310 - CHILD NUTRITION: SCHOOL	CARMEN CORNEJO	UNIFORM ALLOWANCE	150.00
384	13	500	5310 - CHILD NUTRITION: SCHOOL	CARRANZA, MARIA	UNIFORM ALLOWANCE	150.00
385	13	500	5310 - CHILD NUTRITION: SCHOOL	CARRILLO, ARMINDA	UNIFORM ALLOWANCE	150.00
386	13	500	5310 - CHILD NUTRITION: SCHOOL	CARRILLO, SHARON	UNIFORM ALLOWANCE	150.00
387	13	500	5310 - CHILD NUTRITION: SCHOOL	CASSEN-SNYDER, LORI	UNIFORM ALLOWANCE	150.00
388	13	500	5310 - CHILD NUTRITION: SCHOOL	CLAUDIA SANCHEZ	UNIFORM ALLOWANCE	150.00
389	13	500	5310 - CHILD NUTRITION: SCHOOL	CONNIE TUIAEA	UNIFORM ALLOWANCE	150.00
390	13	500	5310 - CHILD NUTRITION: SCHOOL	CONRAD, SHARON	UNIFORM ALLOWANCE	150.00
391	13	500	5310 - CHILD NUTRITION: SCHOOL	CORINA GARCIA	UNIFORM ALLOWANCE	150.00
392	13	500	5310 - CHILD NUTRITION: SCHOOL	CYNTHIA BROOKS	UNIFORM ALLOWANCE	125.00
393	13	500	5310 - CHILD NUTRITION: SCHOOL	CYNTHIA ZENDEJAS	UNIFORM ALLOWANCE	125.00
394	13	500	5310 - CHILD NUTRITION: SCHOOL	DANFORD, DENA	UNIFORM ALLOWANCE	150.00
395	13	500	5310 - CHILD NUTRITION: SCHOOL	DANIEL MEDINA	UNIFORM ALLOWANCE	150.00
396	13	500	5310 - CHILD NUTRITION: SCHOOL	DEMELLO, DARLENE	UNIFORM ALLOWANCE	150.00
397	13	500	5310 - CHILD NUTRITION: SCHOOL	DEMELLO, FRANK	UNIFORM ALLOWANCE	150.00
398	13	500	5310 - CHILD NUTRITION: SCHOOL	DEVORE, MISTY	UNIFORM ALLOWANCE	150.00
399	13	500	5310 - CHILD NUTRITION: SCHOOL	DIANA ARCE	UNIFORM ALLOWANCE	150.00
400	13	500	5310 - CHILD NUTRITION: SCHOOL	DIANNE MELTON	UNIFORM ALLOWANCE	150.00
401	13	500	5310 - CHILD NUTRITION: SCHOOL	DODD, CAROLYN	UNIFORM ALLOWANCE	50.00
402	13	500	5310 - CHILD NUTRITION: SCHOOL	DOLORES SERRANO	UNIFORM ALLOWANCE	150.00
403	13	500	5310 - CHILD NUTRITION: SCHOOL	DOMINGUEZ, RAQUEL	UNIFORM ALLOWANCE	150.00
404	13	500	5310 - CHILD NUTRITION: SCHOOL	ELVIRA YOUNG	UNIFORM ALLOWANCE	150.00
405	13	500	5310 - CHILD NUTRITION: SCHOOL	ESTRADA, TONI	UNIFORM ALLOWANCE	150.00
406	13	500	5310 - CHILD NUTRITION: SCHOOL	FAYTHE VAN CLEVE	UNIFORM ALLOWANCE	150.00
407	13	500	5310 - CHILD NUTRITION: SCHOOL	FERNANDA DIAZ	UNIFORM ALLOWANCE	75.00
408	13	500	5310 - CHILD NUTRITION: SCHOOL	FLORES, LOURDES	UNIFORM ALLOWANCE	150.00
409	13	500	5310 - CHILD NUTRITION: SCHOOL	FLORES, PATRICIA	UNIFORM ALLOWANCE	150.00
410	13	500	5310 - CHILD NUTRITION: SCHOOL	FOSTER, BARBARA	UNIFORM ALLOWANCE	150.00
411	13	500	5310 - CHILD NUTRITION: SCHOOL	GABRIELA JACKSON	UNIFORM ALLOWANCE	150.00
412	13	500	5310 - CHILD NUTRITION: SCHOOL	GABRIELLA AYALA	UNIFORM ALLOWANCE	150.00
413	13	500	5310 - CHILD NUTRITION: SCHOOL	GARCIA, ESTHER	UNIFORM ALLOWANCE	150.00
414	13	500	5310 - CHILD NUTRITION: SCHOOL	GARCIA, NELLIE	UNIFORM ALLOWANCE	150.00
415	13	500	5310 - CHILD NUTRITION: SCHOOL	GEK, LIM	UNIFORM ALLOWANCE	150.00
416	13	500	5310 - CHILD NUTRITION: SCHOOL	GENEVIEVE FILLMORE	LUNCH ACC'T REFUND	24.25
417	13	500	5310 - CHILD NUTRITION: SCHOOL	GEORGIA LELKINS	LUNCH ACCOUNT REFUND	13.00
418	13	500	5310 - CHILD NUTRITION: SCHOOL	GIBSON, SHIRLEY	UNIFORM ALLOWANCE	150.00
419	13	500	5310 - CHILD NUTRITION: SCHOOL	GLORIA LEWIS	UNIFORM ALLOWANCE	150.00
420	13	500	5310 - CHILD NUTRITION: SCHOOL	GONZALEZ, SUSANA	UNIFORM ALLOWANCE	150.00

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Pg. 10

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
421	13	500	5310 - CHILD NUTRITION: SCHOOL	GREAVER, BRENDA	UNIFORM ALLOWANCE	150.00
422	13	500	5310 - CHILD NUTRITION: SCHOOL	GRISEL AVILA	UNIFORM ALLOWANCE	150.00
423	13	500	5310 - CHILD NUTRITION: SCHOOL	GUERRERO, ROSALIE	UNIFORM ALLOWANCE	150.00
424	13	500	5310 - CHILD NUTRITION: SCHOOL	HALCROMB, VENI	UNIFORM ALLOWANCE	150.00
425	13	500	5310 - CHILD NUTRITION: SCHOOL	HOLDEN, KIM	UNIFORM ALLOWANCE	150.00
426	13	500	5310 - CHILD NUTRITION: SCHOOL	HOLLEY, JESSICA	UNIFORM ALLOWANCE	150.00
427	13	500	5310 - CHILD NUTRITION: SCHOOL	HUBBELL, RITA	UNIFORM ALLOWANCE	150.00
428	13	500	5310 - CHILD NUTRITION: SCHOOL	JACK BROWN	UNIFORM ALLOWANCE	150.00
429	13	500	5310 - CHILD NUTRITION: SCHOOL	JANET WHITCOMB	UNIFORM ALLOWANCE	150.00
430	13	500	5310 - CHILD NUTRITION: SCHOOL	JERRI FOGG	UNIFORM ALLOWANCE	150.00
431	13	500	5310 - CHILD NUTRITION: SCHOOL	JODY KOOP	UNIFORM ALLOWANCE	150.00
432	13	500	5310 - CHILD NUTRITION: SCHOOL	JUANITA HIGUERA	UNIFORM ALLOWANCE	150.00
433	13	500	5310 - CHILD NUTRITION: SCHOOL	JUDY FREEMAN	REIMB FOOD HANDLER CARD	17.00
434	13	500	5310 - CHILD NUTRITION: SCHOOL	JUDY FREEMAN	UNIFORM ALLOWANCE	150.00
435	13	500	5310 - CHILD NUTRITION: SCHOOL	JULIA DESCHENE	UNIFORM ALLOWANCE	150.00
436	13	500	5310 - CHILD NUTRITION: SCHOOL	KALT, GERALDINE	UNIFORM ALLOWANCE	150.00
437	13	500	5310 - CHILD NUTRITION: SCHOOL	KARLA MARTINEZ-GONZALEZ	UNIFORM ALLOWANCE	150.00
438	13	500	5310 - CHILD NUTRITION: SCHOOL	KELLEY, MARCIA	UNIFORM ALLOWANCE	150.00
439	13	500	5310 - CHILD NUTRITION: SCHOOL	KIBLER, LINDA	UNIFORM ALLOWANCE	150.00
440	13	500	5310 - CHILD NUTRITION: SCHOOL	KIRLEY, VIRGINIA	UNIFORM ALLOWANCE	150.00
441	13	500	5310 - CHILD NUTRITION: SCHOOL	LEACH, NANCY	UNIFORM ALLOWANCE	150.00
442	13	500	5310 - CHILD NUTRITION: SCHOOL	LEANNE DEL REAL	UNIFORM ALLOWANCE	75.00
443	13	500	5310 - CHILD NUTRITION: SCHOOL	LESTER, JUDY	UNIFORM ALLOWANCE	150.00
444	13	500	5310 - CHILD NUTRITION: SCHOOL	LINDA BERMUDEZ	UNIFORM ALLOWANCE	150.00
445	13	500	5310 - CHILD NUTRITION: SCHOOL	LISA MIRAMONTES	UNIFORM ALLOWANCE	100.00
446	13	500	5310 - CHILD NUTRITION: SCHOOL	MADRID, MARGARET	UNIFORM ALLOWANCE	150.00
447	13	500	5310 - CHILD NUTRITION: SCHOOL	MARGARET EGAN	UNIFORM ALLOWANCE	150.00
448	13	500	5310 - CHILD NUTRITION: SCHOOL	MARIA CARMONA	UNIFORM ALLOWANCE	150.00
449	13	500	5310 - CHILD NUTRITION: SCHOOL	MARIA GONZALEZ	UNIFORM ALLOWANCE	150.00
450	13	500	5310 - CHILD NUTRITION: SCHOOL	MARINA REYES-JOYA	UNIFORM ALLOWANCE	75.00
451	13	500	5310 - CHILD NUTRITION: SCHOOL	MARLENE HARDING	UNIFORM ALLOWANCE	150.00
452	13	500	5310 - CHILD NUTRITION: SCHOOL	MARQUEZ, MARIA	UNIFORM ALLOWANCE	150.00
453	13	500	5310 - CHILD NUTRITION: SCHOOL	MARTINEZ, ARMIDA	UNIFORM ALLOWANCE	150.00
454	13	500	5310 - CHILD NUTRITION: SCHOOL	MARTINEZ, SYLVIA	UNIFORM ALLOWANCE	150.00
455	13	500	5310 - CHILD NUTRITION: SCHOOL	MCINTOSH, BELINDA	UNIFORM ALLOWANCE	150.00
456	13	500	5310 - CHILD NUTRITION: SCHOOL	MERCY WILSON	UNIFORM ALLOWANCE	150.00
457	13	500	5310 - CHILD NUTRITION: SCHOOL	MILLER, SHARON	UNIFORM ALLOWANCE	150.00
458	13	500	5310 - CHILD NUTRITION: SCHOOL	MORRIS, PATRICIA	UNIFORM ALLOWANCE	150.00
459	13	500	5310 - CHILD NUTRITION: SCHOOL	MORRIS, SALLY	UNIFORM ALLOWANCE	150.00
460	13	500	5310 - CHILD NUTRITION: SCHOOL	NANCY LAMB	UNIFORM ALLOWANCE	150.00
461	13	500	5310 - CHILD NUTRITION: SCHOOL	NEXTEL	CELL PHONE - MAY 07	280.37
462	13	500	5310 - CHILD NUTRITION: SCHOOL	NORMA CARUSO	UNIFORM ALLOWANCE	150.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
463	13	500	5310 - CHILD NUTRITION: SCHOOL	PATRICK MCLEOD	REIMBURSE MILEAGE	93.72
464	13	500	5310 - CHILD NUTRITION: SCHOOL	PENNY TRAVIS	REIMBURSE TRAVEL	156.64
465	13	500	5310 - CHILD NUTRITION: SCHOOL	RAU, KAREN	UNIFORM ALLOWANCE	150.00
466	13	500	5310 - CHILD NUTRITION: SCHOOL	REBECCA CARMONA	UNIFORM ALLOWANCE	150.00
467	13	500	5310 - CHILD NUTRITION: SCHOOL	REGUA, LAURIE	UNIFORM ALLOWANCE	150.00
468	13	500	5310 - CHILD NUTRITION: SCHOOL	ROBBINS, KERI	UNIFORM ALLOWANCE	150.00
469	13	500	5310 - CHILD NUTRITION: SCHOOL	ROBERT SEGER	UNIFORM ALLOWANCE	50.00
470	13	500	5310 - CHILD NUTRITION: SCHOOL	RONELE HICKS	UNIFORM ALLOWANCE	150.00
471	13	500	5310 - CHILD NUTRITION: SCHOOL	ROSE GRANT	UNIFORM ALLOWANCE	75.00
472	13	500	5310 - CHILD NUTRITION: SCHOOL	RUBIO, LORETTA	UNIFORM ALLOWANCE	150.00
473	13	500	5310 - CHILD NUTRITION: SCHOOL	SANTAVICCA, THERESE	UNIFORM ALLOWANCE	150.00
474	13	500	5310 - CHILD NUTRITION: SCHOOL	SCHROEDER, CHERRI	UNIFORM ALLOWANCE	150.00
475	13	500	5310 - CHILD NUTRITION: SCHOOL	SELF, BOBBIE	UNIFORM ALLOWANCE	150.00
476	13	500	5310 - CHILD NUTRITION: SCHOOL	SINSLEY, SHIRLEY	UNIFORM ALLOWANCE	150.00
477	13	500	5310 - CHILD NUTRITION: SCHOOL	SKIDMORE, MICHELE	UNIFORM ALLOWANCE	150.00
478	13	500	5310 - CHILD NUTRITION: SCHOOL	SOLEDAD HIGUERA	UNIFORM ALLOWANCE	150.00
479	13	500	5310 - CHILD NUTRITION: SCHOOL	SOTOMAYOR, BETTY	UNIFORM ALLOWANCE	150.00
480	13	500	5310 - CHILD NUTRITION: SCHOOL	STEPHANIE WILLIAMS	UNIFORM ALLOWANCE	75.00
481	13	500	5310 - CHILD NUTRITION: SCHOOL	STYLES, MARJEAN	UNIFORM ALLOWANCE	150.00
482	13	500	5310 - CHILD NUTRITION: SCHOOL	SUSAN SCHEU	UNIFORM ALLOWANCE	150.00
483	13	500	5310 - CHILD NUTRITION: SCHOOL	TERESA EDMONDS	UNIFORM ALLOWANCE	150.00
484	13	500	5310 - CHILD NUTRITION: SCHOOL	TEXACO	PROPANE - APRIL 2007	31.79
485	13	500	5310 - CHILD NUTRITION: SCHOOL	THERESA WALLACE-KING	REIMBURSE TRAVEL	73.84
486	13	500	5310 - CHILD NUTRITION: SCHOOL	THERESA WALLACE-KING	REIMBURSE MILEAGE	93.72
487	13	500	5310 - CHILD NUTRITION: SCHOOL	TINA WOODS	UNIFORM ALLOWANCE	150.00
488	13	500	5310 - CHILD NUTRITION: SCHOOL	TRUJILLO, JUANITA	UNIFORM ALLOWANCE	150.00
489	13	500	5310 - CHILD NUTRITION: SCHOOL	VAN DEVER, CHARLIE	UNIFORM ALLOWANCE	150.00
490	13	500	5310 - CHILD NUTRITION: SCHOOL	VANCLEAVE, SHIRLEY	UNIFORM ALLOWANCE	150.00
491	13	500	5310 - CHILD NUTRITION: SCHOOL	VICKIE RIDGLEY	UNIFORM ALLOWANCE	150.00
492	13	500	5310 - CHILD NUTRITION: SCHOOL	VIRGINIA WARD	UNIFORM ALLOWANCE	150.00
493	13	500	5310 - CHILD NUTRITION: SCHOOL	WALKER, DEBORAH	UNIFORM ALLOWANCE	150.00
494	13	500	5310 - CHILD NUTRITION: SCHOOL	WALKER, CHERYL	UNIFORM ALLOWANCE	150.00
495	13	500	5310 - CHILD NUTRITION: SCHOOL	WALKER, RICHARD	UNIFORM ALLOWANCE	25.00
496	13	500	5310 - CHILD NUTRITION: SCHOOL	WILLIAMS, ASHLEY	UNIFORM ALLOWANCE	150.00
497	13	500	5310 - CHILD NUTRITION: SCHOOL	WILLIAMS, DOROTHY	UNIFORM ALLOWANCE	150.00
498	13	500	5310 - CHILD NUTRITION: SCHOOL	WRIGHT, TERI	UNIFORM ALLOWANCE	150.00

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B.12

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
05/07/07 thru 05/18/07

Line #	Fund	Sch	Resource	Vendor	Description		Amount
499	13	500	5310 - CHILD NUTRITION: SCHOOL	YVONNE FARRIS	UNIFORM ALLOWANCE		150.00
500	13	500	5310 - CHILD NUTRITION: SCHOOL	YVONNE GALVAN	UNIFORM ALLOWANCE		150.00
501					**TOTAL FUND 13**	**$**	**18,971.74**
502							
503	67	500	0012 - SELF INSURANCE	AMERICAN MEDICAL RESPONSE	PERSONAL LOSS		1,282.50
504	67	500	0012 - SELF INSURANCE	GRACIELLA TONCHE	PERSONAL LOSS		182.00
505	67	500	0012 - SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	ADMINISTRATION FEE		507.50
506	67	500	0012 - SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	ADMINISTRATION FEE		193.05
507	67	500	0012 - SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	ADMINISTRATION FEE		321.75
508	67	500	0012 - SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	ADMINISTRATION FEE		1,998.47
509	67	500	0012 - SELF INSURANCE	RIVERSIDE RADIOLOGY MEDICAL GROUP, IN	PERSONAL LOSS		54.00
510	67	500	0012 - SELF INSURANCE	SEQUOIA DOCUMENT SERVICE, INC.	COPY SERVICE FEE		65.56
511	67	500	0012 - SELF INSURANCE	SHEILA M. LOPEZ	PROFESSIONAL/CONSULTING SERVICES		500.00
512	67	500	0012 - SELF INSURANCE	THOMPSON & COLEGATE	LEGAL FEES		626.04
513					**TOTAL FUND 67**	**$**	**5,730.87**

506 DISBURSEMENT ORDER PURCHASES FOR A GRAND TOTAL OF : **$ 148,447.70**

RECOMMENDED APPROVAL: Beth Conners
DIRECTOR OF FISCAL SERVICES

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06.13

Report of Purchase
Purchases Over $200
05-07-07 thru 5-18-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
1	P61638	03	500	0000 - UNRESTRICTED	ULINE	CSR-STOCK	$ 2,287.32
2	P61640	03	500	0000 - UNRESTRICTED	XEROX PAPER PRODUCTS	CSR-STOCK	3,562.22
3	P61641	03	500	0000 - UNRESTRICTED	U.S. POSTAL SERVICE	CSR-STOCK	1,075.00
4	P1003497	03	210	0001 - DISCRETIONARY	BURTRONICS (MARTIN BUS. MACH)	MM-MAINTENANCE FOR (2) RISOS	2,919.02
5	P1003497	06	210	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	BURTRONICS (MARTIN BUS. MACH)	MM-MAINTENANCE FOR (2) RISOS	2,919.02
6	P1005197	06	500	6500 - SPECIAL EDUCATION	ABILITATIONS	EC-SPEC ED-TESTING SUPPLIES	307.07
7	P1005719	25	500	0000 - UNRESTRICTED	TROXELL COMMUNICATIONS INC.	CR-TV/VCR MOUNTS, DVD/VCR PLAYERS	1,040.87
8	P1007289	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	SAX ARTS & CRAFTS	RH-INSTRUCTIONAL SUPPLIES	361.90
9	P1007462	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	BEST BUY GOV, LLC	RH-CAMCORDERS-3	1,009.63
10	P1007463	06	150	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	SC-BOOKS	2,443.19
11	P1007464	06	165	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	HOUGHTON-MIFFLIN	TS-WORKBOOKS	11,672.3[illegible]
12	P1007465	06	150	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	SC-PRACTICE BOOKS	319.22
13	P1007467	25	150	0000 - UNRESTRICTED	PALMER HAMILTON	SC-LUNCH TABLE	1,231.91
14	P1007470	06	135	7258 - HIGH PRIORITY SCHOOL GRANTS PROGRAM	NYSTROM	PED-MAPS-12	6,514.65
15	P1007471	06	150	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	TEACHER DIRECT	SC-INSTRUCTIONAL SUPPLIES	559.18
16	P1007472	06	500	5640 - MEDI-CAL BILLING OPTION	RESEARCH PRESS	EC-REFERENCE BOOKS	393.09
17	P1007474	06	135	7258 - HIGH PRIORITY SCHOOL GRANTS PROGRAM	RIVERSIDE CO. OFFICE OF EDUC.	PED-REFERENCE BOOKS	668.05
18	P1007475	03	200	0001 - DISCRETIONARY	BIG 5 SPORTING GOODS	JM-AWNINGS-2	215.48
19	P1007476	06	500	5640 - MEDI-CAL BILLING OPTION	GUILDFORD PRESS PUBLISHING	EC-REFERENCE BOOKS	235.66
20	P1007477	06	110	6500 - SPECIAL EDUCATION	PEARSON LEARNING	GH-PHONICS TEXTBOOKS	250.22
21	P1007478	06	500	5640 - MEDI-CAL BILLING OPTION	I.M.P.A.C. GOVERNMENT SERVICES	EC-REFERENCE BOOKS	368.76
22	P1007481	03	165	0001 - DISCRETIONARY	TOSHIBA BUSINESS SOLUTIONS	TS-COPIER	1,303.78
23	P1007482	06	500	5640 - MEDI-CAL BILLING OPTION	RENAISSANCE LEARNING, INC.	EC-INSTRUCTIONAL HARDWARE	1,859.44
24	P1007483	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMENT	INLAND LIGHTING	MAINT-EXTERIOR DOWN LIGHTS	371.74
25	P1007484	03	300	0001 - DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	JVH-SHREDDER	1,231.57
26	P1007485	03	500	0000 - UNRESTRICTED	PITNEY BOWES	EC-MAIL ROOM-RATING UPGRADE	3,891.93
27	P1007486	03	500	0015 - UNANTICIPATED CAPITAL OUTLAY F & E	EDUCATIONAL RESOURCES - ORDERS	NVH-SOFTWARE LICENSES-4	219.38
28	P1007487	06	125	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	EDUCATIONAL RESOURCES - ORDERS	MB-SOFTWARE LICENSES-6	329.07
29	P1007491	06	105	6500 - SPECIAL EDUCATION	OFFICE MAX CONTRACT, INC.	GA-FAX MACHINE	507.2[illegible]
30	P1007494	03	305	0001 - DISCRETIONARY	WARD'S NATURAL SCIENCE EST., INC.	RH-LAB SPECIMENS	409.20
31	P1007495	06	165	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	FOLLETT LIBRARY RESOURCES	TS-LIBRARY BOOKS	6,450.00
32	P1007500	03	200	0001 - DISCRETIONARY	OFFICEMAX	JM-OPEN PO-SUPPLIES	390.00
33	P1007502	03	500	0000 - UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-SPRINKLER REPAIRS	549.20
34	P1007503	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN DC SYSTEMS	MAINT-JVH-GH-PH-SA-INVERTER MAINTENANCE	1,395.00
35	P1007504	03	500	0000 - UNRESTRICTED	PIONEER CHEMICAL COMPANY	MAINT-PRESSURE WASHER REPAIRS	1,383.51
36	P1007505	06	145	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	CHATFIELD-CLARKE COMPANY	RL-INSTRUCTIONAL SUPPLIES	1,583.93
37	P1007506	06	135	7258 - HIGH PRIORITY SCHOOL GRANTS PROGRAM	TROXELL COMMUNICATIONS INC.	PED-WALL SCREENS-30	1,680.90
38	P1007507	03	500	0015 - UNANTICIPATED CAPITAL OUTLAY F & E	OFFICE MAX CONTRACT, INC.	NVH-PRINTER	506.45
39	P1007508	06	145	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	OFFICE MAX CONTRACT, INC.	RL-PRINTER	918.25
40	P1007510	06	405	6500 - SPECIAL EDUCATION	THE LEARNING STORE	LC-INSTRUCTIONAL DVD'S	290.71
41	P1007511	06	100	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	INTERNATIONAL LASER GROUP	CR-INK CARTRIDGES	224.12

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42	P1007512	03	500	0015 - UNANTICIPATED CAPITAL OUTLAY F & E	TANGRAM INTERIORS	EC-PERSONNEL WORKSTATION	1,715.00
43	P1007513	03	500	0015 - UNANTICIPATED CAPITAL OUTLAY F & E	TANGRAM INTERIORS	EC-WORKSTATION MODIFICATION	1,472.52
44	P1007514	11	400	3905 - ADULT EDUCATION: ADULT BASIC EDUCATION	OXFORD UNIVERSITY PRESS	LC-DICTIONARIES-100	1,799.73
45	P1007515	06	210	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	VALIANT IMC	MM-DVD PLAYERS-5	231.50
46	P1007516	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	PRENTICE HALL	RH-TEST PREP BOOKS	1,143.26
47	P1007517	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIENT	TROXELL COMMUNICATIONS INC.	IH-AUDIOVISUAL EQUIPMENT	2,204.57
48	P1007518	06	210	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	FOLLETT LIBRARY RESOURCES	MM-LIBRARY BOOKS	1,255.00
49	P1007519	11	400	6390 - ADULT EDUCATION APPORTIONMENT	OFFICE DEPOT	LC-FILE CABINETS-3	586.35
50	P1007520	06	210	6285 - COMMUNITY-BASED TUTORING GRANTS	OFFICE MAX CONTRACT, INC.	MM-FLASH DRIVES-45	314.20
51	P1007521	03	145	0001 - DISCRETIONARY	TOSHIBA BUSINESS SOLUTIONS	RL-COPIER	6,302.30
52	P1007522	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	APPLIED PRACTICE	RH-GATE BOOKS	334.8[illegible]
53	P1007524	06	300	7220 - PARTNERSHIP ACADEMIES PROGRAM	PC & MACEXCHANGE	JVH-PROJECTOR LAMPS-3	1,382.58
54	P1007526	06	500	9027 - SCHOOL READINESS PROGRAM	STATER BROTHERS	EC-HSPS-MATERIALS AND SUPPLIES	500.00
55	P1007527	06	500	9027 - SCHOOL READINESS PROGRAM	K-MART (LIMONITE STORE)	EC-HSPS-MATERIALS AND SUPPLIES	500.00
56	P1007530	06	300	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SUP	WENGER CORP.	JVH-CHORAL LIBRARY	7,678.93
57	P1007531	06	135	7258 - HIGH PRIORITY SCHOOL GRANTS PROGRAM	PC & MACEXCHANGE	PED-LISTENING CENTERS-30	3,696.87
58	P1007532	03	500	0000 - UNRESTRICTED	FOOD SERVICE	EC-PERSONNEL-CATERING	360.00
59	P1007534	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SUP	RIVERSIDE GOLF CLUB	RH-FACILITY RENTAL FOR SWIM BANQUET	538.75
60	P1007535	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH S	KAHOOTS FEED PET-PET-SADDLERY	RH-RIDING HELMETS-8	344.37
61	P1007537	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.G.,	SOUTHWEST MATERIAL HANDLING	FOODSERV-SERVICE REPAIRS	449.74
62	P1007538	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.G.,	UNITED CALIFORNIA FACTORS	FOODSERV-GROCERIES	1,075.00
63	P1007539	03	500	0000 - UNRESTRICTED	KONICA MINOLTA BUSINESS SOLUTIONS	EC-COPIER	7,332.39
64	P1007541	03	105	0001 - DISCRETIONARY	GRAINGER, W.W.	GA-STORAGE BINS-24	310.32
65	P1007542	03	200	0600 - DONATIONS	JURUPA MIDDLE SCHOOL ASB	JM-ASB REIMBURSEMENT	400.00
66	P1007543	06	145	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	RAND MCNALLY	RL-INSTRUCTIONAL SUPPLIES	1,902.93
67	P1007544	06	500	9027 - SCHOOL READINESS PROGRAM	CLEARCOM NETWORKS	SRC-PHONE EQUIPMENT	3,721.40
68	P1007545	03	210	1100 - STATE LOTTERY	NATIONAL EDUC. MUSIC CO., LTD	MM-INSTRUCTIONAL SUPPLIES	2,434.00
69	P1007546	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	TROXELL COMMUNICATIONS INC.	SA-PROJECTOR	672.36
70	P1007548	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	BELLWORK ENTERPRISES	SA-WORKBOOKS	9,782.1[illegible]
71	P1007549	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	TRI DIM FILTER CORPORATION	MAINT-HVAC FILTERS	816.41
72	P1007550	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	TRANE PARTS CENTER	MAINT-GA-HVAC PARTS	1,371.39
73	P1007551	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	CONSOLIDATED ELECTRICAL DIST.	MAINT-ELECTRICAL SUPPLIES	429.43
74	P1007556	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH S	CDW-G	RH-PRINTER & SUPPLIES	687.88
75	P1007558	06	300	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SUP	TROXELL COMMUNICATIONS INC.	JVH-AUDIOVISUAL	1,095.82
76	P1007559	06	500	9025 - WORKFORCE INVESTMENT ACT (WIA)	LOS COMPADRES	JYOC-YEAR-END CATERING SERVICES	800.00
77	P1007560	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SUP	KEN'S SPORTING GOODS	RH-BASKETBALL EQUIPMENT	1,549.08
78	P1007561	03	500	0000 - UNRESTRICTED	OFFICE MAX CONTRACT, INC.	EC-FLASH DRIVES-7	533.63
79	P1007562	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIENT	HOUGHTON MIFFLIN CO	EC-WORKBOOKS	788.24
80	P1007563	06	205	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	I.M.P.A.C. GOVERNMENT SERVICES	MLM-HARD DRIVES-4	200.54
81	P1007565	03	205	1100 - STATE LOTTERY	NICK RAIL MUSIC, INC.	MLM-BAND INSTRUMENTS	4,548.44
82	P1007571	06	105	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	BARNES & NOBLE	GA-OPEN PO-INSTRUCTIONAL SUPPLIES	250.00

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83	P1007572	06	105	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	BARNES & NOBLE	GA-OPEN PO-INSTRUCTIONAL SUPPLIES	250.00
84	P1007573	06	105	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	BARNES & NOBLE	GA-OPEN PO-INSTRUCTIONAL SUPPLIES	250.00
85	P1007576	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	2,475.00
86	P1007577	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	2,100.00
87	P1007578	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	1,950.00
88	P1007579	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	2,175.00
89	P1007581	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	OFFICE MAX CONTRACT, INC.	MM-SOFTWARE	969.59
90	P1007582	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	MINDWARE	IA-INSTRUCTIONAL SUPPLIES	337.29
91	P1007583	06	200	7397 - DISCRETIONARY BLOCK GRANT - SCHOOL DIS	TOUCHSTONE	JM-TOUCHSTONES TEXTBOOKS	1,735.56
92	P1007584	06	500	4045 - NCLB: TITLE II, PART D, ENHANCING EDUCATI	DELL	EC-LAPTOP COMPUTER	2,566.68
93	P1007587	03	500	0000 - UNRESTRICTED	HARBOR FREIGHT	EC-TOOL KITS-4	399.8[illegible]
94	P1007589	06	140	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	DELL COMPUTER CORPORATION	PER-LAPTOP COMPUTER	2,038.12
95	P1007590	06	205	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	EDUCATIONAL RESOURCES - ORDERS	MLM-SOFTWARE	212.41
96	P1007591	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCATI	CDW-G	EC-NOTEBOOK CASES-8	752.44
97	P1007592	03	200	0001 - DISCRETIONARY	CDW-G	JM-DIGITAL CAMERA	396.65
98	P1007593	06	200	7255 - IMMEDIATE INTERVENTION/UNDERPERFORMI	ANDERSON'S BEST	JM-LANYARDS-90	546.81
99	P1007594	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	KONICA MINOLTA BUSINESS SOLUTIONS	MAINT-COPIER MAINTENANCE	350.00
100	P1007595	03	500	0000 - UNRESTRICTED	MPAK TECHNOLOGIES, INC.	EC-COMPUTER HARDWARE SERVICE	483.33
101	P1007596	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SUP	KEN'S SPORTING GOODS	RH-SPORT EQUIPMENT	1,986.70
102	P1007597	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SUP	J.W. PEPPER & SON, INC.	PH-CHORAL FOLDERS	637.82
103	P1007598	03	305	0001 - DISCRETIONARY	KEN'S SPORTING GOODS	RH-SPORT EQUIPMENT	4,369.03
104	P1007599	03	305	0001 - DISCRETIONARY	JOSTENS	RH-GRADUATION SUPPLIES	1,319.94
105	P1007600	03	306	0001 - DISCRETIONARY	ZONES	RH ACADEMY-OFFICE SUPPLIES	1,472.32
106	P1007601	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIENT	LAKESHORE LEARNING MATERIALS	GH-INSTRUCTIONAL MATERIAL	3,816.53
107	P1007602	03	500	0000 - UNRESTRICTED	MBM	TASSC-MEDICAL SUPPLIES	1,728.31
108	P1007604	03	210	0001 - DISCRETIONARY	ZONES	MM-OFFICE SUPPLIES	556.25
109	P1007605	06	175	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	ASTRO JUMP OF RIVERSIDE	WR-RENTALS	535.00
110	P1007608	06	210	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	INTERNATIONAL LASER GROUP	MM-INK CARTRIDGES	1,895.33
111	P1007610	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	ZANER-BLOSER INC	SA-INSTRUCTIONAL SUPPLIES	1,441.64
112	P1007610	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	ZANER-BLOSER INC	SA-INSTRUCTIONAL SUPPLIES	1,441.62
113	P1007611	03	500	0000 - UNRESTRICTED	ANAHEIM BAND INSTRUMENTS INC	MLM-OPEN PO-INSTRUMENT REPAIR	3,500.00
114	P1007612	03	305	0001 - DISCRETIONARY	AARDVARK CLAY	RH-INSTRUCTIONAL SUPPLIES	369.11
115	P1007614	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.G.,	REFRIGERATION HARDWARE SUPPLY	FOOD-OPEN PO-SUPPLIES & MATERIALS	2,000.00
116	P1007615	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	JIMNI SYSTEMS, INC.	MAINT-SERVICE ON SEWER PUMP STATION	225.00
117	P1007616	03	500	0000 - UNRESTRICTED	WESTERN FARM SERVICE, INC.	MAINT-SOIL FOR ATHLETIC FIELD	1,191.72
118	P1007617	06	210	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	SPINITAR	MM-LAMINATING MATERIALS	815.92
119	P1007617	06	500	6286 - ENGLISH LANGUAGE ACQUISITION PROGRAM	SPINITAR	MM-LAMINATING MATERIALS	271.97
120	P1007618	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIENT	XEROX CORP - SUPPLIES ORDERS	EC-TONER SUPPLIES	578.63
121	P1007621	03	305	0001 - DISCRETIONARY	PC & MACEXCHANGE	RH-INK CARTRIDGES	586.16
122	P1007622	03	500	0000 - UNRESTRICTED	ZONES	TSSC-S-OFFICE SUPPLIES	949.06
123	P1007625	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMENT	FERGUSON ENTERPRISES	MAINT-CR-RL-PLUMBING EQUIPMENT & SUPPLIES	1,116.59

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124	P1007627	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMENT	FERGUSON ENTERPRISES	MAINT-CR-RL-PLUMBING EQUIPMENT & SUPPLIES	1,116.59
125	P1007628	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	AAA ELECTRIC MOTOR SALES & SERVIC	MAINT-HVAC REPAIR PARTS	678.84
126	P1007630	06	110	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	GH-WORKBOOKS	8,572.91
127	P1007631	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	I.M.P.A.C. GOVERNMENT SERVICES	RH-GRAPHING CALCULATORS-25	2,855.71
128	P1007633	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	FLORAL SUPPLY SYNDICATE	RH-AG. SUPPLIES	924.76
129	P1007635	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	SCANDIA AMUSEMENT PARK	SA-FIELD TRIP ADMISSIONS-75	900.00
130	P1007636	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.G.,	PRESS ENTERPRISE COMPANY	FOOD-ADVERTISING FEES	210.60
131	P1007640	03	300	0001 - DISCRETIONARY	AMSTERDAM PRINTING & LITHO	JVH-ACADEMIC CALENDARS	569.29
132	P1007641	03	305	0005 - FELO/SELO HRLY. PGMS.	SCANTRON	RH-TESTING FORMS	499.43
133	P1007642	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	SOPRIS WEST EDUCATIONAL SERVICES	EC-TRAINING KITS-40	55,337.80
134	P1007643	06	500	7156 - INSTRUCTIONAL MATERIALS REALIGNMENT, II	HOUGHTON MIFFLIN CO	TPC-TEXTBOOKS	287,097.74
135	P1007645	06	200	7397 - DISCRETIONARY BLOCK GRANT - SCHOOL DIS	ACT RESEARCH SERVICES	JM-TEST BOOKLETS	935.28
136	P1007647	03	120	0001 - DISCRETIONARY	BANC ONE LEASING CORP	IH-LEASE PAYMENT	2,526.74
137	P1007652	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING-STAFF DEVELOPMENT-75	480.84
138	P1007653	03	500	0000 - UNRESTRICTED	ANAHEIM BAND INSTRUMENTS INC	MLM-OPEN PO-INSTRUMENT REPAIR	3,500.00
139	P1007654	03	175	0001 - DISCRETIONARY	POSITIVE PROMOTIONS	WR-TEACHER SUPPLIES	431.87
140	P1007655	06	500	7230 - TRANSPORTATION: HOME TO SCHOOL	GLENN B. DORNING, INC.	TRANS-VEHICLE REPAIR	2,706.98
141	P1007656	03	105	0001 - DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	GA-OFFICE SUPPLIES	269.28
142	P1007660	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	WARD'S NATURAL SCIENCE EST., INC.	RH-SCIENCE MATERIAL	378.49
143	P1007661	03	500	0000 - UNRESTRICTED	WAXIE SANITARY SUPPLY	MAINT-BURNISHER	483.80
144	P1007661	06	145	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	WAXIE SANITARY SUPPLY	MAINT-BURNISHER	483.80
145	P1007662	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	BAUDVILLE	EC-OFFICE SUPPLIES	220.28
146	P1007664	21	130	0204 - MODERNIZATION PROJECTS	MISSION READY-MIX	MAINT-PA-CONCRETE FOR SIDEWALK	1,594.70
147	P1007665	21	305	0220 - RHS STADIUM	INLAND PUMPING COMPANY	MAINT-RH-SEPTIC TANK PUMPING	345.00
148	P1007666	21	305	0204 - MODERNIZATION PROJECTS	ALL CITIES STEEL & FABRICATION	MAINT-MATERIAL FOR WROUGHT IRON FENCING	294.11
149	P1007666	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	ALL CITIES STEEL & FABRICATION	MAINT-MATERIAL FOR WROUGHT IRON FENCING	441.17
150	P1007667	21	305	0204 - MODERNIZATION PROJECTS	MOST DEPENDABLE FOUNTAINS, INC.	MAINT-DRINKING FOUNTAINS	2,223.11
151	P1007667	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	MOST DEPENDABLE FOUNTAINS, INC.	MAINT-DRINKING FOUNTAINS	3,334.67
152	P1007669	21	105	0214 - PLAY STRUCTURES/PLAY GROUNDS	A-G SOD FARMS, INC.	MAINT-SOD FOR PLAYGROUND	646.24
153	P1007671	21	305	0204 - MODERNIZATION PROJECTS	MISSION READY-MIX	MAINT-CONCRETE FOR WROUGHT IRON FENCING	315.71
154	P1007671	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	MISSION READY-MIX	MAINT-CONCRETE FOR WROUGHT IRON FENCING	473.56
155	P1007672	21	305	0204 - MODERNIZATION PROJECTS	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION SUPPLIES	1,408.89
156	P1007672	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION SUPPLIES	2,113.33
157	P1007673	21	105	0214 - PLAY STRUCTURES/PLAY GROUNDS	JOHN DEERE LANDSCAPES	MAINT-IRRIGATION CONTROLLER	500.95
158	P1007676	21	305	0204 - MODERNIZATION PROJECTS	ACE HARDWARE RIVERSIDE	MAINT-MATERIALS FOR FENCING	219.05
159	P1007676	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	ACE HARDWARE RIVERSIDE	MAINT-MATERIALS FOR FENCING	328.58
160	P1007678	21	305	0204 - MODERNIZATION PROJECTS	MISSION READY-MIX	MAINT-CONCRETE FOR FENCING	525.82
161	P1007678	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	MISSION READY-MIX	MAINT-CONCRETE FOR FENCING	788.73
162	P1007679	21	305	0204 - MODERNIZATION PROJECTS	FERGUSON ENTERPRISES	MAINT-PLUMBING SUPPLIES	572.62
163	P1007679	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	FERGUSON ENTERPRISES	MAINT-PLUMBING SUPPLIES	858.95
164	P1007680	21	305	0204 - MODERNIZATION PROJECTS	CONSOLIDATED ELECTRICAL DIST.	MAINT-ELECTRICAL SUPPLIES	225.31

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165	P1007680	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	CONSOLIDATED ELECTRICAL DIST.	MAINT-ELECTRICAL SUPPLIES	337.95
166	P1007681	21	305	0204 - MODERNIZATION PROJECTS	ERIC CHAMBERLAIN WEED CONTROL	MAINT-WEED ABATEMENT	340.00
167	P1007681	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	ERIC CHAMBERLAIN WEED CONTROL	MAINT-WEED ABATEMENT	510.00
168	P1007682	21	305	0204 - MODERNIZATION PROJECTS	COLE EQUIPMENT	MAINT-RENTAL OF BOBCAT AND AUGER	1,052.93
169	P1007682	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	COLE EQUIPMENT	MAINT-RENTAL OF BOBCAT AND AUGER	1,579.40
170	P1007683	21	305	0204 - MODERNIZATION PROJECTS	TRICO DISPOSAL, INC.	MAINT-WASTE DISPOSAL	1,237.17
171	P1007683	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	TRICO DISPOSAL, INC.	MAINT-WASTE DISPOSAL	1,855.76
172	P1007687	21	125	0205 - LANDSCAPING, TREES, BENCHES & FENCING	PEDLEY EQUIPMENT RENTAL	MAINT-TRENCHER RENTAL	432.00
173	P1007688	21	305	0204 - MODERNIZATION PROJECTS	FERGUSON ENTERPRISES	MAINT-DRINK FOUNTAINS & PLUMBING SUPPLIES	1,949.72
174	P1007688	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	FERGUSON ENTERPRISES	MAINT-DRINK FOUNTAINS & PLUMBING SUPPLIES	2,924.58
175	P1007690	21	305	0204 - MODERNIZATION PROJECTS	ELROD FENCING CO.	MAINT-CHAIN LINK FENCING	570.60
176	P1007690	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	ELROD FENCING CO.	MAINT-CHAIN LINK FENCING	855.88
177	P1007692	03	305	0001 - DISCRETIONARY	INTERNATIONAL LASER GROUP	RH-TONER CARTRIDGES	349.12
178	P1007693	21	305	0204 - MODERNIZATION PROJECTS	TOMARK SPORTS INC	MAINT-RECEIVERS FOR SHOT CLOCK	329.72
179	P1007693	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	TOMARK SPORTS INC	MAINT-RECEIVERS FOR SHOT CLOCK	494.57
180	P1007694	21	305	0204 - MODERNIZATION PROJECTS	TOMARK SPORTS INC	MAINT-BOYS AND GIRLS P.E. LOCKERS	4,756.62
181	P1007694	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	TOMARK SPORTS INC	MAINT-BOYS AND GIRLS P.E. LOCKERS	7,134.92
182	P1007695	21	130	0204 - MODERNIZATION PROJECTS	SPECTRA-TONE PAINT CORPORATION	MAINT-PAINT SUPPLIES	771.27
183	P1007695	21	305	0204 - MODERNIZATION PROJECTS	SPECTRA-TONE PAINT CORPORATION	MAINT-PAINT SUPPLIES	411.90
184	P1007695	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	SPECTRA-TONE PAINT CORPORATION	MAINT-PAINT SUPPLIES	617.86
185	P1007696	03	305	0001 - DISCRETIONARY	INTERNATIONAL LASER GROUP	RH-TONER CARTRIDGES	381.44
186	P1007698	06	500	9027 - SCHOOL READINESS PROGRAM	CORPORATE EXPRESS	EC-OFFICE SUPPLIES	217.53
187	P1007702	21	305	0204 - MODERNIZATION PROJECTS	PRESS ENTERPRISE COMPANY	EC-FACILITIES-LEGAL ADVERTISING	357.76
188	P1007702	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITIES	PRESS ENTERPRISE COMPANY	EC-FACILITIES-LEGAL ADVERTISING	536.64
189	P1007702	40	300	0000 - UNRESTRICTED	PRESS ENTERPRISE COMPANY	EC-FACILITIES-LEGAL ADVERTISING	790.40
190	P1007703	06	200	7255 - IMMEDIATE INTERVENTION/UNDERPERFORMI	EBSCO SUBSCRIPTION SERVICES	JM-SUBSCRIPTIONS	343.42
191	P1007704	03	305	0005 - FELO/SELO HRLY. PGMS.	INTERNATIONAL LASER GROUP	RH-TONER CARTRIDGES	2,945.90
192	P1007705	06	120	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	CM SCHOOL SUPPLY	IH-INSTRUCTIONAL MATERIAL	290.27
193	P1007706	06	175	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	CM SCHOOL SUPPLY CO.	WR-THESAURUS & POCKET CHARTS	994.80
194	P1007706	06	175	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	CM SCHOOL SUPPLY CO.	WR-THESAURUS & POCKET CHARTS	994.80
						170 P.O.'s over $200	**$ 616,910.94**
						162 P.O.'s $200 or less	**$ 9,024.61**
						332 TOTAL PURCHASE ORDERS	**$ 625,935.55**
				RECOMMEND APPROVAL: Sylvia E. Carpenter 5/21/07			
				Director of Centralized Support Services			

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B.5

Jurupa Unified School District
2006-2007

Contract Number	Contractor	Amount	Fund/Program to be Charged	Purpose
C-1000004	Advocates for Labor Compliance	NTE $1,000.00	Modernization Projects - 40% District Match	Labor Compliance Services for Rubidoux High School Asbestos Abatement. TERM: 06/20/2005 - Completion
C-1000096	James Moore	NTE $700.00	NCLB: Title I	Increase to C-1000096 for 2 extra days of consulting. TERM:08/29/2006 - 06/21/2007
C-1000280	RCOE: Math Portfolio Training Services	NTE $12,000.00	NCLB: Title II, Part A, Teacher Quality	Ratify contract to provide eight (8) days of Math Portfolio Training Services to teachers district wide. TERM: 02/28/2007-06/30/2007
C-1000282	Alyne Popka	NTE $27,500.00	NCLB: Title II	Agreement to provide Categorical Program Monitoring Assistance at the daily rate of $550 for 50 days in the Categorical Dept. TERM: 12/01/2006 - 06/30/2007
C-1000283	Sopris West Educational Services	NTE $12,500.00	NCLB: Title II	Agreement to provide Language! Intervention training for 40 elementary teachers. TERM: 06/25/2007 - 06/29/2007
C-1000286	Parent Institute for Quality Education	NTE $5,400.00	NCLB: Title I & School Improvement	Spanish and English parent workshop at Sky Country Elementary School. TERM: 04/26/2007-06/14/2007

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The Assistant Superintendent of Business Services will have copies of agremeents available for review by the Board. SC/dl 06/04/2007

C-1000287	Elizabeth Clark	NTE $4,550.00	Special Education	Agreement to provide consulting services with special education student at Pyramid Autism - specifically behavior and tolerance programs - at a rate of $35.00 per hour and 5 hours of work per week. Per IEP dated 11/15/2006. TERM: 01/2/2007-06/29/2007
C-1000288	NovaPro Risk Solutions, LP	NTE $13,000.00	Self Insurance	New agreement for 07/08 school year for Claims Administration Services. TERM: 07/01/2007- 06/30/2008
R0007936	Riverside County Superintendent of Schools	NTE $4,312.00	Unrestricted Resources (mandated costs to reimburse)	RCOE to assist and facilitate establishment of a Riverside County Collective Bargaining Consortium to provide access to the Bargaining Hunter System. TERM: 01/01/2007 - 06/30/2008
R0007980	Margaret A Childester & Associates	NTE $20,000.00	Unrestricted Resources	Agreement to provide Investigative Services. 05/01/2007 - 06/30/2008

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C8.2

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

When recorded, return to:

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

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Lead & Asbestos Abatement at Rubidoux High School Edward E. Hawkins Stadium
Date of completion:	June 4, 2007
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Janus Corporation
Street address or legal description of site:	4250 Opal Street, Riverside, CA 92509

Dated: Owner: Jurupa Unified School District

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at **Riverside**, California Date: June 4, 2007

By: _____
Elliott Duchon

Title: Secretary of the Board

County Counsel Form 1 (Rev. 5-71)

A-5

Jurupa Unified School District

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

DATE(S): June 4-8, 2007

LOCATION: Washington, DC

TYPE OF ACTIVITY: Educational Trip for Students to the United States Capital

PURPOSE/OBJECTIVE: Provide students an opportunity to experience our nation's capital and historical museums

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

Mervin Tapsfield, teacher and Kim Tapsfield, chaperone

EXPENSES:

Transportation	$
Lodging	$
Meals	$
All Other	$
TOTAL EXPENSE	$ ~~XXXXXXXX~~ 27,990.00

Number of Students ~~XX~~ 15

Cost Per Student $1,866.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Students will sponsor themselves; payments will be made to World Strides, Travel Agency		
TOTAL:	$	

Arrangements for Transportation: Arrangements made through World Strides Travel Agency

Arrangements for Accommodations and Meals: Arrangements made through World Strides Travel Agency

Planned Disposition of Unexpended Funds: Not Applicable

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

Signature: _____ (Instructor) Date: 5-22-07 School: Jurupa Valley High School

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

Approvals: Principal: Vern Maloney Date: 5/22/07

Date approved by the Board of Education Date: _____

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

No. TS4

A-7

Jurupa Unified School District

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

DATE(S): 25 - 30 Jun 2007

LOCATION: Vandengerg AFB, CA

TYPE OF ACTIVITY: CIA-Summer Leadership School

PURPOSE/OBJECTIVE: CIA - Experience military aviation activities first-hand by merging the 40 RHS cadets with ten other schools.

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) SASI-Lt Colonel William Frank, ASI-TBD by Personnel Services, Chaperone-TBD

EXPENSES:

Transportation	$ 2500
Lodging	$ 5000
Meals	$ 2400
All Other	$ 740
TOTAL EXPENSE	$ 10640

Number of Students 40

Cost Per Student 20
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
HQ USAF Funds (SLS direct to JUSD)	26352	
ASB Trust for chaperone costs	740	
TOTAL:	$ 27092	

Arrangements for Transportation: JUSD Contract Bus

Arrangements for Accommodations and Meals: Vandenberg AFB Billeting/Dining Facility

Planned Disposition of Unexpended Funds: Return to student any unused student contributi

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

Signature: William D. Frank (Instructor) Date: 5/10/2007 School: RHS

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

Approvals: Principal: _____ Date: 5/14/07

Date approved by the Board of Education Date: _____

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

No. TS4

A-8

Mr Hank Trueba, Patty Trueba, Raymond Rincon, Debra Rincon and Greg Mays request the following item be placed on the June 5th Jurupa School board Agenda.

Transfer to Patriot High School for the school year 2007/2008. Six members of Rubidoux band and 1 student athlete from varsity soccer team and 1 student athlete from varsity football team be allowed to transfer from Rubidous high school to Patriot high School.

Programs are not available at Rubidoux High School. Students need these programs to fulfill future plans for college and scholarships. The lack of programs can hurt chances for future. Students have earned their place in their respective teams. The denial of transfer has the potential to greatly effect the next 3 years of their high school career.

RECEIVED

MAY 2 4 2007

Superintendents' Office
Jurupa Unified School District

B
Pg. 1

To Whom It May Concern,

My son Brennan Trueba is a freshman at Rubidoux High School. He was recently denied a transfer request to Patriot High School for the fall of 2007. We would like you to reconsider that decision.

I am a special education teacher at Jurupa Middle School. I have taught in this district since 1983, first at Glen Avon, then Ina Arbuckle, and since 1988 Jurupa Middle. My students live in Jurupa Unified School District, but I am employed by Riverside County Office of Education. I would like the same consideration as other teachers of JUSD students.

My husband and I were proud of our son when he made the varsity soccer team at Rubidoux. There were only three freshman to make the team, one lives within the boundaries and the other has an older sibling requesting a transfer. That leaves only Brennan to attend a "new" high school where there will not be a varsity team for at least his sophomore year. Brennan is a dedicated student with good grades and a very talented soccer player. Brennan wants to continue playing varsity soccer with the team he has earned a place. He hopes to get a scholarship and play soccer in college. We are concerned that his being moved down to a Junior Varsity team will hurt his chances, especially since the "new" school will have the same name as the school where he is currently playing varsity.

Please reconsider your decision and grant Brennan a transfer to Patriot High School. Brennan will continue to benefit from the education he is receiving as well as Patriot will benefit from an excellent student such as Brennan.

I may be reached at (951)369-0669 or (951)237-8838.

Sincerely,

Patty Trueba

B
pg.2

STUDENTS

SUBJECT: Intradistrict Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district.

The Superintendent or designee shall determine the capacity of each school and the number of transfer students it can accept without exceeding that capacity.

A student on a continuing interdistrict transfer who requests to transfer to another school within the district must follow the intradistrict transfer process.

Once a transfer has been granted, it may be reversed only with the approval of the Superintendent or designee.

The District may reject a transfer request if it has to create a new program to serve a student.

The Board shall annually review this policy.

Enrollment Priorities

Priority for attendance outside a student's attendance area shall be given as follows:

1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or district charter school.

2. Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or district charter school.

3. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or

threats to the emotional stability of the student.

To grant priority under these circumstances, the Superintendent or designee must have received either:

a. A written statement from a representative of an appropriate state or local agency, including but not limited to a law enforcement official or social worker, or a properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist or marriage and family therapist

b. A court order, including a temporary restraining order and injunction

4. Priority may be given to siblings of students already in attendance in that school.

5. Priority may be given to students whose parent/guardian is assigned to that school as his/her primary place of employment.

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity.

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

Transportation

The No Child Left Behind Act (20 USC 6316) requires that transportation be provided or paid for students transferring out of Title I schools identified for program improvement, corrective action or restructuring. These requirements are addressed in AR 0520.2 - Title I Program Improvement Schools.

Transportation may not be provided for a student who chooses through an intradistrict transfer to attend school outside of the designated attendance area of residence

Legal Reference:
EDUCATION CODE

35160.5 District policies; rules and regulations
35291 Rules
35351 Assignment of students to particular schools
48980 Notice at beginning of term
CODE OF REGULATIONS, TITLE 5
11992-11994 Definition of persistently dangerous schools
UNITED STATES CODE, TITLE 20
6316 Transfers from program improvement schools
7912 Transfers from persistently dangerous schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.36 Dissemination of information
200.37 Notice of program improvement status, option to transfer
200.39 Program improvement, transfer option
200.42 Corrective action, transfer option
200.43 Restructuring, transfer option
200.44 Public school choice, program improvement schools
200.48 Transportation funding for public school choice
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 95 (2002)

B 9.5

STUDENTS

SUBJECT: Intradistrict Open Enrollment

Enrollment under the No Child Left Behind Act

Within a reasonable amount of time, not to exceed 15 school days, after a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Within 15 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, the Superintendent of designee shall notify parents/guardians of their option to transfer.

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed 15 school days, for the submission of parent/guardian requests.

The Superintendent or designee shall notify parents/guardians of their school assignment within 15 school days of the date that submissions are due. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. Upon assignment, the transfer shall be completed as soon as practicable. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Other Intradistrict Enrollment

To implement intradistrict open enrollment pursuant to Education Code 35160.5:

1. The Superintendent or designee shall identify those schools which may have

B
pg. 6

space available for additional students.

2. Students of parents/guardians who submit applications to the district by March 1 may be eligible for admission to their school of choice the following school year under the district's open enrollment policy.

3. Enrollment in a school of choice shall be determined by lot from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year.

4. The Superintendent or designee shall inform applicants by mail as to whether their applications have been approved, denied or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.

5. Approved applicants must confirm their enrollment within 10 school days.

Once enrolled, a student shall not be required to apply for readmission until the student is promoting to middle school or high school. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the selection process shall be submitted to the Superintendent or designee.

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include:

1. All options for meeting residency requirements for school attendance

2. Program options offered within local attendance areas

3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

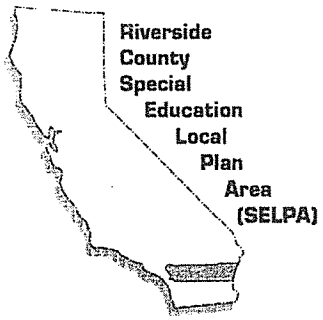
5. A district application form for requesting a change of attendance

6. The explanation of attendance options under California law as provided by the California Department of Education

B 9.7

Riverside County
Special Education Local Plan Area

2007-2008
LOCAL PLAN
FOR
SPECIAL EDUCATION



Dr. Caryl J. Miller, Executive Director
Riverside County SELPA
975 West Morgan Street
Perris, California 92571
(951) 490-0375, FAX (951) 490-0376
www.valverde.edu/selpa

C
Pg. 1

CERTIFICATION OF PARTICIPATION, COMPATIBILITY, AND COMPLIANCE ASSURANCES

ED-LP-1

Check one, as applicable:

[ ] **Single District** [✓] **Multiple District** [ ] **District/County**

DS Code / SELPA Code **3301**	SELPA Name **Riverside County SELPA**	Application Date **June 30, 2007**
ELPA Address **75 W. Morgan Street, Bldg G**	SELPA City **Perris, CA**	SELPA Zip **92571**
ame SELPA Director (Print) **aryl J. Miller**		SELPA Director's Telephone Number **(951) 490-0375**

CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

LA/AU Name **al Verde Unified School District**	Name/Title of RLA Superintendent (Type) **Dr. Fred Workman**	Telephone Number **(951) 940-6100 Extension 10201**
LA/AU Street Address **75 W. Morgan Street**	RLA/AU City **Perris, CA**	RLA/AU Zip **92571**
ate of Governing Board Approval **ay 31, 2007**		

CERTIFICATION OF ASSURANCES

ertify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the peration and administration of special education programs; and that the agency(ies) herein represented will meet all pplicable requirements of state and federal laws, regulations and state policies and procedures, including compliance th the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, arts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the ovisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of egulations.

gnature of RLA Superintendent Date

CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

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

unty Office Name **verside County Office of Education**	Name of County Superintendent or Authorized Representative **Dr. David Long**	Title **Riverside County Superintendent of Schools**
eet Address **39 Thirteenth Street**	Signature of County Superintendent or Authorized Representative	Date
y **verside, California**	Zip **92502**	Telephone Number **(951) 826-6670**

CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

ecommended for Approval by the Superintendent of Public Instruction:

ate: _____ By: _____ Date of Approval: _____

C
29.2

CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES

ED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION		
CAC signature and verification: I certify :	YES	NO
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to Education Code (E.C.) Section 56194;		
2. that to ensure adequate and effective participation and communication pursuant to E.C. 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;		
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to E.C. 56205 (b)(6);		
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.		

CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE	
Signature of CAC Chairperson	Date
Name of Chairperson (print) **Marybeth Feild**	Telephone Number

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

LOCAL PLAN ASSURANCE AND POLICY/PROCEDURE (GUIDANCE DOCUMENT)

FEDERAL REQUIREMENTS	Federal Reference(s)	State Education Code Reference(s)	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Administrative Regulations or Procedures for implementation (held on file locally)
1. Free Appropriate Public Education	20 USC Section 1412, CFR 300.24, 300.300 (a) (3), 300.340 – 300.351 of Part B Regulations	56205(a), 5 CCR Chapter 3, Article 1, Section 3001(b)	X		X
2. Full Educational Opportunity	20 USC 1412 (a) (2)	48926, 56205(a), 56205(c), 56345 (b)(3), 56368(b)(5)	X		X
3. Child Find	20 USC Section 1412 (a) (3) (A-B), 34 CFR Sections 300.125	56205(a), 56301	X		X
4. Individualized Education Program	20 USC Section 1412 (a) (4), 1414(d), 1436(d), CFR 300.344 (c) (1) (ii) , 300.345(a)	56205(a), 56195.7(a), 56195.8(a)(3)	X		X
5. Least Restrictive Environment	20 USC 1412 (a) (5) (A)	56205(a), 56031, 56201, 56206, 56303, State Board Policy (10/10/1986)	X		X
6. Procedural Safeguards	20 USC 1412 (a) (6), 20 USC 1415	56205(a), 56195.7(a), 56195.8(a)(3)	X		X
7. Annual/Triennial Reassessment	20 USC Section 1412 (a) (7), 1414 (a-c), 34 CFR 300.128, 300.220	56205(a), 56320-333, 56380(a), CCR Title 5, 3021-3029	X		X
8. Confidentiality	20 USC 1412 (a) (8), 1417	56205(a)	X		X
9. Part C - Transition to Pre-School	20 U.S.C. 1412(a)(9), 20 USC 1431	56205(a)(9), 56429, 17 CCR 52140	X	X	X
10. Private Schools	20 USC Section 1412 (a) (10) (A-C), CFR 300.454	56205(a)	X		X
11. Compliance Assurances (See SED-LP 1)	20 USC 1412	56205(a)(11)	X		X
12. Governance (See State Requirements)	20 USC 1412 (a), 20 USC 1413 (a)(1), 20 USC 1413 (a)(5)	56205(a)(12), 56001(f), 56190-4, 56195.1(b)(c),56195.3, 56195.9, 56205(b)(4), 56205(b)(5), 47640-47647		X	X
13. Copies of Joint Powers Agreements (See Governance)	20 USC 1412 (a), 20 USC 1413 (a)(1), 20 USC 1413 (a)(5) 9	56205(a), 56195(e)			X
14. Comprehensive System Of Personnel Development (CSPD)	20 USC 1412(a)(14-15), 1413(a)(3)	56205(a), State Board Policy 6/11/98	X		X

LOCAL PLAN ASSURANCE AND POLICY/PROCEDURE (GUIDANCE DOCUMENT) *continued*

15. Personnel Standards	20 USC 1412(a)(14-15), 1413(a)(3)	56205(a), State Board Policy 6/11/98	X		X
16. Performance Goals and Indicators (See SED-LP 1)	20 USC 1412 (a) (16)	56205(a)	X		X
17. Participation in State/District Assessments	20 USC 1412 (a) (17)	56205(a)	X		X
18. Supplementation of State/Federal Funds (Annual Budget Plan)	20 USC 1412 (a) (18)	56205 (a) (18)	X		
19. Maintenance of Financial Effort (Annual Budget Plan)	20 USC 1412 (a) (19), CFR 30.231-2	56205 (a)(19)	X		X
20. Public Participation (See Governance)	20 USC 1412 (a) (20)	56205(a)			X
21. Suspension/Expulsion Rates	20 USC 1412 (a) (22)	56205(a)	X	X VIA CASEMIS	X
22. Part C - Early Intervention Services	20 USC 1431-35	EC 56205 (b) (3), EC 56429, 14 GC 95000 et seq., 17 CCR 52000-52175		X	

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

LOCAL PLAN ASSURANCE AND POLICY/PROCEDURE (GUIDANCE DOCUMENT) *continued*

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

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements		———	
56205 (a) Each special education local plan area submitting a local plan to the superintendent under this part shall demonstrate, in conformity with subsection (a) of Section 1412 of, and paragraph (1) of subsection (a) of section 1413 of, Title 20 of the United States Code, that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing the following:	56195.1 (a)(12)(D)	———	
56205 (a) (12) (A) A description of the governance and administration of the plan, including identification of the governing body of a multi-district plan or the individual responsible for administration in a single district plan, and of the elected officials to whom the governing body or individual is responsible.	56195.1 (a)(12)(D)	Pages 18 – 20 Appendix 1	Yes ( ) No ( )
56205 (a) (12) (B) A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.		Pages 24 – 26	Yes ( ) No ( )
56205 (a) (12) (C) Verification that a community advisory committee has been established pursuant to Section 56190.		Page 26	Yes ( ) No ( )
56205 (a) (12) (D) Multidistrict plans, submitted pursuant to subdivision (b) or (c) of Section 56195.1, shall do the following:		———	
56205 (a) (12) (D) (i) Specify the responsibilities of each participating county office and district governing board in the policymaking process, the responsibilities of the superintendents of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the local plan.	56195.1	Page 20 – 21 Appendix 1 Appendix 2 Appendix 3	Yes ( ) No ( )
56205 (a) (12) (D) (ii) Identifying the respective roles of the administrative unit and the administrator of the special education local plan area and the individual local education agencies within the special education local plan area in relation to the following:	56195.1 (b)	Pages 22-23 Appendix 3	

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements		———	
56205(b) (1) (C) Special education services to pupils with severe disabilities and low incidence disabilities.		To be submitted one year after plan is approved by CDE	
56205(b) (1) (D) Special education services to pupils with nonsevere disabilities.			
56205(b) (1) (E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.			
56205(b) (1) (F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2.		Pages 24 – 26	
56205(b) (1) (G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.		Page 28	
56205 (b) (2) An Annual Service Plan shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school district in the special education local plan area at least 15 days prior to the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraphs (D) and (E) and paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and with Section 56195.9. The annual service plan shall include a description of services to be provided by each district and county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by county offices or education, and juvenile court schools, regardless of whether the district or county office of education is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.		To be submitted one year after plan is approved by CDE	
56205 (b) (3) A description of programs for early childhood special education from birth through five years of age.		Pages 34 – 37	Yes ( ) No ( )
56205 (b) (4) A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the governing body or individual.	56205 (b) (1) 56205 (b) (2)	Page 26	Yes ( ) No ( )

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements		———	
56205 (b) (5) A description of a dispute resolution process, including mediation and final binding arbitration to resolve disputes over the distribution of funding, the responsibilities for service provision, and the other governance activities specified within the plan.		Page 37	Yes ( ) No ( )
56207.5 A request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:		———	
56207.5 (a) The special education local plan area shall comply with Section 56140.		Page 21	Yes ( ) No ( )
56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.	56195.1 (f) 56203	Pages 41	Yes ( ) No ( )
56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.	56195.1 (f) 56203	Pages 40 – 41	Yes ( ) No ( )
Reading Criteria: In order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative. Further, SELPA Local Plans shall include assurances that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that includes:	State Board Requirement 2/10/99	———	
a. Information about current literacy and learning research		Page 42	Yes ( ) No ( )
b. State adopted standards and frameworks		Page 42	Yes ( ) No ( )
c. Increased participation of students with disabilities in statewide student assessments		Page 42	Yes ( ) No ( )
d. And, research based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.		Page 42	Yes ( ) No ( )

ELEMENTS OF THE LOCAL PLAN *continued*

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Local Plans shall also include assurances that students with disabilities will have full access to:		———	
a. All required core curriculum including state adopted core curriculum text books and supplementary text books		Page 42	Yes ( ) No ( )
b. Instructional materials and support in order that students with disabilities attain higher standards in reading		Page 42	Yes ( ) No ( )

Riverside County SELPA
Local Plan

Assurance Statements
Federal Requirements
(SED - LP - 5)

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RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

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

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

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

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

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

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

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

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

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

CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the Jurupa Unified School District Board of Education, at its regular meeting on June 4, 2007, approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

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

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 4th day of June, 2007.

Yeas: _____ Nays: _____

Print Name of Superintendent: Elliott Duchon

Signature: _____

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Riverside County SELPA
Local Plan

Local Policy/Procedures
State Requirements

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of Education. Such approval is considered concurrently with the approval of the Annual Service Delivery Plan and the Annual Budget Plan.

The Governance Council/JPA Board adopts bylaws to govern meetings and provides for other appropriate requirements as mandated by law. The Governance Council/JPA Board bylaws are available through the SELPA Office.

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

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

3. Coordinating Council

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

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

4. SELPA Finance Committee

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

adopted bylaws which are developed, revised, and/or approved formally by the SELPA Finance Committee. The SELPA Finance Committee bylaws are available through the SELPA Office.

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

5. Community Advisory Committee

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

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

6. Participating Agency Responsibilities

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

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

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

Pursuant to California EC § 56195.1(e), a SELPA-member LEA may contract with another SELPA member LEA for special education programs/services. The districts may contract with the RCSS to operate programs for SH students and to provide RS for low incidence populations (SH Special Day Class and Deaf/Hard of Hearing and Visually Impaired Itinerant Programs). The mechanism to initiate such contracts includes the approval of the "Referral/Interim Placement" form and completion of the Master Contract, "Riverside County Superintendent of Schools Agreement for Intra-SELPA Educational Services."

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

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

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

7. Procedures for Changing the Governance Structure

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

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

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

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

4. The proposed SELPA(s) shall cooperate with the RCSS and other school districts in the geographic area in order to assure that the SELPA is compatible with the other SELPAs in the county, as required by EC § 56195.3, and shall consider the impact of the formation of the new SELPA on the county as a whole and upon the SELPA or SELPAs from which they are seeking to separate, including their ability to meet minimum size and scope requirements. Potential adverse programmatic and/or fiscal impacts must be addressed and any potential problems that effected local educational agencies might have with the criteria and standards for fiscal accountability issues must be mitigated.

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

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

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

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

B. Administrative Functions Necessary for Implementation of the Plan

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

1. Responsible Local Agency/Administrative Unit

The governing board of each participating school district has elected to join with the county office to submit to the superintendent this Local Plan in accordance with EC § 56205. The Governance Council/JPA Board has designated the Val Verde Unified School District (VVUSD), effective July 1, 2006, to serve as the RLA/AU as provided for in EC § 56030. As such, the duties include, but are not limited to, receiving and distributing regionalized services funds in accordance with the approved budget, providing administrative support, and coordinating the implementation of the Plan. The RLA/AU is entitled to the funds generated from the indirect cost rate applied to regional income. A copy of the Agreement for Service – Administrative Unit can be found in Appendix 3.

Pursuant to by EC §56205(a)(12)(D)(ii)(I), the Local Plan must identify the respective roles of the administrative unit and the administrator of the special education local plan area and the individual local educational agencies within the special education local plan area in relation to the hiring, supervision, evaluation, and discipline of the administrator of the special education local plan area and staff employed by the administrative unit in support of the local plan. The SELPA Executive Director is selected and/or dismissed by Governance Council/JPA Board but is an employee of the VVUSD. The VVUSD is an equal opportunity employer. All standard county personnel requirements and procedures shall be employed. The SELPA Executive Director is supervised and evaluated by the Personnel Committee who is appointed by the Governance Council/JPA Board Chair. The SELPA Executive Director is responsible for coordinating the selection of the SELPA staff members, who are also employees of the VVUSD, effective July

2006. The SELPA Executive Director serves as Secretary to the Governance Council/JPA Board, serves as Secretary to the Coordinating Council, serves as Chair to the Finance Committee, directs the SELPA office, provides support to the CAC, and performs other duties as required.

2. Meeting the Legal Requirements for Procedural Safeguards

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

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

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

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

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

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

c. Complaint Procedures and Uniform Complaint Procedures

On an annual basis each LEA must notify in writing its students, parents, and employees about the Uniform Complaint Procedures. The LEA notification includes the opportunity to appeal a local decision to the California Department of Education (CDE), any civil law remedies that may be available, and the procedures the CDE will use in investigating the complaint.

The "Notice of Procedural Safeguards and Parent Rights" contains information on complaint procedures. Because the VVUSD serves as the RLA/AU, the SELPA follows VVUSD Uniform Complaint Procedures.

d. **Due Process**

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

3. **Annual Evaluation Activities**

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

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

II. Regionalized Services to Local Programs

In order to implement the Local Plan, the SELPA Staff has been delineated specific job responsibilities which are based on the provision of regionalized services pursuant to:

EC §56195.7(c) Regionalized services to local programs, including, but not limited to, all of the following:

(1) Program specialist service pursuant to Section 56368.
(2) Personnel development, including training for staff, parents, and members of the community advisory committee pursuant to Article 3 (commencing with Section 56240).
(3) Evaluation pursuant to Chapter 6 (commencing with Section56600).
(4) Data collection and development of management information systems.
(5) Curriculum development.
(6) Provision for ongoing review of programs conducted, and procedures utilized, under the local plan, and a mechanism for correcting any identified problem.

EC §56205(a)(12)(B) which requires a description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.

EC §56836.23 Funds for regionalized operations and services and the direct instructional support of program specialists shall be apportioned to the special education local plan areas. As a condition to receiving those funds, the special education local plan area shall ensure that all

functions listed below are performed in accordance with the description set forth in its local plan adopted pursuant to EC §56205:

(a) Coordination of the special education local plan area and the implementation of the local plan.
(b) Coordinated system of identification and assessment.
(c) Coordinated system of procedural safeguards.
(d) Coordinated system of staff development and parent and guardian education.
(e) Coordinated system of curriculum development and alignment with the core curriculum.
(f) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
(g) Coordinated system of data collection and management.
(h) Coordination of interagency agreements.
(i) Coordination of services to medical facilities.
(j) Coordination of services to licensed children's institutions and foster family homes.
(k) Preparation and transmission of required special education local plan area reports.
(l) Fiscal and logistical support of the community advisory committee.
(m) Coordination of transportation services for individuals with exceptional needs.
(n) Coordination of career and vocational education and transition services.
(o) Assurance of full educational opportunity.
(p) Fiscal administration and the allocation of state and federal funds pursuant to EC §56836.01.
(q) Direct instructional program support that may be provided by program specialists in accordance with EC §56368.

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

Program specialist activities include:

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

III. Verification that a Community Advisory Committee (CAC) Has Been Established

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

IV. Supplementation of State/Federal Funds

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

V. Maintenance of Effort

The Riverside County SELPA shall meet the federal Maintenance Of Effort (MOE) regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (reference: Title 34 Code of Federal Regulations C.F.R. Sections 300.231-300.233).

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

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

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

VI. Public Participation

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

VII. Annual Budget Plan

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

The distribution of funds is based on the Assembly Bill (AB) 602 Final Funding Allocation Plan was approved by Governance Council on March 11, 1999 and shall be continuously amended by Governance Council/JPA Board as needed. The most current copy of the Riverside County

SELPA AB 602 Allocation Plan is available through the SELPA Office. The Allocation Plan includes guiding principles and the following funding components:

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

Addendum 1a – Funding for Contracted Regional Special Education Programs/Services
Addendum 1b – SELPA Member District Allocations
Addendum 2 – SELPA Policy for Special Circumstance Assistants and County-operated SH Student Programs

Any changes will be made, as needed, by vote of the Governance Council/JPA Board. The three major comm ttees (Governance Council/JPA Board, Coordinating Council, and SELPA Finance Committee) are included in the review of all phases.

Other budgets/reports per the Riverside County SELPA shall be prepared and submitted to the appropriate entities as required. Budgets/reports shall be prepared and presented to the SELPA Finance Committee and Governance Council/JPA Board pursuant to federal, state, and RLA/AU timelines.

Riverside County SELPA Annual Budget Plan

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

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

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

(A) Funds received in accordance with Chapter 7.2 (commencing with Section 56836).
(B) Administrative costs of the plan.

(C) Special education services to pupils with severe disabilities and low incidence disabilities.
(D) Special education services to pupils with non-severe disabilities.
(E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.
(F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section56836.23) of Chapter 7.2.
(G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.

VIII. Annual Service Plan

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

Least Restrictive Environment

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

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

> "Special education programs and services under its jurisdiction shall be provided in the LRE to students with disabilities. Special assistance shall be offered to these students in a setting which promotes maximum interaction with the general school population and which is

appropriate to both. The goal shall be maintained to provide the maximum opportunity for interaction with peers without disabilities, regardless of educational setting."

Development of Flexible Service Delivery Models

The Riverside County SELPA has a strong commitment to creating a single, seamless and unified service delivery model for all students. The SELPA recognizes its obligation to provide concerted efforts to support students in the least restrictive environment. Therefore, we acknowledge the need to expand strategies to maintain students in general education. This requires the provision of supplementary aids and services to support students with disabilities in general education classes; thereby, ensuring a full spectrum of program options including quality special education class services in various locations. To this end, it is the intent of Riverside County SELPA to support member LEAs in developing programs that offer flexible service delivery. The SELPA has a Coordinator on staff whose job description includes assisting districts in developing new ways of looking at how we support the needs of all students. Part of the job responsibilities of this Coordinator is to provide vehicles for districts to initiate and implement collaboration between special and general education and to work with districts in designing alternative delivery systems for students currently in more restrictive environments.

Current Program Options

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

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

- Specialized Academic Instruction
- Intensive Individual Services
- Individual and Small Group Instruction

A student with an identified disability may be provided with Related Services (RS) while participating in the general education environment for the majority of the school day, or while in special education the majority of the school day. Related Services is defined as developmental, corrective and other services as may be required to assist an individual with exceptional needs to benefit from special education (EC 56363(a)).

Related Service Options include the following:

- Language and Speech
- Adapted Physical Education
- Health and Nursing – Specialized Physical Health Care Services
- Health and Nursing – Other Services
- Assistive Technology Services
- Occupational Therapy
- Physical Therapy
- Individual Counseling

- Counseling and Guidance
- Parent Counseling
- Social Work Services
- Psychological Services
- Behavior Intervention Services
- Day Treatment Services
- Residential Treatment Services
- Specialized services For Low Incidence Disabilities
- Specialized Deaf and Hard of Hearing Services
- Interpreter Services
- Audiological Services
- Specialized Vision Services
- Orientation and Mobility
- Braille Transcription
- Specialized Orthopedic Services
- Reader Services
- Note Taking Services
- Transcription Services
- Recreation Services, Includes Therapeutic Recreation
- Transportation

Related Service Options for Transition include the following:

- College Awareness/Preparation
- Vocational Assessment, Counseling, Guidance, and Career Assessment
- Career Awareness
- Work Experience Education
- Job Coaching (Includes Job Shadow and Service Learning)
- Mentoring
- Agency Linkages (Referral and Placement)
- Travel training (Includes Mobility Training)

The services listed above may be provided by:

- LEA
- County Office of Education
- Another LEA, District, or SELPA
- Workability
- Transition Partnership Program
- Regional Center
- Alcohol and Drug Prevention Programs
- Child Development Funded Program
- Head Start
- Department of Mental Health
- California Children's Services
- Department of Social Services
- Department of Rehabilitation
- Employment Development Department
- Nonpublic Agency (NPA) under contract with SELPA or LEA
- Nonpublic School (NPS) under contract with SELPA or LEA

Infant and Preschool Services

Infant services are available through Inland Regional Center and the Riverside County Office of Education (RCOE), and the Palo Verde Unified School District (PVUSD). Districts other than PVUSD begin serving identified students at age 2.6 – 2.9 for transition into specified program at age 3.

The following infant services may be provided:

- Family Training, Counseling, and Home Visits
- Medical Services (For Evaluation Only)
- Nutrition Services
- Service Coordination
- Special Instruction
- Special Education Aide In Regular Development Class Child Care Center or Family Child Care Home
- Respite Care Services

Infant services may be provided by the same providers, in similar settings/locations, and in similar frequency as listed in the previous section.

Students with identified disabilities aged 3-5 may receive any of the special education supports listed above as determined by the IEP team.

IX. Early Education Program Description

A. Program Description

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

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

1. Procedures for Initiating and Processing Referrals

Anyone who has a concern about an infant's growth or development may make a referral to the Early Start Infant CIRCLE Program (note: Palo Verde USD operates its own Infant Program). The staff completes an Early Start Program Referral Form and assigns the referral to an intake coordinator. The intake coordinator contacts the parent/guardian to arrange for an initial intake interview in the child's home. This interview consists of basic questions regarding the child's

health, developmental history, diagnosis (if any), strengths, weaknesses, and needs. Discussion of the family's needs and concerns also occurs at this time. The intake coordinator then determines the team members necessary for evaluation and the assessment segment of the identification process. Parent rights and responsibilities in the Early Start Program are explained and, upon completion of assessment, an Early Start Individualized Family Service Plan (IFSP) is developed.

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

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

2. Determining Eligibility

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

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

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

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

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

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

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

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

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

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

Or infants and toddlers who are at high risk of having substantial developmental disability due to a combination of biomedical risk factors, the presence of which is diagnosed by qualified clinicians recognized by, or part of, a multidisciplinary team, including the parents. (GC 95014(3))

~~This~~ ***These*** eligibility categor~~y~~***ies*** of Part C ~~is~~ ***are*** not applicable to LEAs. The Early Start Program operated by the Inland Regional Center is currently serving ~~this type of child~~ ***children with these types of conditions and/or disabilities.***

3. Developing an Individualized Family Service Plan (IFSP)

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

The following requirements relate to the development of the IFSP:

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

- Review of the IFSP may be conducted at any time to update the IFSP and make revisions as needed.

B. Interagency Agreement

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

X. Dispute Resolution Process

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

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

XI. Community Advisory Committee Certification

The SED-LP-2 form to be submitted by December 11, 2006 to California Department of Education (CDE).

XII. Charter Schools

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools (approved by Governance Council on December 6, 1999 and amended on 5/26/00; 8/25/06; and, 10/27/06)

Introduction

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

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

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

SELPA Involvement with Approval and Renewal of Charters

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

- The specialized instruction and services available at the charter school;
- The procedures for ensuring that students are referred, assessed and served in a timely manner;

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

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

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

- Assurances that staff members providing special education services are appropriately credentialed;

- Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program;[4]

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

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

Categories of Charter Schools

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

A. Public School within a School District or RCOE

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

The chartering entity will:

- Receive all applicable special education funds as specified in the SELPA's Assembly Bill (AB) 602 Funding Allocation Plan. If any new school district or charter school applies as a public school within a school district or RCOE, it will receive AB 602 Growth Rate funding based on ADA plus program specialist dollars for the base year. In subsequent years, this base rate will increase by COLA as well as the LEA will receive grant dollars based on its appropriate eligibility determination.

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

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

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

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

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

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

B. Charter School as an LEA within the SELPA

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

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

- Provide assurances that all individuals with exceptional needs (ages birth to 22) shall have access to appropriate special education programs and services;

- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment;

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

- Provide necessary staff as required to meet federal and state mandates;
- Follow all SELPA policies and procedures;
- Utilize SELPA approved forms;
- Place special education students in programs administered by other SELPA members only with; either inter or intra SELPA permits and/or interdistrict permits;
- Provide transportation as indicated on the student's IEP; and
- Indemnify and hold harmless each of the member entities.

Once deemed an LEA, the charter school shall:

- Participate in governance of the SELPA by naming one representative to the Governance Council/JPA Board and a representative to the Coordinating Council;
- Contribute to, participate in, and receive the benefits of reimbursement from the SELPA Nonpublic School/Agency Pool in the same manner as other members. [6]
- Receive state and federal funding for special education in accordance with the SELPA AB 602 Funding Allocation Plan. The LEA charter school will be entitled to special education allocations that are based on the school's ADA at the average rate received by member districts, excluding Desert Center Unified in calculating the average;
- In the same manner as other members of the SELPA, any available federal funds will be disbursed one year in arrears and calculated based on applicable special education counts[7];
- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees;
- Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities; and

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[6] Provides that funds generated by enrollment in the charter school LEA, like all other SELPA members, pays for SELPA and regionalized services.

[7] Gives notice to charter school LEA that Federal funds are dispersed in arrears; therefore it will receive none the first year and subsequent disbursements will be based on prior year's student count.

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

XIII. Literacy

~~All students with special needs will have the opportunity to participate in the general education curriculum as developed by the IEP team. The IEP team will consider the special needs of a student on an individual basis. One of the areas of participation will be the California Reading Initiative. Special education instructional personnel will participate in staff development in-service opportunities in the area of literacy that include:~~

~~1. information about current literacy and learning research;~~
~~2. state adopted standards and frameworks; and,~~
~~3. increased participation of students with disabilities in statewide student assessments~~
~~4. research based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.~~

~~In order to address these goals, we assure that students with disabilities will have full access to:~~

~~1. all required core curriculum including state adopted core curriculum text books and supplementary text books; and~~
~~2. instructional materials and support in order that students with disabilities attain higher standards in reading.~~

All IWENS will have the opportunity to participate in the general education curriculum as determined by the IEP team. The IEP team will consider the special needs of a student on an individual basis. One of the areas of participation will be the California Reading Initiative.

In order to address these goals, we assure that students with disabilities will have full access to:

1. ***all required core curriculum including state adopted core curriculum text books and supplementary text books; and***
2. ***instructional materials and support in order that students with disabilities to move toward higher standards in reading.***

Special education instructional personnel will participate in staff development in-service opportunities in the area of literacy that include:

1. ***information about current literacy and learning research;***
2. ***state adopted standards and frameworks; and,***
3. ***increased participation of students with disabilities in statewide student assessments***
4. ***research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.***

XIV. Local Requirements

The following Local agreements/policies are held on file at the SELPA which can be obtained upon request:

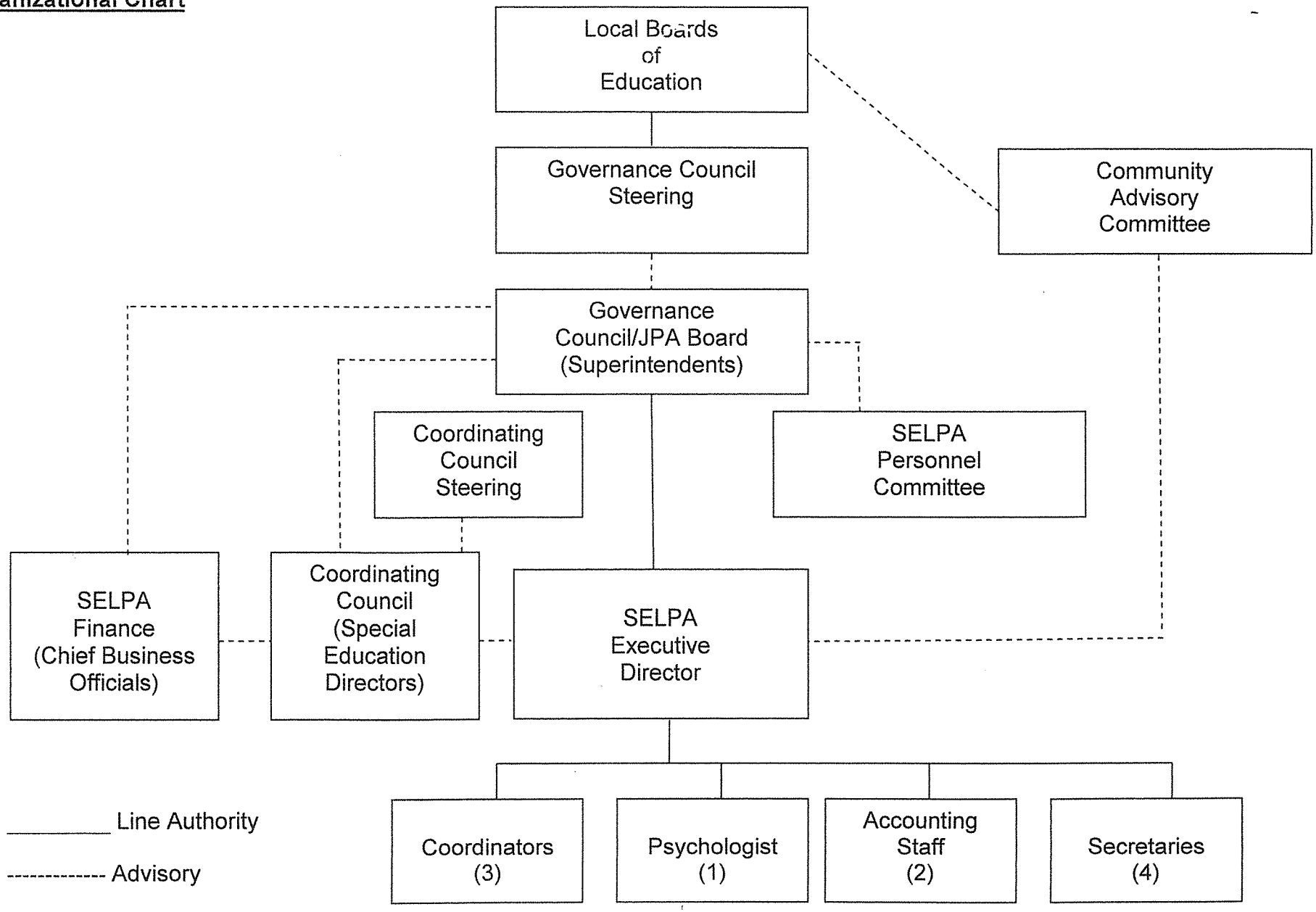
- ***Joint powers/contracts (JPA only)***
- ***Identify/referral/assessment/instructional planning/implementation/review***
- ***Coordination with other agencies***
- ***Hospital, LCI, Agencies Juvenile Court***
- ***Policymaking/Method of distributing funds (Multi-district)***
- ***NPS monitoring***
- ***Review of class assignment at Teacher's request***
- ***Resource Specialists Program/Caseloads***
- ***Transportation***
- ***Information on number of pupils being provided special education/related services***
- ***Caseloads for speech/language therapists ages (3-5)***
- ***Specialized equipment & services***
- ***Behavioral Intervention Plans***

~~Riverside County SELPA has on file local agreements and policies. A copy can be obtained from the SELPA office upon request.~~

* * * *

Organizational Chart

Riverside County SELPA



Riverside County SELPA
Local Plan

Appendix 2

Joint Powers Agreement

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RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGREEMENT (JPA)
FOR SPECIAL EDUCATION
(Revised 8/25/06 and 10/27/06)

WITNESSETH

The undersigned parties have entered into a Joint Powers Agreement (JPA) for Special Education effective July 1, 2006, providing for the administration of a special education service region for the implementation of the State mandated special education program, and,

NOW, THEREFORE, in consideration of this clarification, of the mutual covenants herein and of the mutual benefits to be derived there from, each of the parties hereto agree as follows:

PREAMBLE

THIS AGREEMENT, effective July 1, 2006, by and among the Local Education Agencies (LEA) signatory hereto is entered into pursuant to the provisions of Title I, Division 7, Chapter 5 (Sections 6500 et seq.) of the California Government Code, relating to joint exercise of powers for the purpose of establishing, governing, implementing, coordinating, and operating a local plan for the education of individuals with exceptional needs.

RECITALS

WHEREAS, pursuant to Education Code sub-sections 56140 (d), the County Superintendent of Schools and each School District is authorized to join with one another to submit a local plan for the education of children with exceptional needs,

WHEREAS, pursuant to the Education Code, said plan may specify that an entity other than the County Superintendent of Schools shall coordinate implementation of the plan,

WHEREAS, pursuant to the Education Code, all of the LEAs signatory hereto are authorized to enter contractual Agreements under said plan,

WHEREAS, pursuant to Government Code Section 6502, if authorized by their governing bodies, two or more public agencies by Agreement may jointly exercise any power common to the contracting parties,

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL COVENANTS HEREIN AND OF THE MUTUAL BENEFITS TO BE DERIVED THEREFROM, each of the parties hereto agrees as follows:

AGREEMENT

1. CREATION OF JOINT POWERS AGENCY

There is hereby created a Riverside County Special Education Local Plan Area (SELPA) Joint Powers Agreement (JPA) separate and apart from the parties hereto and hereinafter designated as "Riverside County SELPA JPA."

2. PURPOSE

The purpose of Riverside County SELPA JPA shall be to submit to the California Superintendent of Public Instruction a local plan for the education of children with exceptional needs, within the Riverside County SELPA, to provide a governance structure and any necessary administrative support to implement the plan, to establish a system for determining the responsibility of member Local Education Agencies for the education of each individual with exceptional needs residing within the Riverside County SELPA, and to designate the Val Verde Unified School District as the Administrative Unit (AU) to perform such functions as the receipt and distribution of all SELPA funds and provision of administrative support.

3. TERM

This Agreement shall become effective on the date set forth in the Preamble hereof and shall continue for a minimum of one year and until terminated as hereinafter provided (such withdrawal must be in accordance with the terms of Section 12 hereof).

4. MEMBERSHIP

All public LEA within the Riverside County SELPA authorized to provide educational services for children with exceptional needs shall be eligible for membership. Membership shall be effective upon approval of the Governance Council and due execution of this Agreement by such agency. Each member agency shall be entitled to the rights and privileges, and shall be subject to the duties and obligations, of membership, as provided in this Agreement.

The charter members of this Agreement shall be:
Alvord Unified School District
Banning Unified School District
Beaumont Unified School District
*Coachella Valley Unified School District
*Desert Center Unified School District
*Desert Sands Unified School District
Eagles Peak Charter School, Inland Empire (effective July 1, 2007)
Hemet Unified School District
Jurupa Unified School District
Lake Elsinore Unified School District
Menifee Union School District
Murrieta Valley Unified School District
Nuview Union School District
*Palm Springs Unified School District
*Palo Verde Unified School District
Perris Elementary School District
Perris Union High School District
Romoland Elementary School District
San Jacinto Unified School District
Temecula Valley Unified School District
Val Verde Unified School District
Riverside County Office of Education

*These districts have provided formal notice of their intent to form a separate SELPA, effective July 1, 2007. Also, Beaumont, Hemet, and San Jacinto USDs have provided formal notice to become a separate SELPA effective July 1, 2008. Should the new SELPA formations not occur within the established time-frame, then the districts involved in the proposed new SELPA formations shall remain as active members of the Riverside County SELPA JPA until such time the new SELPA(s) is/(are) formed.

5. GOVERNANCE COUNCIL

ARTICLE I Administering Agency

The Administering Agency of the Riverside County SELPA JPA shall be the Governance Council,
and hereinafter referred to as the JPA Board.

ARTICLE II Purpose

The purpose of this JPA Board shall be to formulate policy and develop regulations and guidelines for the operation of the Master Plan for Special Education, to allocate resources and develop an annual budget, and to mediate problems arising from the implementation of the Master Plan and the administration of contracts. It shall be the intent of the JPA Board to minimize financial encroachment upon school district's general education funds.

ARTICLE III Membership

The membership of the JPA Board shall be the superintendents of participating districts in the Master Plan for Special Education and the County Superintendent of Schools. The term "Superintendent" shall include the "Chief Executive Official" of a member LEA.

ARTICLE IV Officers

The officers of the JPA Board are Chair and Vice Chair.

The Vice Chair shall be elected in June of the current year for the ensuing year and shall take office on July 1. The Vice Chair shall succeed the Chair. The SELPA Executive Director shall serve as Secretary to the JPA Board.

ARTICLE V Voting Rights

Section 1: Only district superintendents and the County Superintendent, or an acting/interim superintendent designated by a governing board shall have the right to vote.

Section 2: The total of ayes, noes, or abstentions shall be recorded in the minutes for each action taken by the JPA Board. Any member may have his/her vote recorded in the minutes upon request.

The JPA Board votes shall be weighted based on the following criteria:

- ✓ School districts less than 100 special education pupil count has 1.0 vote;
- ✓ School districts with 100 to 1,499 special education pupil count have 2.5 votes; and,
- ✓ School districts with 1,500 or more special education pupil count have 3.0 votes.

ARTICLE VI Meeting

Section 1: The Chair shall establish the date, time, and place for regular meetings of the JPA Board and may call special meetings as necessary. All meetings shall be conducted in public.

Section 2: Notices and agendas are to be prepared and mailed or delivered by the Secretary five (5) days in advance of meetings. In an emergency, notices and agendas may be e-mailed to each superintendent's office no later than the day preceding a special meeting.

Section 3: Addendum to the agenda may be accepted for action providing either (1) the Secretary's Office notifies each superintendent's office no later than the day preceding the meeting; or (2) the majority of a quorum at a scheduled meeting certifies the item as an emergency.

Section 4: No action shall be taken unless a quorum is present. No action shall be taken except at a regular, special, or adjourned meeting. No action shall be taken on any item not listed on the agenda as an action item, except items qualified by Sections 2 or 3.

Section 5: A quorum shall be seven (7) superintendents.

Section 6: An affirmative vote by a majority of the superintendents present shall be sufficient to pass a motion except as provided in Article IX.

ARTICLE VII Committees

Section 1: The JPA Board shall operate as a committee of the whole.

Section 2: The JPA Board Steering Committee shall consist of: A representative from each zone and the County Superintendent of Schools. Each zone representative's name shall be submitted by the respective zone no later than May of the current year for the ensuing year. The following shall be a liaison to the JPA Board Steering Committee: Coordinating Council Chair and a Finance Committee Member.

Section 3: In May of each year the JPA Board Steering Committee shall serve as the Nominating Committee and recommend the Vice Chair to the JPA Board in June of the current year for the ensuring year. The County Superintendent of Schools may not serve as Chair or Vice Chair. The Chair and Vice Chair shall also serve as a zone representative. In addition, the Nominating Committee shall make recommendations to the JPA Board Steering Committee for filling officer vacancies that occur during the year.

Section 4: The Chair may appoint ad hoc committees as necessary. Ad hoc committees shall report to the JPA Board.

ARTICLE VIII Parliamentary Authority

The parliamentary authority for the JPA Board shall be Robert's Rules of Order, latest edition.

ARTICLE IX Amendment of Bylaws

Section 1: Proposed amendments shall be submitted in writing in advance to the JPA Board members for consideration.

Section 2: An amendment shall require 2/3 vote of the members present.

6. POWERS AND DUTIES

A. The Riverside County SELPA JPA is hereby empowered in its own name to do all acts necessary for or incidental to accomplishing the purposes set forth in this Agreement, including, but not limited to, any or all of the following:

(l) to make and enter contracts;

(2) a SELPA Personnel Committee to be appointed by the JPA Board Chair, represented of the JPA Board Chair and a superintendent from each of the other zones, with a function of evaluating the SELPA Executive Director.

(3) to enter into contract with any member agency for all necessary staff, fiscal, clerical and regionalized services as determined by the JPA Board;

(4) to incur debts, liabilities or obligations; and,

(5) to sue and be sued in its own name.

B. The JPA Board is hereby empowered to establish a system for determining the responsibility of member agencies for the education of each individual with exceptional needs residing within the SELPA, and to designate the AU to perform such regionalized functions as the receipt and distribution of all SELPA funds and provisions of administrative support. The JPA Board shall determine all policy matters for the Riverside SELPA.

(l) Accountability Reports, Audits

a. Accurate fiscal records shall be maintained by the SELPA Executive Director as directed by the JPA Board. There shall be strict accountability of all funds and report of all receipts and disbursements of the Riverside County SELPA JPA.

b. The JPA Board shall cause an independent audit of the accounts and records to be made at least once each year by a certified public accountant, and a report thereof filed, as a public record, with the JPA Board, each of the member agencies and other agencies as required by law. Such reports shall be filed within (12) months after the end of the fiscal year under examination.

(2) Fiscal Year

The fiscal year for SELPA shall be July 1 through June 30.

(3) Budget

The JPA Board shall adopt a budget for the Riverside County SELPA JPA in the manner prescribed by the JPA Board.

(4) Succession to Riverside County SELPA Funds

The Riverside County SELPA shall succeed to the surplus funds, assets and equipment, if any, of the prior JPA, which remain after payment of its debts, liabilities, and obligations.

7. OBLIGATIONS OF SELPA AND MEMBER AGENCIES

A. The debts, liabilities, and obligations of SELPA arising from the administering and operation of regionalized services and accrued in the Regionalized Services Budget shall be the debts, liabilities and obligations of the member agencies party to this Agreement.

B. All debts, liabilities, and obligations arising from the administering and operation of individual school district services and/or county superintendent's special education school services shall be the individual debts, liabilities and obligations of the respective school districts and/or county superintendent. It is hereby agreed and stipulated by each member agency, as authorized by Government Code Section 895.6, that each member agency shall bear ultimate financial responsibility in proportion to its active fault with respect to personal injury and property damage due to its negligent and wrongful acts or omissions occurring in the performance of the Agreement without the right of indemnification or contribution from each of the other member agencies party to this Agreement.

8. WITHDRAWAL

A. Right to Withdrawal

After a minimum of one year of membership, a member agency may withdraw from this Agreement, effective at the end of the fiscal year and provided said member agency has given the JPA Board ninety (90) days written notice of intent to withdraw prior to the effective date of withdrawal.

B. Effect of Withdrawal

The withdrawal of any member agency from this Agreement shall not terminate this Agreement unless as a result of such withdrawal there are fewer than two member agencies remaining. A member agency withdrawing shall be entitled to a distribution of assets as set forth in Section 11 hereof.

9. TERMINATION

A. Notice: Process

This Agreement may be terminated by written agreement of all member agencies, effective at the end of a fiscal year, upon 180 days written notice prior to the effective date of such termination.

B. Winding Up Affairs

Upon termination of this Agreement, Riverside County SELPA JPA shall continue to exist for the purpose of disposing of all claims, distribution of all assets and all other functions necessary to wind up the affairs of the Riverside County SELPA.

C. Effect of Termination

Upon termination of the Agreement, the member agencies shall be entitled to a distribution of assets as set forth in Section 13 hereof.

10. DISTRIBUTION OF ASSETS AND SURPLUS MONEY

Upon termination of this Agreement or withdrawal of a member agency, any remaining assets after all obligations of SELPA have been met shall be distributed as follows: A share of all property of SELPA, including all moneys on hand or due but uncollected, shall be distributed to each withdrawing or terminating member agency in proportion to contributions made upon the effective

date of such withdrawal or termination. However, in the event of termination where there is a successor AU or other administrative entity established for all of the then member agencies, such assets and surplus money shall be distributed to the successor AU.

11. SEVERABILITY

Should any part, term, or provision of this Agreement be decided by the Courts to be illegal or in conflict with any law of the State of California or the United States or otherwise rendered unenforceable or ineffectual, the validity of the remaining portions or provisions shall not be affected thereby.

12. AMENDMENT

This Agreement may be amended at any time by the written Agreement of two-thirds of the votes of the LEAs at a regular or special meeting of the JPA Board.

IN WITNESS WHEREOF, the following parties hereto have caused this Agreement to be duly executed.

ALVORD UNIFIED SCHOOL DISTRICT

By: _____

BANNING UNIFIED SCHOOL DISTRICT

By: _____

BEAUMONT UNIFIED SCHOOL DISTRICT

By: _____

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

By: _____

DESERT CENTER UNIFIED SCHOOL DISTRICT

By: _____

DESERT SANDS UNIFIED SCHOOL DISTRICT

By: _____

EAGLES PEAK – INLAND EMPIRE CHARTER SCHOOL

By: _____

HEMET UNIFIED SCHOOL DISTRICT

By: _____

JURUPA UNIFIED SCHOOL DISTRICT

By: _____

LAKE ELSINORE UNIFIED SCHOOL DISTRICT

By: _____

MENIFEE UNION SCHOOL DISTRICT

By: _____

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

By: _____

NUVIEW UNION SCHOOL DISTRICT

BY: _____

PALM SPRINGS UNIFIED SCHOOL DISTRICT

BY: _____

PALO VERDE UNIFIED SCHOOL DISTRICT

BY: _____

PERRIS SCHOOL DISTRICT

By: _____

PERRIS UNION HIGH SCHOOL DISTRICT

By: _____

ROMOLAND SCHOOL DISTRICT

By: _____

SAN JACINTO UNIFIED SCHOOL DISTRICT

By: _____

TEMECULA VALLEY UNIFIED SCHOOL DISTRICT

By: _____

VAL VERDE UNIFIED SCHOOL DISTRICT

By: _____

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

By: _____

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Riverside County SELPA
Local Plan

Appendix 3

Administrative Unit
Agreement for Service

C
Pg. 57

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
AGREEMENT FOR SERVICE
ADMINISTRATIVE UNIT
(REVISED 8/25/06 AND 10/27/06)

PREAMBLE

1.0 PARTIES

The Riverside County Special Education Local Plan Area (SELPA), an independent Joint Powers Agency (JPA), hereinafter referred to as the "SELPA" and the Val Verde Unified School District (USD) hereinafter referred to as the Administrative Unit (AU) mutually agree and promise as hereinafter set forth.

2.0 PURPOSE

The SELPA desires to obtain designated services of an AU, and the AU agrees to provide such services as hereinafter specified.

3.0 EFFECTIVE DATE

The effective date of this Agreement is July 1, 2006.

4.0 TERM

The term of this Agreement begins on July 1, 2006. The Agreement shall be extended each year for another one-year term unless written notice to terminate is served by one party upon the other before January 1 of the then current term. Termination by service of such notice shall be effective on the 30th day of June next following such notification.

5.0 GENERAL PROVISIONS

5.1 The agencies agree to provide information and delivery of services specified herein.

5.2 This Agreement may be modified or amended by written mutual consent of the parties. The party seeking such modification or amendment shall give not less than sixty (60) days written notice to the other party, except where both parties deem the implementation of such change or amendment to be an "emergency" and waive the notice period. Any "emergency" changes or amendments shall be reduced to writing, signed by both parties, and appended to this Agreement.

5.3 The AU shall establish a separate fund for SELPA use consistent with the purpose of the SELPA. All SELPA revenues including earned interest shall be deposited in the SELPA fund as designated by the SELPA Executive Director. The SELPA shall have computer on-line access to the designated separate fund.

5.4 The SELPA shall contract with Val Verde USD, the AU, at a fee of $15,000 per month for the 2006-07 fiscal year to provide housing and support services (exclusion of salaries and benefits) as described under this Agreement. Adjustments to reflect actual figures shall be made the following year on the same timeline or within 90 days following termination of this Agreement. The SELPA will reimburse the AU for mutually agreed upon services and costs not provided by this Agreement.

5.5 It is expressly understood that the AU is a party to the JPA creating the SELPA and is subject to that Agreement concerning debts, liabilities, and obligations set forth therein.

6.3 BUSINESS SERVICES

6.3.1 The SELPA and AU shall implement a coordinated system of accounting, and provide for the operation of business services by the SELPA under the authorization of the SELPA Governance Council (JPA Board) in accordance with State and Federal requirements.

6.3.2 The AU shall provide business services for the SELPA as appropriate including accounting, facilities, insurance (including crime coverage insurance for the AU), and other related services.

6.3.3 The AU shall include program budget for the SELPA Office and discretionary grants solicited through the SELPA in District Budget and financial reports.

6.3.4 The AU shall provide base data for budget preparation (e.g., prior year, comparative data, etc.).

6.3.5 The AU shall receive and distribute all special education funds and grants to SELPA.

6.3.6 The AU shall provide for Accounts Payable services as required.

6.3.7 The AU shall provide a process for contracting, authorizing, invoicing, and reporting nonpublic school/agency services.

6.4 SELPA RESPONSIBILITIES

6.4.1 The SELPA shall implement policies and procedures to process purchase orders, reconcile invoices, prepare warrants, post daily activities, prepare invoices, and coordinate accounting as well as other related functions and benefits.

6.4.2 The SELPA shall make available to the independent auditor of the AU information relative to the operation of SELPA and the auditor shall provide a separate report of the SELPA's Fund to the SELPA Governance Council (JPA Board) and Executive Director which shall serve as the SELPA's annually required independent audit in accordance with State regulations. Costs of such additional reports shall be borne by the SELPA.

6.4.3 The SELPA shall prepare financial reports as required by the State of California in accordance with state regulations. The AU will file appropriate State reports to assist the SELPA as required.

6.5 OTHER ADMINISTRATIVE UNIT RESPONSIBILITIES

6.5.1 The AU shall provide informal support system for all participating districts. Answer questions and provide information as requested.

6.5.2 The AU shall establish and maintain communications with appropriate officials at the California Department of Education and similar entities.

6.5.3 The AU shall assist Riverside County SELPA in keeping current on financial changes and/or trends in special education.

6.6 PAYMENT

6.6.1 The Val Verde USD, as AU, will bill SELPA for services on a monthly basis for those costs not directly paid out of SELPA funds/program budgets.

6.6.2 It is agreed that, as part of the actual expenditures, the Val Verde USD shall charge $15,000 per month for the 2006-07 fiscal year for the performance of its duties as the AU and duties as the physical host of the Riverside County SELPA.

7.3 NOTICES

All notices hereunder shall be served personally or by first class United States mail, postage prepaid at the addresses indicated below, or at such other address as shall be specified in writing to all other parties. Notices shall be deemed served upon personal service or upon the fifth day after deposition such notice in the United States mail.

Riverside County SELPA
3939 Thirteenth Street
Riverside, CA 92502

Val Verde Unified School District
975 W. Morgan Street
Perris, CA 92571

8.3 RULING LAW AND SAVINGS CLAUSE

The undersigned agree that for the 2006-07 fiscal year, the Val Verde Unified School District will serve as the Administrative Unit for the Riverside County Special Education Local Plan Area.

This Agreement shall be construed in accordance with, and governed by the laws of the State of California; should any provision of this Agreement be invalid, the remainder of this Agreement shall nevertheless be binding and effective.

The parties attest their Agreement hereto by the following signatures.

Elliott Duchon
Governance Council/JPA Board Chair
District Superintendent, Alvord Unified School District

Fred Workman, Ed. D.
District Superintendent
Val Verde Unified School District

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Riverside County SELPA
Local Plan

Appendix 4

2007-08 Local Plan
Rewrite Committee Members

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Local Plan Rewrite Committee
2007-2008

Parents/CAC Members

Marie Smith	Lake Elsinore Unified School District
Debbie Rodriguez	Murrieta Valley Unified School District
Danielle Friend	Palo Verde Unified School District
Jessie Mann	Jurupa Unified School District
Candi Cissel	Lake Elsinore Unified School District

Special Education Administrators

Kathleen Roberts	Lake Elsinore Unified School District
Terrence Davis	Temecula Unified School District
Sue Balt	Val Verde Unified School District
Avis Stuart-Board	Beaumont Unified School District

General Education Principal

Grant Bennett	Perris Union School District

Alternative Education Administrator

Regina Patton-Stell	Riverside County Office of Education

Special Education Teachers

Nannette Sherman	Val Verde Unified School District
Debbie Craig	Val Verde Unified School District
Bruce Kardos	Val Verde Unified School District
Harris Kight-Moore	Hemet Unified School District

Charter School Representative

Gary Seaton	Eagles Peak – Inland Empire Charter School

Psychologists

Salome Gutierrez	Desert Sands Unified School District
Michelle Barrett	Val Verde Unified School District

Program Specialist/Speech and Language Specialist

Robin Thompson	Jurupa Unified School District

General Education Teacher

Stephen Balazs	Perris Union High School District

SELPA Staff

Caryl Miller	Executive Director
Gail Angus	Coordinator

Acronyms

AB	Assembly Bill
ADA	Average Daily Attendance
AU	Administrative Unit
CAC	Community Advisory Committee
CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
CPI	Crisis Prevention Intervention
CSPD	Comprehensive System of Personnel Development
EC	Education Code
ESY	Extended School Year
FAPE	Free Appropriate Public Education
GC	Government Code
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IWENS	Individuals with Exceptional Needs
JPA	Joint Powers Agreement
LEA	Local Education Agency
LRE	Least Restrictive Environment
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
NPS/A	Nonpublic School/Agency
Pro-Act	Professional Assault Crisis Training
PVUSD	Palo Verde Unified School District
RCOE	Riverside County Office of Education
RCSS	Riverside County Superintendent of Schools
RLA	Responsible Local Agency
RS	Related Services
RSP	Resource Specialist Program
SDC	Special Day Class
SEA	State Education Agency
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SST	Student Success Team
USD	Unified School District
VVUSD	Val Verde Unified School District

Comparison of Federal Assurance Statements

Attachment A

(Prepared by Riverside County SELPA)

The California State Board of Education adopted new Federal Assurance Statements to align with the IDEA and the new Federal Regulations which were implemented October 13, 2006. Please see below a comparison of the 2003 Federal Assurance Statements to the 2007 Federal Assurance statements.

Language that has been removed is shown as "~~strikethroughs~~". New language is shown in "***bold/italic***" font.

Old Assurance Statement	New Assurance Statement
1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE) It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of ~~birth~~ through 21 inclusive, including ~~children~~ with disabilities who have been suspended or expelled from school. ~~Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.~~	**1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))** It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of ***three*** through 21 inclusive, including ***students*** with disabilities who have been suspended or expelled from school.
2. FULL EDUCATIONAL OPPORTUNITY It shall be the policy of this LEA that all pupils with disabilities have access to ~~the variety of~~ educational programs and services available to non-disabled pupils ~~including nonacademic and extra-curricular services and activities.~~	**2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))** It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, ***nonacademic programs***, and services available to non-disabled pupils.

3. CHILD FIND It shall be the policy of this LEA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their ~~disability~~, and who are in need of special education and related services are identified, located and evaluated.	**3. CHILD FIND (20 USC § 1412 (a)(3))** It shall be the policy of this LEA that all children with disabilities ***residing in the State***, including children with disabilities ***who are homeless or are wards of the State and children*** attending private schools, regardless of the severity of their ***disabilities***, and who are in need of special education and related services are identified, located and evaluated. ***A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.***
4. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) It shall be the policy of this LEA that an Individualized Educational Program (IEP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program.	**4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))** It shall be the policy of this LEA that an Individualized Education Program (IEP) ***or an Individualized Family Service Plan (IFSP)*** is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. ***It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.***

Comparison of Federal Assurance Statements
(Prepared by Riverside County SELPA)

Attachment A

5. LEAST RESTRICTIVE ENVIRONMENT It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special ~~classes~~, separate schooling, or other removal of ~~children~~ with disabilities from the ~~regular~~ educational environment, occurs only when the nature or severity of the disability of the ~~child~~ is such that education in ~~regular~~ classes with the use of supplemental aids and services can not be achieved satisfactorily.	**5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))** It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of ***a student*** with disabilities from the ***general*** educational environment, occurs only when the nature or severity of the disability of the ***student*** is such that education in ***general*** classes with the use of supplemental aids and services cannot be achieved satisfactorily.
6. PROCEDURAL SAFEGUARDS It shall be the policy of this LEA that children with disabilities and their parents shall be ~~provided with~~ safeguards throughout the ~~identification, evaluation, placement process, and provision of a free appropriate public education to the child~~.	**6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))** It shall be the policy of this LEA that children with disabilities and their parents shall be ***afforded all procedural*** safeguards throughout the ***provision of a free appropriate public education including the identification, evaluation, and placement process.***
7. ANNUAL / TRIENNIAL REASSESSMENT It shall be the policy of this LEA that a ~~review will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement, and/or to make any necessary revisions.~~ ~~The LEA shall conduct a~~ reassessment of ~~each child~~ with a disability at least once every three years, or more frequently, if ~~conditions warrant a reassessment or if the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.~~	**7. EVALUATION (20 USC § 1412 (a)(7))** It shall be the policy of this LEA that a reassessment of ***a student*** with a disability ***shall be conducted*** at least once every three years or more frequently, if ***appropriate***.

8. CONFIDENTIALITY It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected ~~at collection, storage, disclosure, and destruction~~.	**8. CONFIDENTIALITY (20 USC § 1412 (a)(8))** It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected ***pursuant to the Family Educational Rights and Privacy Act (FERPA).***
9. PART C, TRANSITION It shall be the policy of this LEA that ~~children~~ participating in Early Intervention Programs (IDEA, Part C) ~~and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.~~	**9. PART C, TRANSITION (20 USC § 1412 (a)(9))** It shall be the policy of this LEA that ***a transition process for a child who is*** participating in Early Intervention Programs (IDEA, Part C) ***with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.***
10. PRIVATE SCHOOLS It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services ~~in accordance with local~~ procedures. The ~~required proportion~~ of federal funds ~~received~~ will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.	**10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))** It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive ***appropriate*** special education and related services ***pursuant to LEA coordinated*** procedures. The ***proportionate amount*** of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

14. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD) ~~It shall be the policy of this LEA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.~~	**14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))** ***It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.*** ***This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.***
15. PERSONNEL STANDARDS ~~It shall be policy of this Local Education Agency (LEA) to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.~~	
16. PERFORMANCE GOALS & INDICATORS It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the ~~state~~ and provide data as required by the ~~state~~.	**15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))** It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the ***CDE*** and provide data as required by the ***CDE***.

17. PARTICIPATION IN ASSESSMENTS It shall be the policy of this LEA that, students with disabilities ~~are included in general~~ State and district-wide assessment programs, ~~with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.~~	**16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))** It shall be the policy of this LEA that ***all*** students with disabilities ***shall participate in*** state and district-wide assessment programs. ***The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.***
18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS It shall be the policy of this LEA to ~~include this information in the Annual Budget Plan submitted annually to the State.~~	**17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))** It shall be the policy of this LEA to ***provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.***
19. MAINTENANCE OF EFFORT It shall be the policy of this LEA ~~to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other Federal funds and not to supplant those funds; and~~ will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.	**18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))** It shall be the policy of this LEA ***that federal funds*** will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

20. PUBLIC PARTICIPATION It shall be the policy of this LEA that ~~prior to its adoption of policies and procedures, the LEA shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.~~	**19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))** It shall be the policy of this LEA that ***public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.***
	20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20)) ***(Federal requirement for State Education Agency only)***
	21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21)) ***(Federal requirement for State Education Agency only)***
21. SUSPENSION/EXPULSION ~~It shall be the policy of this LEA~~ that data on suspension and expulsion rates will be provided in a manner prescribed by the ~~State~~.	**22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))** ***The LEA assures*** that data on suspension and expulsion rates will be provided in a manner prescribed by the ***CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.***
~~**22. PART C**~~ ~~It shall be the policy of this LEA to submit the Part C (infant/toddler) Local Interagency Agreements to the State as part of the Annual Service Plan.~~	

	23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23)) *It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.*
	24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24)) *It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.*
	25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25)) *It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.*
	26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3) *(Federal requirement for State Education Agency only)*
	27. DATA (20 USC § 1418 a-d) *It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.*

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	28. READING LITERACY (State Board requirement, 2/99) ***It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.***
	29. CHARTER SCHOOLS (E.C. 56207.5 (a-c)) ***It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.***

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

RECEIVED

MAY 23 2007

Superintendents' Office
Jurupa Unified School District

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

STATEMENT OF ASSURANCE
STATE INSTRUCTIONAL MATERIALS FUNDING
FISCAL YEAR 2006-07

County/District Code: | 3 | 3 | | 6 | 7 | 0 | 9 | 0 |

County Office of Education Name: Riverside County Office of Education

School District Name: Jurupa Unified School District

California *Education Code* Section 60242.5 requires the superintendent of each school district and county office of education to provide a written assurance to the State Superintendent of Public Instruction that all purchases of instructional materials for fiscal year 2006-07 conform to law and the applicable rules and regulations adopted by the State Board of Education for the programs listed below.

a) Instructional Materials Funding Realignment Program for fiscal year 2006-07 and carryover funds from prior years
b) Supplementary Instructional Materials for English Learners carryover from funds allocated in 2005-06 from funds appropriated in the Budget Act of 2004
c) Instructional Materials carryover funds related to the *Williams* settlement for fiscal year 2004-05
d) K-8 Instructional Materials Program carryover funds

This form will serve as a statement of assurance for the four programs.

County Office of Education/School District Superintendent Certification: *I hereby certify that, to the best of my knowledge and belief, the above-named school district or county office of education has adhered to all laws and regulations regarding the expenditure of instructional materials funding.*

Elliott Duchon
County/District Superintendent (Print Name)

County/District Superintendent (Signature) Date

Pam Luuzon, Assistant Superintendent, Business Services (951) 360-4157
Contact Person Telephone Number

Please submit Statement of Assurance form by **July 31, 2007,** to:

Shirley Burkett
Categorical Programs Unit
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

D

Jurupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	Jurupa Middle, Mission Middle, Mira Loma Middle
Title:	High Point, Success in Language - Literature- Content
Author:	Schifini, Short, and Tinajero
Publisher:	Hampton-Brown
Copyright:	2001
Subject:	Reading Intervention
Grade:	7th and 8th
Cost:	Basics - $41.59, Lev A - $48.27, Lev B - $48.27, Lev C - $48.27 per pupil edition
Other Books Considered:	
1. Title:	Read180
Authors:	Hasselbring and others
Publisher:	Scholastic, Inc.
2. Title:	Language! 3rd Edition
Authors:	Jane Fell Greene, Ed.D.
Publisher:	Sopris West
Reasons for Selecting This Book:	Scaffolded quality literature, excellent visual support, strong writing focus, allows for whole group and small group instruction, explicit instruction of comprehension strategies, motivating reading passages (see attached evaluation forms for complete list of strengths) *Note:* The evaluation form for *High Point* indicates that the program was the committee's 2nd choice; however, the committee's evaluations and comments were provided to the middle school principals where the decision was made to remove Read180 from the adoption process. The rationale behind this decision was two-fold: 1. The program's research lacked evidence that indicated the program would support the needs of English Language Learners; especially CELDT level 1 and 2 students. 2. The cost of the program and program implementation was double the cost of the other programs considered.
Recommending Committee:	Middle School ELA, ELD, and SDC/RSP teachers and Middle School Principals (full list of adoption committee members attached)
Date:	May 14, 2007
Legal Compliance Requirements Met By:	
Recommended books is listed in List of	☒ California Department of Education approved

E

Authorized Textbooks, Los Angeles Unified School District:	reading intervention text for grades 4 through 8
Completed "Instructional Materials Legal Compliance Evaluation Form: (attached)	☐

ccoder 7/25/06

Reading Intervention 7-8
Hampton Brown - High Point

Eval no.	Reading Intervention Content	Content Alignment w/Standards	Program Organization	Assessment	Universal Access	Instructional Planning and Support	Overall		School
	Categories								
1	3	2	3	3	3	14			MLMS
2	2	3	2	2	3	12			JMS
3	3	3	2	2	3	13			MMS
4	3	3	2	1	2	11			MMS
5	2	3	3	2	2	12			MLMS
6	2	2	2	2	2	10			MMS
7	2	3	2	1	2	10			JMS
8	3	3	2	3	2	13			MLMS
9	2	3	2	2	3	12			JMS
Overall Average	2.44	2.78	2.22	2.00	2.44	11.89			

Stengths

*Complete package with little teacher prep required.Strong skill development through contextural foundation. Chapter books with CD support. Can give individualized worksheets for differentiation. Attractive stories and colorful! Good accountability. Timed readings and 3 levels of comprehension skill development. Works for Below Basic and Far Below Basic. - MLMS

*Strong literature component.Stong focus in writing components.Allowed for whole group teaching as well as small group interaction. Cross curricular teaching opportunities. - JMS

*Teaches in context. Supports students. Comprehension support for EL students. Tons of visuals. - MMS

*This program has quality literature that is scaffolded from independent reading level all the way to instructional level in EACH unit. Program organization is terrific. I love how the units are structured around themes with quality literature on a range of levels. The assessment piece seems slow and laborious. There is not immediate feedback for the students. Univeral access is fair because there are a range of reading levels presented within each unit. However it is frustrating that a student could be too low or too high or the level in the book that he or she has been placed and won't get the individual attention that might be helpful. - MMS

*There is a book showing correlation to CA ELA and ELD standards. Online assessment. Accessible to recently arrived immigrants. Explicit instruction of comp. strategies (emphasized). Leveled libraries. Many graphic organizers. High levels of student interaction. Motivating reading passsages. Meaning centered - a lot of reading practice. - MLMS

*Visuals. Materials. - MMS

*Rich in literature. Visual aids. Whole group instruction. Lesson planning. - JMS

*Easy for teacher to follow. Everything included - little teacher prep. Systematic system of word attack skills and reading comp. skills. Colorful. -MLMS

Weaknesses

* Too similar to Visions. Not enough-only excerpts. Paperback books, will they last? Site prefers "Read 180" with High Point as second choice for lower levels. Dual adopton? - MLMS

*Relies heavily on student's abilities to comprehend material. Small components of phonetic awareness and word attack strategies. Teachers will have the ability to ignore important skills our intervention students need. - JMS

*No level adjustment. Students must work at the same pace. - MMS

*It seems to be more for English language learners and not as engaging for mainstream students. - MMS

*Teaching of phonetics/spelling rules seems to end after the first book (Basic). The only studies provided by the Publisher measured affectiveness with ELD students.There were no studies that I saw that showed that this program would be effective for the reading intervention. - MLMS

*Small segment of phonics/morphology. Focused heavily on Reading Comprehension. Students required the fundamental reading skills. - JMS

* Books not sturdy- paperbacks. Very short selections - excerpts instead of whole selection. - MLMS

Reading Intervention 7-8
Scholastic - Read 180

Categories

Eval no.	Reading Intervention Content	Content Alignment w/Standards	Program Organization	Assessment	Universal Access	Instructional Planning and Support	Overall	School
1	3	3	3	1	3	13		MLMS
2	2	2	2	1	2	9		JMS
3	3	3	3	3	3	15		MMS
4	3	3	3	2	3	14		MLMS
5	3	3	3	3	3	15		MMS
6	3	3	3	3	3	15		MMS
7	2	3	2	1	3	11		JMS
8	3	3	3	2	3	14		MLMS
9	2	3	2	1	3	11		JMS
Overall Average	2.67	2.89	2.67	1.89	2.89	13.00		

Stengths

*Everyone is working on the same story. However, passages are individualized. This is great! 3 differential guides. Has phonics, writing components. Computer use a plus.Used at JVHS as well. - MLMS

*Motivating videos. The use of technology. Library. Small work group instruction. Strategic/Benchmark reading program - JMS

*Multi-modal - assistive technology friendly. Engaging. Technology. Latest material. Variety of assessments. Great technical support. Empowering tool. Standards aligned. Read 180 is a state-of-the-art program. I have never been so excited about a reading program like I am about this one. The students look forward to working in small-group as they do on working independently on the computer.Read 180 has spread across the nation enabling teachers who felt discouraged and empowering the students into a sense of accomplishment. Most of my special ed students realize how important it is to have materials which are up to date and very dynamic. I hope this program can be adopted and implemented to demonstrate just how beneficial it will be for our students. Read 180 has given me the opportunity to discover the potential of our students. I am very pleased to hear parents state how excited they are to know their son/daughter is in Read 180. - MMS

Motivating materials.Front loading with video segment. Clear daily lesson plans. Individualized spelling lists and reading passages on computer. Differentiated lessons for small group instruction. Motivating classroom libraries with audio support. Explicit and consistent emphasis on reading strategies. Instant student feedback on computer. Teacher friendly reports to help differentiate. Word attack and spelling addressed in computer program. - MLMS

E pg.5

*I vote for this program because of the exciting topics that will engage even the most reluctant learners. I love the fact that there is flexibility and movement for energetic kids. Also, I appreciate the independence of the reading library as well as the computer station. It is well balanced with the whole group and small group instruction. It is masterful how this program is organized to provide independence as well as direct instruction. It is respectful and mindful of middle school age energy and spirit. This program provides immediate feed back for students. The kids test on their own schedules and provide teachers with on the spot information so that he or she can access appropriate materials for one on one instruction in the small groups. This is the strongest point for this program. Within the classroom all students will be met at their own levels through the leveled library, computer individualization and small group attention. The library is awesome. The assessments direct the teachers to skills sheets that can be run off the computer.The computers act as aids who can meet the kids on their own levels. NOW THAT IS SUPPORT - MMS

*Engages all students. Students work at their own levels(ZPD). Combination of literature and technology. Student centered. Assessment. Program activities engage and support student needs at their levels. Can be implemented in 2 separate classes or a block (2 periods).-MMS

*Attractive. Gets students attention. Allows for whole groups and small groups. Levels the reading for students. Huge technology component. - JMS

*Technology oriented. High interest - movement between groups combines teacher centered instruction with computer instruction at each child's level. Blocked period planning. Oral Cloze context devolution of well known words. Strong writing strategies. Lessons built around same story but differentiated for skill development through computer activities. Ongoing assessment part of program. Includes decoding skills, idioms, syllabication and grammar. High interest stories that can be used as whole group or individual tools. Is used at high school level. Site visitations to see program"in action" met with high approval from our site representative. - MLMS

Weaknesses

*Heavy use of computers - problem if they are "down" for any length of time.No explicit phonics. - MLMS

*Focused more on reading comprehension versus reading fluency. Lacks universal access. A small portion of the program relies on phonic awareness/phonic fluency practice strategies, etc... Does not teach a student HOW to read. Relies heavily in technology. - JMS

* Technical difficulities. Need more instruction time (min. 90 minutes) - MMS

*The level might be challenging at first for EL 1's and 2's and some RSP. I still prefer it over Language for EL's because it has videos to build background before reading and the computer will translate words the students don't understand.- MLMS

*I am fearful that the technology support might not be forth coming. - MMS

* Possible problems with technology. - MMS

* Does not provide students access to the intervention that our students need. Does not meet the needs of ALL students. Does not fill in the GAPS that our students possess. - JMS

*Needs more phonic and structural skill development. Doesn't start low enough for far below basic students. Will district truly have the technology foundation and equipment in place by Sept. "09"? Will computer instruction gradually replace the one-to-one relationship between teacher and student that is crucial and meaningful on many levels? Are we allowing student interest/entertainment to have too great an influence on instructional strategies? Will the site set up allow a "centered" program? - MLMS

E

Reading Intervention 7-8

Sopris West - Language! 3rd Edition

Categories

Eval no.	Reading Intervention Content	Content Alignment w/Standards	Program Organization	Assessment	Universal Access	Instructional Planning and Support	Overall		School
1	2	2	2	3	2	11			MLMS
2	2	3	3	3	3	14			JMS
3	3	1	1	1	1	7			MMS
4	3	1	1	1	1	7			MMS
5	1	2	2	1	1	7			MLMS
6	2	2	2	2	2	10			MMS
7	3	3	2	3	3	14			JMS
8	1	1	1	3	2	8			MLMS
9	2	3	3	3	3	14			JMS
Overall Average	2.11	2.00	1.89	2.22	2.00	10.22			

Stengths

*Will build on skills begun through "Lang." program in feeder schools. Strong skill instruction (tiered) Includes spelling as well as reading/writing skills. On-going assessment. Strong use of non-fiction materials which aids in taking CST. Geared to low level students. I personally truly appreciated the improvements in the lang. program and consider it second to High Point. - MLMS

*Combine grade levels. Intensive reading progam that will aid our teachers in filling in the gaps that our students possess. Allows for universal access. Forces teachers to teach students how to read. Possesses strong phonetic and word attack strategies. - JMS

*Teaches phonetics and grammer. - MMS

*This progam has a strong phonetics program for emerging readers. - MMS

*Dictations with high frequency words. Preteaching of test terms. Combining sentence practice. - MLMS

*Visuals. Materials. - MMS

*Universal access. Intensive vs strategic/Benchmark, but is designed for every level. Consistency. Teaches students "how to read" through phonics, morphology, writing, syntax, grammer reading comprehension in each lesson. Lesson planning is teacher friendly. A valid program that does what it is intended to do. You have to teach diligently. Each area (6 steps) is interrelated. The most appropriate Reading Intervention program. - JMS

E
pg. 7

* Higher levels seem more appropriate for middle school. Rhyming words/phonics - good for FBB/EL students. - MLMS

Weaknesses

*Familiarity with the "old Lang." program by majority of our site teachers has cast a strong negative reaction on current program despite previewing of materials that truly show changes for the better. Too much "song and dance: with little room for teacher creativity. Vocabulary not tied to context. Too much teacher preparation and involvement. Difficult to move students in and out of program without having to include more than one instructional level . Hard to use teacher guide materials because lessons not wrapped around student pages. - MLMS

*Uses little technology. No chance for teachers to rest. Does not focus heavily in the standards that our grade level is supposed to teach.- JMS

*Limited comprehension support. Not for ELL students. Not student centered. - MMS

*It is terribly teacher directed. It is not respectful or mindful of middle school aged energy or spirit. It is teacher directed the whole time and that is just asking for problems with middle school students. The feedback is not immediate for students. This seems to be more focused on the needs of the emerging readers. While there are a lot of materials available, it is frustrating that the whole thing is teacher directed. In my opinion, the kids will begin to misbehave or feel like their interests and needs don't matter. This is energy draining for the teacher and kids. No amount of materials provided can support a sinking ship like that. I even tuned out while watching it. I counted five students with heads down at the visited school.- MMS

*Not meaning -centered. Too much drill. Reading and writing expectations are low. Vocabulary is not introduced in context. EL differentiation consists mostly of more grammatical drill. Fluency passages are poorly written. It seems mostly whole class, lock-step. - MLMS

* Technology. Needs more engagement. - MMS

*Scripted. Does not allow for "down-time". Technology is not a large portion of the program.
No bell/whistles. -JMS

*Hand gestures degrading (they are middle school). Instructional/Teacher planning difficult to follow. Too much phonics - too scripted. Very little actual writing on lower levels.Vocabulary is not meaningful enough - not always tied to the literary stories - it is just separate vocabulary words they must learn. - MLMS

Murupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	JVHS, RHS, PHS, NVHS, LC
Title:	Magruder's American Government
Author:	William McClenaghan
Publisher:	Prentice Hall
Copyright:	2006 Edition
Subject:	Government
Grade:	12th
Cost:	$95.00 per student text
Other Books Considered:	
1. Title:	Civics in Practice~ Principles in Gov't and Economics
Authors:	Gregory Massing
Publisher:	Holt
2. Title:	American Government ~ 2003 Edition
Authors:	Steven Kelman
Publisher:	Holt
Reasons for Selecting This Book:	Most closely aligned to state standards, strong and user-friendly package of technology to align with text, and strong chapter specifically on California State governmental systems that was not included in the other textbooks
Recommending Committee:	Vanessa Douty, Tim Jones, Bob Green, Craig Sevey, Jeff Jacobs.
Date:	May 8, 2007
Legal Compliance Requirements Met By:	
Recommended books is listed in List of Authorized Textbooks, Los Angeles Unified School District:	☐
Completed "Instructional Materials Legal Compliance Evaluation Form: (attached)	☒

ccoder 7/25/06

5/8/2007

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29.1

California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Prentice Hall		Adoption Code No	
Title	Magruder's American Government 2006 Edition			
Reviewed by	REVIEW Committee	ISBN No. 0-13-133580	Date	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal pg. 475, 428, 75		Yes	☒
			No	☐
3a	Occupations 428, 279, 280			
3b	Achievements 375, 149-150			
3c	Mental and physical activities 804			
3d	Traditional and nontraditional activities		*Compliance?*	
3e	Emotions 566-567		Yes	☒
3f	Sexually neutral language		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection 594-600		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals 595		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles 535		Yes	☒
			No	☐
4a	Occupations 616-618			
4b	Socioeconomic settings			
4c	Achievements 607,608-612			
4d	Mental and physical activities		*Compliance?*	
4e	Traditional and nontraditional activities		Yes	☒
4f	Root Culture 626-652		No	☐
Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection		Yes	☒
			No	☐

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		Compliance?	
2	Proportion of portrayals 252	Yes	☒
		No	☐
		Compliance?	
3	Roles	Yes	☒
		No	☐
4	Aging Process 458,735,307,450,458	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals 237	Yes	☒
		No	☐
		Compliance?	
3	Roles 249,298	Yes	☒
		No	☐
		Compliance?	
4	Emotions	Yes	☒
		No	☐
		Compliance?	
5	Achievements 307	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 666-676, 735-737	Yes	☒
		No	☐
		Compliance?	
2	Roles 659,685-664	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 537-545	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination 538, 539-540	Yes	☒
		No	☐
		Compliance?	
3	Diversity 542-544	Yes	☒

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pg 3

		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology 422	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection 413,418	Yes	☒
		No	☐
		Compliance?	
3	Resource use 242,625	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use 236	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use 574,236	Yes	☒
		No	☐
Circle Criterion Cited	**I. THRIFT, FIRE PREVENTION, & HUMANE TREATMENT OF ANIMALS & PEOPLE** (give page & paragraph of special non-print references and comments)		
		Compliance?	
1	Waste	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment	Yes	☒
		No	☐
		Compliance?	
4	Thrift	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED SATES (give page & paragraph or special non-print references and Comments)		
		Compliance?	
		Yes	☒

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		No	☐
Circle Criterion Cited	**K. BRAND NAMES AND CORPORATE LOGOS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Use of any such depictions 663,665,668,675	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose 675	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value	Yes	☒
		No	☐

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

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

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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

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pg. 5

Publisher: Pearson Prentice Hall

Program Title: Magruder's American Government (c) 2006, California Edition

Components: SE/TE

Grade Level(s): 12

Intended Audience: High School

Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
		PRINCIPLES OF AMERICAN DEMOCRACY						
12	**12.1**	**Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**				X		
12	(1)	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	7-10, 11, 44-54, 56-68	10, 54, 58	7-10, 11, 44-54, 56-68	X		Strong tie to previous WH & US teachings
12	(2)	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	12-13, 18-22, 236-240, 242-247	16, 22, 24-25, 240, 247	12-13, 18-22, 236-240, 242-247	X		

* For more information, see Notes.
HSS 12th Grade Standards Map, Government --Approved by the State Board of Education on 2-6-2002.

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

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(3)	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."	18-22, 34-39, 64-70	22, 39, 70	18-22, 34-39, 64-70	X		great supplemental material readings included in text
12	(4)	Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.	44-47, 48-54, 64-70	47, 54, 70	44-47, 48-54, 64-70	X		
12	(5)	Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.	64-70, 72-77, 88-95, 96, 97-103	70, 77, 84-85, 95, 103	64-70, 72-77, 88-95, 96, 97-103	X		
12	(6)	Understand that the Bill of Rights limits the powers of the federal government and state governments.	74-76, 89-95	77, 95	74-76, 89-95	X		

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* For more information, see Notes.
HSS 12th Grade Standards Map, Government --Approved by the State Board of Education on 2-6-2002.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	**12.2**	**Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**				X		
12	(1)	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	88-95, 532-536, 537-544, 546-553, 555-558, 564-568, 569-574, 576-583, 585-588	95, 536, 544, 553, 558, 568, 574, 583, 588		X		
12	(2)	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	20-21, 243-244, 294-300, 609-610	22, 247, 300	20-21, 243-244, 294-300, 609-610	X		
12	(3)	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	168, 293, 446-452, 453, 575, 702-705	452, 705	168, 293, 446-452, 453, 575, 702-705	X		Clearly documented as the breakdown of court system
12	(4)	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	19, 148-150, 151, 152-157, 188-194, 195, 480	150, 157, 175, 194	19, 148-150, 151, 152-157, 188-194, 195, 480	X		
12	(5)	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	18-22, 532-536	22, 536	18-22, 532-536	X		
12	(6)	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	613-618	618	613-618	X		

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
12	**12.3**	**Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**				X		Story review of past current practices to show development
12	(1)	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	126-131, 137-142, 188-194, 208-213, 242-247	131, 142, 194, 213, 247	126-131, 137-142, 188-194, 208-213, 242-247	X		
12	(2)	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	79-82, 215-221, 236-240, 242-247, 249-254	82, 221, 240, 247, 254, 256-257	79-82, 215-221, 236-240, 242-247, 249-254	X		
12	(3)	Discuss the historical role of religion and religious diversity.	537-544, 545	544	537-544, 545	X		
12	(4)	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	4-10, 12-16, 626-630, 634-638, 640-645, 647-652	10, 16, 630, 638, 645, 652	4-10, 12-16, 626-630, 634-638, 640-645, 647-652	X		

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
12	**12.4**	**Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**				X		
12	(1)	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	51-53, 262-265, 267-273, 275-278, 279-284, 290-292, 294-300, 301-304, 320-327, 329-333, 334-340, 342-346, 359-363, 446-452	54, 265, 273, 278, 284, 292, 300, 304, 314, 327, 333, 340, 348, 363, 452	51-53, 262-265, 267-273, 275-278, 279-284, 290-292, 294-300, 301-304, 320-327, 329-333, 334-340, 342-346, 359-363, 446-452	X		Section on Con - very clearly documentated - strong additional materials to assist in teaching
12	(2)	Explain the process through which the Constitution can be amended.	72-77, 79-82	77, 82	72-77, 79-82	X		
12	(3)	Identify their current representatives in the legislative branch of the national government.	267-273, 275-278, 279-284	287	267-273, 275-278, 279-284	X		
12	(4)	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	305-308, 354-358, 377-384, 390-392, 393-397, 399-403, 404-408	308, 358, 384, 392, 397, 403, 408	305-308, 354-358, 377-384, 390-392, 393-397, 399-403, 404-408	X		

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(5)	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	506-511, 517-522	511, 522	506-511, 517-522	X		
12	(6)	Explain the processes of selection and confirmation of Supreme Court justices.	313-314, 506-511, 517-522	314, 511, 522	313-314, 506-511, 517-522	X		
12	**12.5**	**Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**				X		
12	(1)	Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal protection-of-the-law clauses of the Fourteenth Amendment.	532-536, 537-544, 546-553, 555-558, 564-568, 601-606	536, 544, 553, 558, 568, 606	532-536, 537-544, 546-553, 555-558, 564-568, 601-606	X		
12	(2)	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	506-511	511	506-511	X		
12	(3)	Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.	69-70, 81, 95, 305-308, 409, 517-522, 739-740	308, 409, 522	69-70, 81, 95, 305-308, 409, 517-522, 739-740	X		
12	(4)	Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia* (VMI).	159-163, 585-588, 601-606, 608-612	163, 588, 606, 612	159-163, 585-588, 601-606, 608-612	X		

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	**12.6**	**Students evaluate issues regarding campaigns for national, state, and local elective offices.**				X		Great section on Sparks CA government - not included in other texts reviewed
12	(1)	Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.	116-118, 119-124, 126-131, 132-135, 188-194	118, 124, 131, 135, 194	116-118, 119-124, 126-131, 132-135, 188-194	X		
12	(2)	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	178-186, 365-367, 368-375	186, 367, 375	178-186, 365-367, 368-375	X		Strongest text w/ this section
12	(3)	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	196-202, 208-213, 215-221, 223-230	202, 213, 221, 230	196-202, 208-213, 215-221, 223-230	X		
12	(4)	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	55, 116-118, 148-150, 151, 152-157, 164-172, 222, 249-254, 293, 376, 436, 575, 684-688, 689-693, 694-700, 702-705, 706, 718-723	55, 118, 150, 151, 157, 172, 222, 254, 293, 376, 436, 575, 706	55, 116-118, 148-150, 151, 152-157, 164-172, 222, 249-254, 293, 376, 436, 575, 684-688, 689-693, 694-700, 702-705, 706, 718-723	X		
12	(5)	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	689-693, 694-700	693, 700	689-693, 694-700	X		

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(6)	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	164-172, 267-273, 365-367, 377-384	172, 273, 367, 384	164-172, 267-273, 365-367, 377-384	X		
12	**12.7**	**Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**				X		
12	(1)	Explain how conflicts between levels of government and branches of government are resolved.	79-82, 88-95, 97-103, 105-108, 458-462	82, 95, 103, 108, 462	79-82, 88-95, 97-103, 105-108, 458-462	X		
12	(2)	Identify the major responsibilities and sources of revenue for state and local governments.	88-95, 97-103, 694-700, 702-705, 707-712, 718-723, 725-732, 733-737, 739-744	95, 103, 700, 705, 712, 723, 732, 737, 744	88-95, 97-103, 694-700, 702-705, 707-712, 718-723, 725-732, 733-737, 739-744	X		Included in state section, not as clearly doc in other texts
12	(3)	Discuss reserved powers and concurrent powers of state governments.	88-95, 97-103	95, 103	88-95, 97-103	X		
12	(4)	Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.	88-95, 532-536	95, 536	88-95, 532-536	X		

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(5)	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	4-10, 137-142, 208-213, 215-221, 223-230, 262-265, 329-333, 414-418, 419-423, 424-429, 725-732, 733-737	10, 142, 213, 230, 265, 333, 418, 423, 429, 732, 737	4-10, 137-142, 208-213, 215-221, 223-230, 262-265, 329-333, 414-418, 419-423, 424-429, 725-732, 733-737	X		
12	(6)	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	223-230, 249-254, 334-340, 342-346, 684-688, 689-693, 718-723, 725-732	230, 254, 340, 346, 688, 693, 723, 732	223-230, 249-254, 334-340, 342-346, 684-688, 689-693, 718-723, 725-732	X		
12	(7)	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	506-511, 512-515, 524-526, 702-705, 707-713	511, 515, 526, 705, 713	506-511, 512-515, 524-526, 702-705, 707-713	X		
12	(8)	Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	301-304, 399-403, 477-480	304, 403, 480	301-304, 399-403, 477-480	X		
12	**12.8**	**Students evaluate and take and defend positions on the influence of the media on American political life.**				X		
12	(1)	Discuss the meaning and importance of a free and responsible press.	223-230, 546-553	230, 553	223-230, 546-553	X		

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(2)	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	18-22, 137-142, 208-213, 222, 223-230, 368-375	22, 142, 213, 230, 375	18-22, 137-142, 208-213, 222, 223-230, 368-375	X		
12	(3)	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	208-213, 223-230	213, 230	208-213, 223-230	X		
12	**12.9**	**Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**				X		Well documented look @ other systems in regards to the US Demo system
12	(1)	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	12-16, 626-630, 634-638, 647-652, 658-664, 666-670, 672-676	16, 630, 638, 652, 664, 670, 676	12-16, 626-630, 634-638, 647-652, 658-664, 666-670, 672-676	X		
12	(2)	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	647-652	652	647-652	X		could use a bit more, but not bad
12	(3)	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.	64-70, 72-77	70, 77	64-70, 72-77	X		
12	(4)	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	626-630	630	626-630	X		

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(5)	Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.	636-638, 647-652	638, 652	636-638, 647-652	X		
12	(6)	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.	636-638	638	636-638	X		
12	(7)	Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	636-638	638	636-638	X		
12	(8)	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	491-498, 636-638, 647-652	498, 638, 652	491-498, 636-638, 647-652	X		
12	**12.10**	**Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.**	44-47, 64-70, 88-95, 537-553, 555-558, 576-583	47, 70, 95, 553, 558, 583	44-47, 64-70, 88-95, 537-553, 555-558, 576-583	X		

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.** **In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.**						X		
		CHRONOLOGICAL AND SPATIAL THINKING						
12	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	xxi, xxiii, xxxi, 12-17, 148-151, 359-364, 546-554, 594-600, 601-607	17, 151, 364, 554, 600, 607	xxi, xxiii, xxxi, 12-17, 148-151, 359-364, 546-554, 594-600, 601-607	X		great activities for critical thinking aligned w/ text + standards
12	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	xxi, xxiii, xxxi, 4-11, 28-33, 34-39, 44-47, 56-58, 119-125, 188-195, 468-476, 626-630, 631-638	11, 33, 39, 47, 58, 125, 195, 476, 630, 638	4-11, 28-33, 34-39, 44-47, 56-58, 119-125, 188-195, 468-476, 626-630, 631-638	X		
12	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	xxv, xxxv	31, 57, 72, 183, 268, 326, 380, 513, 648, 697, 722	xxv, xxxv	X		
12	4.	Students relate current events to the physical and human characteristics of places and regions.	12-16, 733-373	16, 737	12-16, 733-373	X		

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW				X		
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	xxv, xxvi, 78	xxv, xxvi, 78	xxv, xxvi, 78	X		
12	2.	Students identify bias and prejudice in historical interpretations.	xx, xxv, xxvi	xx, xxv, xxvi	xx, xxv, xxvi	X		
12	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	64-70, 71, 341, 393-397, 398, 646	71, 341, 398, 646	64-70, 71, 341, 393-397, 398, 646	X		
12	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	xx, xxi, xxvi	11, 78, 136, 187, 248, 309, 364, 423, 476, 545, 607, 671, 724	xx, xxi, xxvi	X		
		HISTORICAL INTERPRETATION				X		
12	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	xxi, xxiii, xxxi, 12-17, 148-151, 359-364, 546-554, 594-600, 601-607	17, 151, 168, 264, 364, 554, 600, 607, 669, 710	xxi, xxiii, xxxi, 12-17, 148-151, 359-364, 546-554, 594-600, 601-607	X		
12	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	xxviii	265, 278, 284, 292, 422, 429, 440, 522, 638, 732	xxviii	X		

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
12	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	4-11, 28-33, 34-39, 44-47, 56-58, 119-125, 188-195, 468-476, 626-630, 631-638	11, 33, 39, 47, 58, 125, 195, 476, 630, 638	4-11, 28-33, 34-39, 44-47, 56-58, 119-125, 188-195, 468-476, 626-630, 631-638	X		
12	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	xxiii, xxix, xxxii, 119-125, 152-158, 188-195, 359-364, 477-480	125, 158, 195, 364, 480	xxiii, xxix, xxxii	X		
12	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	97-102	103	97-102	X		
12	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	446-452, 658-664, 733-737	452, 664, 737	446-452, 658-664, 733-737	X		

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

Strongest of all texts,
Clearly written,

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* For more information, see Notes.

Textbook Adoption Committee Meeting Minutes

Textbook Adoption Team:	Mervin Tapsfield ~	Jurupa Valley High School	Dept. Chair
	Jenna Saugstad~	Rubidoux High School	Co-Dept. Chair
	Tim Jones ~	Rubidoux High School	Gov't Teacher
	Vanessa Douty ~	Rubidoux High School	Gov't Teacher
	Bob Green~	Jurupa Valley H.S	Gov't Teacher
	Craig Sevey~	Jurupa Valley H.S	Gov't Teacher
	Jeff Jacobs~	Nueva Vista H.S	Gov't Teacher

Our meeting began at __7:32 pm____ on ____4/24/2007_____.

Our Focus for this meeting was to discuss the textbooks for Government and determine the two best texts for district adoption

- We opened discussion with introductions from each site, what they teach and what they were looking forward to getting out of the day.
- Textbooks reviewed for Government were:
  - Civics in Practice: Principles in Government and Economics
  - Magruder's American Government
  - American Government
- Jenna then reviewed the layout of the day and the timelines necessary for this adoption to go through.
  - Some questions were raised regarding whether textbooks would be ordered in time for the beginning of next school year and if all sites in the district would be getting these textbooks.
  - Jenna stated that if all timelines are meet, then it is HIGHLY possible that we will have textbooks for the beginning of the school year and that this was considered a full district adoption and all sites would benefit from their participation.
- From 7:30 am -9:30 am committee members looked through the numerous materials that had been sent by the 4 publishers that we looked toward for this adoption.
  - The committee spent most of the time looking at the textbooks to determine how each was aligned with state standards and how the resource materials were tied to standards.
  - After looking through each textbook, reading sample sections, checking visuals and charts, we felt that all 3 were very strongly still in contention for adoption, except that the Magruder's American Government was rising to the top because of the section included regarding California Government.
- From 9:30 am – 2:00 pm, we had the publisher reps from three of the textbook companies come to our meeting to discuss the features and extras that they included with an adoption. See included agenda to see the publishers and textbooks reviewed.
  - We found that each textbook had some great materials, but our main focus was technology piece and the importance of a California government section that was lacking in the previous texts we had and that was only included in one of the textbook demonstrated.

- All publishers were very clear and concise on their delivery and all textbooks were aligned with state standards and this was demonstrated by all publishers.

  - It was decided by all committee members that the best textbook would be the McGruger's American Government, Prentice Hall Publisher. The committee decided that all other textbooks were strong, but the comprehensive package of technology was stronger and the chapter on CA government was very necessary toward teaching them on that local government standard.

Next Steps

- The recommendation of the committee was taken back to the sites and all teachers in the department were given 1.5 weeks to look at materials and review the recommendation from the committee and then vote on the text they felt was best for the adoption.
- All teachers who voted felt this was a strong text that was most closely aligned and looked very user friendly for both teacher and students.

Meeting ended at ___2:45 pm____.

Minutes Submitted by: ___J. Saugstad

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09.21

Social Studies Textbook Adoption
Committee Members

Name	School Site	Committee Rep.
Mike Dohr	RHS/PHS	WH
Rachel Cabarera-Lisker	RHS/PHS	WH
Kourtney Hughes	JVHS	WH
John Gunty	JVHS	WH
Deb Bennett	NVHS	WH
Shawn Stockberger	RHS/PHS	US
Frank Marmolejo	RHS/PHS	US
Mervin Tapsfield	JVHS	US
Julie Agnew	JVHS	US
Mariann Vethus	NVHS	US
Pat Thompson	LC	US
Erin Tannez	RHS Academy	US
Fred Veenendaal	RHS/PHS	Econ
Arnoldo Lindo	RHS/PHS	Econ
Joy Estrada	JVHS	Econ
Vickie Castillo	JVHS	Econ
Jeff Jacobs	NVHS	Econ
Tim Jones	RHS/PHS	Gov't
Vanessa Douty	RHS/PHS	Gov't
Bob Green	JVHS	Gov't
Craig Sevey	JVHS	Gov't
Jeff Jacobs	NVHS	Gov't

JENNA SAUGSTAD Facilitator

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Social Studies Textbook Adoption
Agenda
RHS/PHS Library

April 24, 2007
7:15 am ~ 2:30 pm

- Welcome and Intro of Committee members
- Review the day agenda and the timelines in place for this adoption
- Break into groups and begin walking through the materials sent to us
  - Discussion in groups on what the criteria will be when dealing with the adoption
  - Look at the correlations of how they work with CA State standards
  - Review the "extras" that come with the text
- Publisher Visits
  - 9:00 am – 10:00 am ~ Holt, Rinehart and Winston
  - Textbooks
    - WH: World History: Human Legacy
    - US: American Anthem: Modern American History
    - Gov't: Civics in Practice: Principles in Government and Economics
  - 11:30 am – 12:30 pm ~ Prentice Hall
  - Textbooks
    - WH: World History: Modern World
    - US: United States: Modern America
    - Econ: Economic-Principles in Action
    - Gov't: Magruder's American Government
  - 1:00 pm – 2:00 pm ~ McDougal Littell
  - Textbooks
    - WH: Modern World History
    - US: The Americans: Reconstruction to the 21st century
    - Econ: Economics - Concepts and Choices
- Review and final summation of day and next steps
  - Paper work will be reviewed [if completed] at the Instructional council on May 14th

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8.23

Murupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	JVHS, RHS, PHS, NVHS, LC
Title:	American Anthem : Modern American History
Author:	Edward Ayers, Robert Schulzinger, Jesus de la Teja, and Deborah White
Publisher:	Holt
Copyright:	2007 Edition
Subject:	US History
Grade:	11th - 12th
Cost:	$95.00 per student text
Other Books Considered:	
1. Title:	United States History : Modern America
Authors:	Emma Lapsansky-Werner, Peter Levy, Randy Roberts and Alan Taylor
Publisher:	Prentice Hall
2. Title:	The Americans: Reconstruction to the 21st Century
Authors:	
Publisher:	McDougal Littell
Reasons for Selecting This Book:	Most closely aligned to state standards, strong and user-friendly package of technology to align with text, and layout that works best with the fashion that the standards are taught during the school year, chronologically, not thematically and most evenly bias towards the many different cultures and ethnic groups covered in the US state standards.
Recommending Committee:	Shawn Stockberger, Frank Marmolejo, Mervin Tapsfield, Julie Agnew, Mariann Vetrhius, Pat Thompson, and Erin Tannez
Date:	May 8, 2007
Legal Compliance Requirements Met By:	
Recommended books is listed in List of Authorized Textbooks, Los Angeles Unified School District:	☐
Completed "Instructional Materials Legal Compliance Evaluation Form: (attached)	☒

ccoder 7/25/06

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California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Holt		Adoption Code No	
Title	American Anthem : Modern American History 2007 Edition			
Reviewed by	REVIEW Committee	ISBN No. 0-03-043302-9	Date	

Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 182,192	Yes	☒
		No	☐
		Compliance?	
2	Equal portrayal 407-408,178-182	Yes	☒
		No	☐
3a	Occupations 452		
3b	Achievements 179,634-636,637		
3c	Mental and physical activities 452,575		
3d	Traditional and nontraditional activities 177-78,296,314-315	***Compliance?***	
3e	Emotions 636	Yes	☒
3f	Sexually neutral language	No	☐

Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 180,559-561	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals 768,255-56,571,126-128	Yes	☒
		No	☐
		Compliance?	
3	Customs and life-styles 285,428	Yes	☒
		No	☐
4a	Occupations		
4b	Socioeconomic settings		
4c	Achievements 588-589,668,566-67,131		
4d	Mental and physical activities	***Compliance?***	
4e	Traditional and nontraditional activities 453-454	Yes	☒
4f	Root Culture	No	☐

Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection	Yes	☒

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		No	☐
		Compliance?	
2	Proportion of portrayals 353,546,749	Yes	☒
		No	☐
		Compliance?	
3	Roles	Yes	☒
		No	☐
4	Aging Process 751,788	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 270,250	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals 258	Yes	☒
		No	☐
		Compliance?	
3	Roles 176	Yes	☒
		No	☐
		Compliance?	
4	Emotions 260	Yes	☒
		No	☐
		Compliance?	
5	Achievements	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 151,279,374-375	Yes	☒
		No	☐
		Compliance?	
2	Roles 768,644,790,176	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 107	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination 718,749	Yes	☒
		No	☐
		Compliance?	

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3	Diversity 571,49,539,445	Yes	☒
		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology 708,783	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection 626,668,783	Yes	☒
		No	☐
		Compliance?	
3	Resource use 780-787,351	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use 100,182,299-301,653	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use 179-180	Yes	☒
		No	☐
Circle Criterion Cited	**I. THRIFT, FIRE PREVENTION, & HUMANE TREATMENT OF ANIMALS & PEOPLE** (give page & paragraph of special non-print references and comments)		
		Compliance?	
1	Waste	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment 161-162,430,426-431,711	Yes	☒
		No	☐
		Compliance?	
4	Thrift	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED SATES (give page & paragraph or special non-print references and Comments)		
		Compliance?	

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		Yes	☒
		No	☐
Circle Criterion Cited	**K. BRAND NAMES AND CORPORATE LOGOS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Use of any such depictions 714,280	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value	Yes	☒
		No	☐

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

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

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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

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Publisher:	Holt, Rinehart and Winston
Program Title:	Holt American Anthem: Modern American History, California Edition 2007
Components:	SE, ATE
Grade Level(s):	11th Grade
Intended Audience:	American history students

Standards Map - Basic Comprehensive Program
Grade Eleven - History-Social Science
United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate econc including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; a the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal coursts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries.

Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11	11.1	**Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**				X		
11	(1)	Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	SE 23, 32	SE 26, 27, 33, 37, 49, 57	SE 23, 24, 42, 46, 48, 49	X		

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11	(2)	Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.	SE 32, 33, 45, 49	SE 33, 37, 38, 49, 57	SE 33, 45-49	X		
11	(3)	Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	SE 51, 92, 93, 95, 117	SE 56, 57, 95, 98, 122, 139	SE 51, 52, 92, 93, 117-119	X		
11	(4)	Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	SE 126, 130, 132, 133, 149, 151, 152, 157, 210, 211, 216	SE 126, 131, 138, 139, 155, 162, 163, 212, 216, 217, 227	SE 126-128, 130, 131, 133-138, 149-155, 157-159, 204, 205, 210-212, 216, 217	X		Strong opener in this section but not too ~~[illegible]~~ much info.
11	**11.2**	**Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**				X		
11	(1)	Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.	SE 153, 159, 170, 171, 176, 186	SE 155, 162, 163, 175, 188, 194, 195, 197	SE 153, 159, 170-174, 176, 184-186	X		Visuals for I.R. was strong & clearly great examples for students
11	(2)	Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.	SE 150, 158, 159	SE 155, 162, 163	SE 150, 151, 158, 159,	X		
11	(3)	Trace the effect of the Americanization movement.	SE 144	SE 148, 162	SE 144, 162	X		
11	(4)	Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.	SE 159	SE 162	SE 159, 160	X		

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(5)	Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	SE 151	SE 155, 163	SE 151, 152	X		
11	(6)	Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.	SE 145, 150, 151, 200, 204	SE 148, 155, 163, 205	SE 144-146, 149-155, 200-205	X		
11	(7)	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	SE 151, 152, 159, 179, 297, 298	SE 152, 155, 163	SE 151, 152, 159, 179, 298	X		
11	(8)	Examine the effect of political programs and activities of Populists.	SE 160	SE 162, 163	SE 160, 161	X		
11	(9)	Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).	SE 171, 174, 179, 184, 190	SE 175, 185, 186, 188, 193, 194-197	SE 171, 172, 174, 175, 179, 184-186, 190, 191	X		
11	**11.3**	**Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**				X		Last text hard to teach - This Section well documented
11	(1)	Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).	SE 99, 100, 102, 103, 159, 160, 556, 557, 697 ATE 697	SE 100, 105, 113, 163, 561, 563, 571, 578, 591-593, 699, 718, 722	SE 99, 100, 102-105, 159, 160, 556-589, 697 ATE 697	X		will be easier to fully teach them in past

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(2)	Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.	SE 24, 100, 102, 103, 127, 159, 297, 697 ATE 297, 697	SE 24, 26, 27, 100, 113, 163, 301, 317, 718, 722 ATE 298	SE 24, 100, 127, 159, 297-299, 697 ATE 297, 298, 697	X		The layout of text was great because of the overall layout
11	(3)	Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	SE 101, 107, 274, 527 ATE 297	SE 275, 291 ATE 297	SE 100, 101, 107, 274, 275, 527 ATE 297	X		
11	(4)	Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.	SE 157, 274 ATE 274	SE 162, 275, 291 ATE 274	SE 157, 158, 274, 275 ATE 274	X		
11	(5)	Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.	SE 49, 76, 736	SE 76	SE 49, 76, 736	X		
11	**11.4**	**Students trace the rise of the United States to its role as a world power in the twentieth century.**				X		
11	(1)	List the purpose and the effects of the Open Door policy.	SE 204	SE 205, 227	SE 204	X		
11	(2)	Describe the Spanish-American War and U.S. expansion in the South Pacific.	SE 202, 208, 211	SE 205, 212, 227	SE 202, 203, 206-212	X		
11	(3)	Discuss America's role in the Panama Revolution and the building of the Panama Canal.	SE 213, 215	SE 217, 219, 227	SE 213, 215, 216, 218, 219	X		
11	(4)	Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.	SE 213, 217	SE 217, 226, 227	SE 213, 216, 217	X		

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11	(5)	Analyze the political, economic, and social ramifications of World War I on the home front.	SE 239, 246	SE 244, 252, 253, 263	SE 239-241, 246-253, 259	X		
11	(6)	Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War I.	SE 255, 259, 286	SE 263, 287	SE 255-259, 286, 287	X		
11	**11.5**	**Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**				X		
11	(1)	Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.	SE 282, 284, 322 ATE 282	SE 287, 290, 291, 327, 339, 342, 343 ATE 282-285	SE 282-287, 322-326, 335-339 ATE 282-285	X		
11	(2)	Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	SE 272, 274, 297, 304 ATE 274, 297	SE 275, 289-291, 305, 307, 316 ATE 274, 297	SE 270-275, 297, 304, 305 ATE 274, 297	X		Great visuals + Supp. Ready Regardly these ustries
11	(3)	Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).	SE 299 ATE299	SE 300, 301, 316 ATE 299, 300	SE 299-301 ATE 299, 300	X		
11	(4)	Analyze the passage of the Nineteenth Amendment and the changing role of women in society.	SE 178, 182, 192, 295 ATE 295	SE 192, 193, 196, 197 , 296, 301, 314-316 ATE 295	SE 178, 182, 192, 295, 296 ATE 295	X		

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(5)	Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).	SE 305, 312 ATE 305	SE 306, 307, 313, 316, 317 ATE 305	SE 305-307, 312, 313 ATE 305, 306	X		
11	(6)	Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	SE 308 ATE 308	SE 310, 313, 317 ATE 309	SE 308-310 ATE 308, 309	X		
11	(7)	Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	SE 276, 277, 279, 309 ATE 276, 309	SE 281, 290, 291, 313, 317 ATE 276-278, 309	SE 276-281, 309, 310 ATE 276, 277-279, 309	X		
11	**11.6**	**Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**				X		Strong Look? Full emphasis of depression effect on US society
11	(1)	Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.	SE 191, 323 ATE 323	SE 193, 196, 327, 343 ATE 323, 324	SE 191, 323, 324 ATE 323, 324	X		
11	(2)	Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.	SE 324, 335, 336, 346, 349, 358 ATE 324, 346	SE 325, 327, 339, 342, 343, 353, 355, 356, 364, 373, 377-379 ATE 324, 325, 347	SE 324-327, 336-339, 346-353, 357-361, 372, 373 ATE 324, 325, 349	X		

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(3)	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	SE 330, 332 ATE 332	SE 329, 333, 334, 341-343 ATE 332	SE 328-334 ATE 332	X		
11	(4)	Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, Califormia Central Valley Project, and Bonneville Dam).	SE 350, 359, 360, 372, 446 ATE 352	SE 353, 364, 373, 375, 379, 447, 461 ATE 352	SE 350-353, 358-364, 372-375, 446, 447 ATE 352	X		
11	(5)	Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.	SE 153, 359, 360, 642 ATE 360, 643	SE 155, 175, 364, 378, 649, 658, 659 ATE 360, 643	SE 153, 174, 359-361, 642-644 ATE 360, 361, 643, 644	X		
11	**11.7**	**Students analyze America's participation in World War II.**				X		
11	(1)	Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	SE 403 ATE 403	SE 405, 413, 415 ATE 403, 404	SE 403-405, 412 ATE 403, 404	X		
11	(2)	Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	SE 420, 424, 433, 436, 440 ATE 424, 436	SE 425, 438, 440, 457, 460, 461 ATE 424, 436	SE 420-424, 435-440, 456, 457 ATE 424, 436	X		Decent map coverage

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(3)	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).	SE 422, 435, 439 ATE 422, 439	SE 425, 440, 460 ATE 422, 439	SE 422, 435, 439, 452 ATE 422, 439	X		
11	(4)	Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	SE 402, 403, R88 ATE 402	SE 405 ATE 402	SE 402, 403, R88, R89 ATE 402	X		
11	(5)	Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.	SE 409, 410, 430, 442, 445 ATE 445	SE 411, 414, 415, 431, 447, 448, 460, 461 ATE 445	SE 409-411, 430, 431, 442-447, 448 ATE 445	X		
11	(6)	Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	SE 406, 410 ATE 408	SE 410, 411 ATE 408	SE 406, 408-410 ATE 408	X		
11	(7)	Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	SE 453 ATE 452	SE 454, 455 ATE 452, 453	SE 453, 454 ATE 452, 453	X		
11	(8)	Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.	SE 467, 468	SE 470, 492, 493	SE 467-470	X		
11	**11.8**	**Students analyze the economic boom and social transformation of post–World War II America.**				X		
11	(1)	Trace the growth of service sector, white collar, and professional sector jobs in business and government.	SE 736, 750, 802, 808	SE 738, 750, 812	SE 736, 750, 802, 808, 810	X		

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
11	(2)	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	SE 747, 754	SE 752, 755	SE 747, 748, 754	X		
11	(3)	Examine Truman's labor policy and congressional reaction to it.	SE 473	SE 476, 493	SE 471, 473	X		
11	(4)	Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.	SE 475, 503, 504, 507, 543, 544 ATE 507, 543	SE 508, 518, 519, 548, 551-553 ATE 507, 543	SE 475, 503-508, 543-546, 550, 551 ATE 507, 508, 543	X		
11	(5)	Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	SE 353, 446, 603, 627 ATE 363	SE 364, 378, 447, 461, 603, 627 ATE 363	SE 353, 363, 446, 447, 603, 627 ATE 363	X		
11	(6)	Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.	SE 7, 780	SE 12, 784-787	SE 7, 8, 780-787	X		
11	(7)	Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.	SE 509, 510, 512, 513, 714, 715, 728, 749, 800 ATE 279, 512, 714	SE 515, 518, 519, 752, 758, 759, 803-805 ATE 279, 512, 714, 715	SE 510-513, 714, 715, 728, 729, 749-752, 800-805 ATE 279, 512, 714, 715	X		
11	(8)	Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	SE 306, 308, 309, 368, 509, 515, 519, 650, 651 ATE 306, 309, 312, 509, 651	SE 307, 313, 317, 370, 655, 659 ATE 306-309, 312, 509-511, 651	SE 306, 307, 308-313, 368-370, 510, 511, 651-655 ATE 306-309, 312, 509-511, 651	X		

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11	**11.9**	**Students analyze U.S. foreign policy since World War II.**				X		
11	(1)	Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.	SE 475, 476, 808	SE 476, 493	SE 475, 476, 808	X		
11	(2)	Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	SE 470, 498, 500 ATE 500	SE 470, 492, 501, 518 ATE 500	SE 470, 496, 498, 500 ATE 500	X		
11	(3)	Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: • The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting • The Truman Doctrine • The Berlin Blockade • The Korean War • The Bay of Pigs invasion and the Cuban Missile Crisis • Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies. • The Vietnam War • Latin American policy	SE 467, 469, 479, 481, 483, 503, 528, 530, 532, 548, 599, 621, 624, 704 ATE 503, 528, 530, 532, 704	SE 470, 482, 489, 491-493, 508, 519, 534, 552, 553, 603, 627, 630, 631, 706, 722 ATE 503, 529, 531, 533, 705	SE 467-470, 479-482, 483-489, 490, 503, 504, 528-534, 548, 599-603, 621-627, 704-706 ATE 503, 528, 529, 532, 533, 704-706 ATE 531-533	X		All supplementae + includy Reading + visuals are well balanced- the bias is good + ~~not~~ each group effected by these are well
11	(4)	List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).	SE 508, 609, 617, 622, 703, 744	SE 519, 611, 619, 627, 631, 758	SE 508, 609-611, 615, 617, 622, 623, 703, 744, 745	X		
11	(5)	Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	SE 701, 702, 708, 709 ATE 702, 708	SE 706, 713, 722, 723 ATE 702, 703, 709, 710	SE 701-703, 708-711 ATE 702, 703, 708, 709	X		

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(6)	Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	SE 501, 670, 684, 685, 705, 712, 729, 738, 743, 745 ATE 501, 670, 684, 705, 712	SE 501, 519, 673, 686, 690, 691, 706, 713, 746, 759 ATE 500, 684, 685, 705, 712	SE 501, 670, 671, 684-686, 705, 712, 713, 729, 738, 743-746 ATE 501, 670, 684, 705, 712	X		
11	(7)	Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.	SE 220, 222, 718, 730, 755	SE 226, 227, 755, 758	SE 222, 223, 718, 730, 755	X		
11	**11.10**	**Students analyze the development of federal civil rights and voting rights.**				X		
11	(1)	Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	SE 557, 558	SE 563, 592	SE 557, 558	X		
11	(2)	Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke*, and California Proposition 209.	SE 118, 161, 557, 559, 687, 748 ATE 687	SE 122, 162, 561, 563, 592, 687 ATE 687	SE 118, 119, 161, 557-563, 687, 748 ATE 687	X		
11	(3)	Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.	SE 567	SE 568, 571	SE 567, 568	X		

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
11	(4)	Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.	SE 556, 557, 558, 562, 565, 572, 571, 584	SE 563, 571, 572, 585, 591-593	SE 556-563, 565, 568-572, 583-585, 591	X		Great reading
11	(5)	Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	SE 560, 569, 639, 642, 643	SE 571, 572, 641, 649, 658, 659	SE 560, 568-570, 572, 638-641, 642-649	X		
11	(6)	Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.	SE 570, 571, 574, 577, 578	SE 571, 576, 578, 592	SE 570-, 571, 574-578	X		
11	(7)	Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.	SE 102, 180, 192, 365, 634, 635, 637 ATE 635	SE 105, 113, 182, 193, 196, 197, 370, 379, 637, 641, 657-659 ATE 635, -637	SE 102, 103, 180-182, 192, 365, 366, 634-638 ATE 635-637	X		
11	**11.11**	**Students analyze the major social problems and domestic policy issues in contemporary American society.**				X		

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(1)	Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	SE 717, 768 ATE 717	SE 769-771 ATE 717	SE 717, 718, 766-771 ATE 717	X		
11	(2)	Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).	SE 503, 508, 527, 537, 543, 545, 550, 551, 667, 686, 688, 730, 735, 736 ATE 501, 672	SE 550, 551, 689, 730	SE 503, 508, 527, 537, 543, 545, 550, 551, 667, 686, 688, 730, 735, 736 ATE 501, 672	X		
11	(3)	Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	SE 634, 635, 717, 737, 757, 772 ATE 635	SE 641, 659, 719, 722, 757, 775-779 ATE 635	SE 635-638, 717, 737, 757, 772-779 Ate 635, 636	X		
11	(4)	Explain the constitutional crisis originating from the Watergate scandal.	SE 675, 688 ATE 676	SE 678, 680, 689-691 ATE 676-678	SE 676-680, 688, 689 ATE 676-678	X		
11	(5)	Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	SE 668, 683, 752, 780, 782, 783 ATE 668, 683	SE 784-787 ATE 668, 683	SE 668, 683, 752, 780-787 ATE 668, 683	X		very strong end section on current problems — lacking from previous text
11	(6)	Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.	SE 543, 727, 728, 788 ATE 551	SE 548, 551, 791-793 ATE 551	SE 543, 544, 551, 727, 728, 788-793 ATE 551	X		

* For more information, see Notes.

HSS 11th Grade Standards Map --Approved by the State Board of Education on Feb. 6, 2002.

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

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	(7)	Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.	SE 302, 514, 653, 700, 718, 719, 732, 794, 806 ATE 303, 514, 653	SE 307, 316, 317, 515, 518, 659, 700, 719, 732, 797-799, 809-812 ATE 303, 514, 653	SE 302, 303, 514, 653, 654, 700, 718, 719, 732, 794-799 , 806, 808-812 ATE 303, 514, 653, 654	X		
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in g**						X		
		CHRONOLOGICAL AND SPATIAL THINKING						
11	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE 187, 250, 271, 390, 439, 512, 516, 543, 560, 614, 682, 737 ATE 271, 279, 390, 404	SE 187, 250, 271, 390, 439, 512, 517, 543, 560, 614, 682, 737 ATE 271, 279, 390, 404	SE 187, 250, 271, 390, 439, 512, 516, 517, 543, 560, 614, 682, 737 ATE 271, 279, 390, 404	X		Some story activities + graphic organizers to help students process high level info
11	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE 767, 806, 773, 781, 789, 795, 807 ATE 637, 697	SE 769-771, 775-779, 784-787, 791-793, 797-799, 809-812 ATE 637, 697	SE 767-771, 773-779, 781-787, 789-793, 795-799, 807-812 ATE 637, 697	X		

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
11	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	SE H19, H20, H28, H35	SE 14, 23, 54, 107, 126, 195, 210, 225, 233, 303, 340, 425, 434, 517, 613, 625, 712, 742	SE H19, H20, H28, H35	X		
11	4.	Students relate current events to the physical and human characteristics of places and regions.	SE 682, 754, 756, 780, 788	SE 682, 755, 757, 784-787, 791-793	SE 682, 754-757, 780-787, 788-793	X		
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW				X		
11	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE H23, H28, H33-H39	SE H23, H28, H33-H39	SE H23, H28, H33-H39	X		
11	2.	Students identify bias and prejudice in historical interpretations.	SE H23, H28, H31-H39	SE H23, H28, H31-H39	SE H23, H28, H31-H39	X		
11	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE H39, 454, 506, 610, 685, 717 ATE 454	SE H39, 454, 506, 610, 685, 717 ATE 454	SE H39, 454, 506, 610, 685, 717 ATE 454	X		
11	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE 194, 224, 288, 340, 490, 550, 656, 720, 756 ATE 288, 656	SE 195, 197, 225, 227, 289, 341, 491, 551, 657, 721, 757 ATE 288, 656	SE 194, 195, 224, 225,. 288, 289, 340, 341, 490, 491, 550, 551, 656, 657, 720, 721, 756, 757 ATE 288, 656	X		
		HISTORICAL INTERPRETATION						

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* For more information, see Notes.

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

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE 135, 178, 400, 473, 536, 559, 574, 576, 638, 696, 718, 749, 754 ATE 271, 390, 407, 636	SE 138, 182, 402, 405, 476, 538, 540, 559, 561, 578, 641 ATE 271, 390, 407, 636	SE 135, 178-182, 400-402, 473, 474, 536-538, 559-561, 574-578, 638-641, 696, 718, 749, 754 ATE 271, 390, 407, 636	X		
11	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE 455, 465, 467, 490, 510, 625, 698 ATE 273, 300, 326, 419, 654	SE 425, 455, 465, 469, 491, 510, 627, 699, 719 ATE 273, 300, 326, 419, 654	SE 455, 465, 467-469, 490, 491, 510, 625-627, 698, 699, 716 ATE 273, 300, 326, 419, 654	X		
11	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	SE 211, 224, 260, 314, 340, 412, 458, 516, 610, 628, 688 ATE 314, 341, 412	SE 211, 225, 261, 315, 341, 413, 459, 517, 610, 629, 689 ATE 314, 341, 412	SE 211, 224, 225, 260, 261, 314, 315, 340, 341, 412, 413, 458, 459, 516, 517, 610, 628, 629, 688, 689 ATE 314, 341, 412	X		The Impact of WWII is a new theme / Context upon Japan's picture US Going To help make Comparisons
11	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE 194, 272, 288, 412, 428, 448, 739 ATE 288, 412, 427	SE 195, 275, 289, 404, 405, 413, 429, 448, 745, 746, 759 ATE 288, 413, 428	SE 194, 195, 272, 288, 289, 403, 404, 412, 413, 428-431, 448, 739-745 ATE 288, 412, 413, 428-430	X		
11	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE 668, 683, 708, 752, 780, 782, 783 ATE 668, 683	SE 784-787 ATE 668, 683	SE 668, 683, 708, 752, 780-787 ATE 668, 683	X		
11	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE H22, 808, 811	SE H22, 811	SE H22, 808-812	X		

* For more information, see Notes.

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ktbook Adoption Committee Meeting
Minutes

Textbook Adoption Team:	Mervin Tapsfield ~	Jurupa Valley High School	Dept. Chair
	Shawna Stockberger~	Rubidoux High School	US Teacher
	Frank Marmolejo ~	Rubidoux High School	US Teacher
	Julie Agnew~	JVHS	US Teacher
	Mariann Vetrhius~	NV H.S	US Teacher
	Pat Thompson~	Learning Center	US Teacher
	Erin Tannez~	R.H.S Academy	US Teacher

Our meeting began at __7:32 pm____ on ____4/24/2007_____.

Our Focus for this meeting was to discuss the textbooks for US History and determine the two best texts for district adoption

- We opened discussion with introductions from each site, what they teach and what they were looking forward to getting out of the day.
- Textbooks reviewed for US History were:
  - **American Anthem: Modern American History**
  - **United States History: Modern America**
  - **The Americans: Reconstruction to the 21st century**
- Jenna then reviewed the layout of the day and the timelines necessary for this adoption to go through.
  - Some questions were raised regarding whether textbooks would be ordered in time for the beginning of next school year and if all sites in the district would be getting these textbooks.
  - Jenna stated that if all timelines are meet, then it is HIGHLY possible that we will have textbooks for the beginning of the school year and that this was considered a full district adoption and all sites would benefit from their participation.
- From 7:30 am -9:30 am committee members looked through the numerous materials that had been sent by the 4 publishers that we looked toward for this adoption.
  - The committee spent most of the time looking at the textbooks to determine how each was aligned with state standards and how the resource materials were tied to standards.
  - After looking through each textbook, reading sample sections, checking visuals and charts, we felt that all were very strongly still in contention for adoption, except that two books were rising to the top because of the resource materials, the layout of the text and the technology package included..
- From 9:30 am – 2:00 pm, we had the publisher reps from three of the textbook companies come to our meeting to discuss the features and extras that they included with an adoption. See included agenda to see the publishers and textbooks reviewed.
    - We found that each textbook had some great materials, but our main focus was technology piece and the importance of the state standards and the visual and readability of the textbook. The previous textbook was considered by many members to be too highly written for our ELL and

Special needs populations. Also the previous text is a bit hard on the eyes and the layout is not that clearly laid out, therefore, that was a high priority in the top two books that were decided on.

- All publishers were very clear and concise on their delivery and all textbooks were aligned with state standards and this was demonstrated by all publishers.

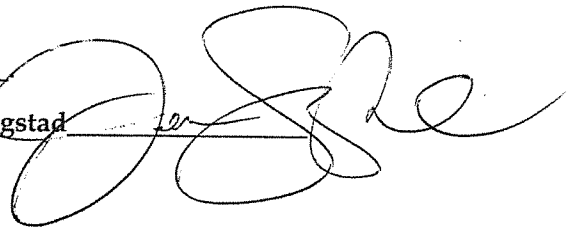
- It was decided by all committee members that the best textbooks to put to the departments would be the American Anthem: Modern American History, 2007 Edition by Holt and The Americans: Reconstruction to the 21st century by McDougal Littell. The committee decided that all other textbooks were strong, but the comprehensive package of technology was stronger and their overall layout and alignment to CA State standards was the best for voting purposes.

Next Steps

- The recommendation of the committee was taken back to the sites and all teachers in the department were given 1.5 weeks to look at materials and review the recommendation from the committee and then vote on the text they felt was best for the adoption.
- The Textbook chosen from the vote at all sites was the Holt American Anthem: Modern American History.
- All teachers who voted felt this was a strong text that was most closely aligned and looked very user friendly for both teacher and students.
    - Teachers rational for Holt adoption
        - "Student friendly textbook with excellent supplemental resources and power points were beneficial"
        - "The structure was very strong and aligned well with standards"
        - "The technology and the sections reviews were very strong and stronger than the other textbook"

Meeting ended at ___2:45 pm___

Minutes Submitted by: ___J. Saugstad___



Social Studies Textbook Adoption
Committee Members

Name	School Site	Committee Rep.
Mike Dohr	RHS/PHS	WH
Rachel Cabarera-Lisker	RHS/PHS	WH
Kourtney Hughes	JVHS	WH
John Gunty	JVHS	WH
Deb Bennett	NVHS	WH
Shawn Stockberger	RHS/PHS	US
Frank Marmolejo	RHS/PHS	US
Mervin Tapsfield	JVHS	US
Julie Agnew	JVHS	US
Mariann Vetrus	NVHS	US
Pat Thompson	LC	US
Erin Tannez	RHS Academy	US
Fred Veenendaal	RHS/PHS	Econ
Arnoldo Lindo	RHS/PHS	Econ
Joy Estrada	JVHS	Econ
Vickie Castillo	JVHS	Econ
Jeff Jacobs	NVHS	Econ
Tim Jones	RHS/PHS	Gov't
Vanessa Douty	RHS/PHS	Gov't
Bob Green	JVHS	Gov't
Craig Sevey	JVHS	Gov't
Jeff Jacobs	NVHS	Gov't

JENNA Stugstad Facilitator

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Social Studies Textbook Adoption
Agenda
RHS/PHS Library

April 24, 2007
7:15 am ~ 2:30 pm

- Welcome and Intro of Committee members
- Review the day agenda and the timelines in place for this adoption
- Break into groups and begin walking through the materials sent to us
  - Discussion in groups on what the criteria will be when dealing with the adoption
  - Look at the correlations of how they work with CA State standards
  - Review the "extras" that come with the text
- Publisher Visits
  - 9:00 am – 10:00 am ~ Holt, Rinehart and Winston
  - Textbooks
    - WH: World History: Human Legacy
    - US: American Anthem: Modern American History
    - Gov't: Civics in Practice: Principles in Government and Economics
  - 11:30 am – 12:30 pm ~ Prentice Hall
  - Textbooks
    - WH: World History: Modern World
    - US: United States: Modern America
    - Econ: Economic-Principles in Action
    - Gov't: Magruder's American Government
  - 1:00 pm – 2:00 pm ~ McDougal Littell
  - Textbooks
    - WH: Modern World History
    - US: The Americans: Reconstruction to the 21st century
    - Econ: Economics - Concepts and Choices
- Review and final summation of day and next steps
  - Paper work will be reviewed [if completed] at the Instructional council on May 14th

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Grupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	JVHS, RHS, PHS, NVHS, LC
Title:	Economics: Concepts and Choices
Author:	Sally Meek, John Morton and Mark Schug
Publisher:	McDougal Littell
Copyright:	2008 Edition
Subject:	Economics
Grade:	12th
Cost:	$95.00 per student text
Other Books Considered:	
1. Title:	Economics: Principles in Action
Authors:	Arthur O'Sullivan and Steven Sheffrin
Publisher:	Prentice Hall
2. Title:	Economics: Principles and Practices
Authors:	Gary Clayton
Publisher:	Glencoe
Reasons for Selecting This Book:	Most closely aligned to state standards, strong and user-friendly package of technology to align with text, and layout that works best with the fashion that the standards are taught during the school year, and numerous extra readings that help to support the information taught.
Recommending Committee:	Fred Veenendaal, Arnoldo Lindo, Joy Estrada, Vickie Castillo, and Jeff Jacobs
Date:	May 8, 2007
Legal Compliance Requirements Met By:	
Recommended books is listed in List of Authorized Textbooks, Los Angeles Unified School District:	☐
Completed "Instructional Materials Legal Compliance Evaluation Form: (attached)	☒

ccoder 7/25/06

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

Publisher	McDougal Littell		Adoption Code No	
Title	Economics : Concepts and Choices 2008 Edition			
Reviewed by	REVIEW Committee	ISBN No. 13: 978-0-618-81523-4 and 10: 0-618-81523-6	Date	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal 556, 128,174,269		Yes	☒
			No	☐
3a	Occupations 104,267,233			
3b	Achievements 212			
3c	Mental and physical activities			
3d	Traditional and nontraditional activities 354,262		*Compliance?*	
3e	Emotions		Yes	☒
3f	Sexually neutral language		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection 392, 429		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles 547-549, 36		Yes	☒
			No	☐
4a	Occupations 544			
4b	Socioeconomic settings 38			
4c	Achievements 385, 548-549			
4d	Mental and physical activities		*Compliance?*	
4e	Traditional and nontraditional activities 40		Yes	☒
4f	Root Culture		No	☐
Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection 392, 429		Yes	☒

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		No	☐
		Compliance?	
2	Proportion of portrayals 320-321	Yes	☒
		No	☐
		Compliance?	
3	Roles 429,46,192	Yes	☒
		No	☐
4	Aging Process 393,423,547,551	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals	Yes	☒
		No	☐
		Compliance?	
3	Roles 237,271	Yes	☒
		No	☐
		Compliance?	
4	Emotions 251	Yes	☒
		No	☐
		Compliance?	
5	Achievements 429	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 275-276, 182, 262-263	Yes	☒
		No	☐
		Compliance?	
2	Roles 390	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination	Yes	☒
		No	☐
		Compliance?	

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3	Diversity	Yes	☒
		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology 87-88	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection 217	Yes	☒
		No	☐
		Compliance?	
3	Resource use 549-550, 426	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use 417	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use 417	Yes	☒
		No	☐
Circle Criterion Cited	**I. THRIFT, FIRE PREVENTION, & HUMANE TREATMENT OF ANIMALS & PEOPLE** (give page & paragraph of special non-print references and comments)		
		Compliance?	
1	Waste	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards 275	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment 262,275	Yes	☒
		No	☐
		Compliance?	
4	Thrift	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED SATES (give page & paragraph or special non-print references and Comments)		
		Compliance?	

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		Yes	☒
		No	☐
Circle Criterion Cited	**K. BRAND NAMES AND CORPORATE LOGOS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Use of any such depictions 152,252-253, 202	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction 186-187	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value 217,131,132,164,202	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value 554,207	Yes	☒
		No	☐

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

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

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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

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Correlations to California History—Social Science Content Standards and Analysis Skills

Standards Map—Basic Comprehensive Program
Grade Twelve—History-Social Science
Principles of Economics

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1 **Students understand common economic terms and concepts and economic reasoning.**	**PE:** 2, 3, 4-5, 6-7, 12, 13, 14, 15-16, 19, 20, 21, 30, 37, 39, 43, 46, 48-49, 54-55, 61, 65, 70-71, 73-74, 92-93, 124-125, 140-141, 174-175, 176-177, 178, 220, 370, 374, 394, 543, 544-545, 549, 554-555, 557	**PE:** 7, 11, 13, 14, 15, 16, 17, 19, 20, 21, 23, 31, 33, 34-35, 39, 41, 57, 66-67, 178, 179, 188, 394	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 31-32, 63-64, 73-74, 83-84, 93-94, 125-126 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 33-35, 65-67, 75-77, 85-87, 95-97, 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 36-38, 68-70, 78-80, 88-90, 98-100, 130-132	**Economic Concepts Transparencies:** CT1, CT2, CT7, CT9, CT20 **Classzone:** Chapter 1, Chapter 2, Chapter 3, Chapter 5, Chapter 6, Chapter 12, Chapter 13, Chapter 18

PE = Pupil's Edition

MLAS: The online McDougal Littell Assessment System provides California teachers with targeted assessment and remediation tools that prepare all students for success in mastering the History-Social Science Standards, including:

- A variety of tests aligned to the History-Social Science Standards
- Instant standards-based test scores
- Standards-based reports
- Individualized remediation materials

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1 *(Continued)*			• Assessment: 9, 19, 29, 39, 51-62, 71, 81, 91, 101, 113-124, 133, 165-176 **Unit 2 Unit Resource Book:** • Reading Study Guide: 63-64, 125-126 • Reading Study Guide with Additional Support: 65-67, 127-129 • Reading Study Guide with Additional Support (Spanish): 68-70, 130-132 • Assessment: 71, 103-114, 133, 155-166 **Unit 5 Unit Resource Book:** • Reading Study Guide: 1-2, 21-22, 63-64 • Reading Study Guide with Additional Support: 3-5, 23-25, 65-67 • Reading Study Guide with Additional Support (Spanish): 6-8, 26-28, 68-70 • Assessment: 9, 29, 41-51, 71, 93-104	**Test Generator CD-ROM:** Chapter 1, Section 1, 2, 3 Quizzes, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 2, Section 1, 2, 3, 4 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Section 1 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Section 2 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 2 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 2 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish;

PE = Pupil's Edition

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1 *(Continued)*			**Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 63-64, 73-74 ▪ Reading Study Guide with Additional Support: 65-67, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 78-80 ▪ Assessment: 71, 81, 103-114 **CA Lesson Plans:** 1, 2, 3, 4, 6, 7, 8, 9, 11, 14, 16, 20, 25, 42, 44, 61, 62 **NCEE Student Activities:** 1-4, 5-7 **Test Practice and Review Workbook:** 5-8, 23-28	Chapter 18 Sections 1, 2 Quizzes, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 2, Chapter 3, Chapter 5, Chapter 6, Chapter 12, Chapter 13, Chapter 18

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1.1 Examine the causal relationship between scarcity and the need for choices.	**PE:** 2, 3, 4-5, 6-7, 37, 140-141, 374	**PE:** 7, 11, 34-35	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 63-64 ▪ Reading Study Guide with Additional Support: 3-5, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 68-70 ▪ Assessment: 9, 51-62, 71, 113-124 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 63-64 ▪ Reading Study Guide with Additional Support: 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 68-70 ▪ Assessment: 71, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 41-51 **CA Lesson Plans:** 1, 16, 42 **Personal Finance Forms and Activities:** 2	**Economic Concepts Transparencies:** CT1 **Classzone:** Chapter 1, Chapter 2, Chapter 5, Chapter 12 **Test Generator CD-ROM:** Chapter 1 Section 1 Quiz, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 2 Section 1 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Section 2 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 2, Chapter 5, Chapter 12

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1.3 Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.	**PE:** 12, 13, 30, 124-125, 174-175, 176-177, 178, 220, 557	**PE:** 13, 17, 178, 179, 188	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 31-32 ▪ Reading Study Guide with Additional Support: 13-15, 33-35 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 36-38 ▪ Assessment: 19, 39, 51-62 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 125-126 ▪ Reading Study Guide with Additional Support: 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 130-132 ▪ Assessment: 133, 155-166 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 78-80 ▪ Assessment: 81, 103-114 **CA Lesson Plans:** 2, 4, 14, 20, 25, 62 **NCEE Student Activities:** 21-24	**Economic Concepts Transparencies:** CT20 **Classzone:** Chapter 1, Chapter 6, Chapter 18 **Test Generator CD-ROM:** Chapter 1 Sections 1, 4 Quizzes, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 2 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Section 2 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 6, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1.4 Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	**PE:** 43, 46, 48-49, 61, 73, 370, 549, 554-555	**PE:** 57, 66-67	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 73-74, 83-84, 93-94 ▪ Reading Study Guide with Additional Support: 75-77, 85-87, 95-97 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 88-90, 98-100 ▪ Assessment: 81, 91, 101, 113-124 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 41-52 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 63-64, 73-74 ▪ Reading Study Guide with Additional Support: 65-67, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 78-80 ▪ Assessment: 71, 81, 103-114	**Classzone:** Chapter 2, Chapter 3, Chapter 12, Chapter 18 **Test Generator CD-ROM:** Chapter 2 Sections 2, 3, 4 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 section 1 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Test, Chapter Test in Spanish; Chapter 18 Sections 1, 2 Quizzes, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 3, Chapter 12, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1.4 *(Continued)*			**CA Lesson Plans:** 6-9, 42, 61, 62 **NCEE Student Activities:** 8, 9-12, 69-72 **Test Practice and Review Workbook:** 6, 26	

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1.5 Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).	**PE:** 30, 39, 54-55, 65, 70-71, 73-74, 92-93, 370, 394, 543, 544-545, 554	**PE:** 31, 39, 41, 394	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 31-32, 63-64, 83-84, 125-126 ▪ Reading Study Guide with Additional Support: 33-35, 65-67, 85-87, 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 36-38, 68-70, 88-90, 130-132 ▪ Assessment: 39, 51-62, 71, 91, 113-124, 165-176 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 63-64 ▪ Reading Study Guide with Additional Support: 23-25, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 68-70 ▪ Assessment: 29, 41-51, 71, 93-104 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 78-80 ▪ Assessment: 71, 81, 103-114	**Economic Concepts Transparencies:** CT7, CT9 **Classzone:** Chapter 1, Chapter 2, Chapter 3, Chapter 12, Chapter 13, Chapter 18 **Test Generator CD-ROM:** Chapter 1 Section 4 Quiz, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 2 Section 1, 2 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Section 1 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 2 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.1.5 *(Continued)*			**CA Lesson Plans:** 4, 5, 7-9, 11, 42, 44, 61, 62 **NCEE Student Activities:** 9-12, 49-52, 69-72 **Test Practice and Review Workbook:** 6, 7, 26	Chapter 18 Sections 1, 2, Quizzes, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 2, Chapter 3, Chapter 12, Chapter 13, Chapter 18

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2 **Students analyze the elements of America's market economy in a global setting.**	**PE:** 48, 49, 50, 51, 55-55, 70, 74-75, 78-79, 98-99, 100-101, 102-103, 106-107, 109-114, 117-118, 119-120, 122, 124-125, 130-131, 136, 142-143, 146-147, 148-151, 154-156, 163, 164-166, 167-168, 169-171, 174-175, 176-177, 178, 180-181, 182, 183-184, 186, 187, 191-195, 198-199, 202-204, 206-208, 209-210, 211, 220-221, 226, 301-302, 304-305, 306-307, 318-319, 320-322, 327-328, 330-331, 332-333, 334-335, 336, 338-340, 341, 342, 344-345, 360-361, 370, 373, 384, 399, 511, 512, 513-515, 516-518, 533-535, 549	**PE:** S14, 51, 57, 75, 77, 101, 105, 107, 111, 113, 114, 115, 120, 123, 124, 126, 127, 131, 137, 143, 147, 150, 153, 157, 160-161, 166, 171, 173, 175, 177, 178, 179, 181, 182, 184, 185, 186, 188-189, 194, 195, 197, 199, 205, 208, 210, 211, 213, 222-223, 303, 305, 308, 311, 314-315, 319, 321, 322, 323, 329, 331, 333, 334, 336, 337, 341, 342, 343, 344-345, 346-347, 361, 514, 515, 517, 519, 533, 540-541	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 83-84, 125-126, 135-136 ▪ Reading Study Guide with Additional Support: 85-87, 127-129, 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 88-90, 130-132, 140-142 ▪ Assessment: 91, 113-124, 133, 143, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 53-54, 63-64, 73-74, 83-84, 115-116, 125-126, 135-136, 167-168, 177-178, 187-188 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 55-57, 65-67, 75-77, 85-87, 117-119, 127-129, 137-139, 169-171, 179-181, 189-191 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 58-60, 68-70, 78-80, 88-90, 120-122, 130-132, 140-142, 172-174, 182-184, 192-194 ▪ Assessment: 19, 29, 41-52, 61, 71, 81, 91, 103-114, 123, 133, 143, 155-166, 175, 185, 195, 217-228	**Economic Concepts Transparencies:** CT, CT7, CT9, CT10, CT12, CT13, CT14, CT15, CT17, CT18, CT19, CT20, CT21, CT22, CT23, CT24, CT37, CT41, CT42 **Classzone:** Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 10, Chapter 11, Chapter 12, Chapter 13, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 2 Section 3 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Sections 1, 2 Quizzes, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 4 Sections 2, 3 Quizzes, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2 *(Continued)*			**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 51-62 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 53-54, 63-64, 73-74, 83-84 ▪ Reading Study Guide with Additional Support: 23-24, 55-57, 65-67, 75-77, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 58-60, 68-70, 78-80, 88-90 ▪ Assessment: 29, 41-52, 61, 71, 81, 91, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 21-22, 53-54, 73-74 ▪ Reading Study Guide with Additional Support: 13-15, 23-25, 55-57, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 26-28, 58-60, 78-80	Chapter 5 Sections 1, 2, 3, 4 Quizzes, Chapter 5 Chapter Tests A, B, C, Chapter 5 Test in Spanish; Chapter 6 Sections 1, 2, 3 Quizzes, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Sections 1, 2, 3 Quizzes, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 1 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 3 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Sections 1, 2, 3, 4 Quizzes, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 2, 3, Quizzes, Chapter 12 Chapter Tests A, B, C; Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2 *(Continued)*			• Assessment: 19, 29, 41-52, 61, 81, 93-104 **Unit 7 Unit Resource Book:** • Reading Study Guide: 1-2, 31-32, 63-64 • Reading Study Guide with Additional Support: 3-5, 33-35, 65-67 • Reading Study Guide with Additional Support (Spanish): 6-8, 36-38, 68-70 • Assessment: 9, 39, 51-62, 71, 103-114 **CA Lesson Plans:** 7, 9, 10, 12-26, 34-39, 41-43, 45, 57, 60, 61 **NCEE Student Activities:** 13-16, 17-20, 21-24, 29-32, 41-44, 45-48, 57-60, 69-72 **Test Practice and Review Workbook:** 8, 9, 12, 25-28, 55-56	Chapter 13 Sections 1, 3, Quizzes, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Sections 1, 4, Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Section 1 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 10, Chapter 11, Chapter 12, Chapter 13, Chapter 17, Chapter 18

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.1 Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	**PE:** 78-79, 98-99, 100-101, 102-103, 106-107, 112-113, 117-118, 119-120, 124-125, 176-177, 178	**PE:** 101, 105, 107, 113, 115, 120, 123, 126, 177, 178, 179, 188	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 135-136 ▪ Reading Study Guide with Additional Support: 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 140-142 ▪ Assessment: 143, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 125-126 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 130-132 ▪ Assessment: 9, 19, 29, 41-51, 133, 155-166 **CA Lesson Plans:** 10, 12-14, 20 **NCEE Student Activities:** 9-12, 13-16 **Test Practice and Review Workbook:** 7-8, 29-34	**Economic Concepts Transparencies:** CT13, CT14, CT20 **Classzone:** Chapter 3, Chapter 4, Chapter 6 **Test Generator CD-ROM:** Chapter 3 Section Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 4 Section 1, 2, 3 Quizzes, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 2 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 3, Chapter 4, Chapter 6

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	**PE:** 109-114, 131, 146-147, 148-151, 154-156, 169-171, 176-177, 183	**PE:** S14, 111, 124, 131, 147, 153, 157, 160-161, 171, 173, 185, 208	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 53-54, 73-74, 83-84, 115-116, 125-126, 135-136 ▪ Reading Study Guide with Additional Support: 13-15, 55-57, 75-77, 85-87,, 117-119, 127-129, 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 58-60, 78-80, 88-90, 120-122, 130-132, 140-142 ▪ Assessment: 19, 41-51, 61, 81, 91, 103-114, 123, 133, 143, 155-166 **CA Lesson Plans:** 13, 17, 18-21, 24 **NCEE Student Activities:** 13-16, 21-24 **Test Practice and Review Workbook:** 6-8, 29-34	**Economic Concepts Transparencies:** CT1, CT12, CT15, CT20 **Classzone:** Chapter 4, Chapter 5, Chapter 6 **Test Generator CD-ROM:** Chapter 4 Section 2 Quiz, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Sections 1, 3, 4 Quizzes, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Sections 1, 2, 3 Quizzes, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 4, Chapter 5, Chapter 6

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.3 Explain the roles of property rights, competition, and profit in a market economy.	**PE:** 48, 49, 51, 54-55, 70, 78-79, 130-131, 136, 142-143, 150, 174-177, 191-195, 202-204, 206-208, 209-210, 211, 370	**PE:** 51, 57, 77, 137, 143, 150, 153, 194, 195, 197, 205, 210, 211, 213	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 83-84, 125-126, 135-136 ▪ Reading Study Guide with Additional Support: 85-87, 127-129, 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 88-90, 130-132 ▪ Assessment: 91, 113-124, 133, 143, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 53-54, 63-64, 73-74, 125-126, 167-168, 177-178, 187-188 ▪ Reading Study Guide with Additional Support: 55-57, 65-67, 75-77, 127-129, 169-171, 179-181, 189-191 ▪ Reading Study Guide with Additional Support (Spanish): 58-60, 68-70, 78-80, 130-132, 172-174, 183-184, 192-194 ▪ Assessment: 61, 71, 81, 103-114, 133, 155-166, 175, 185, 195, 217-228	**Economic Concepts Transparencies:** CT16, CT20, CT22, CT23, CT24 **Classzone:** Chapter 2, Chapter 3, Chapter 5, Chapter 6, Chapter 7 **Test Generator CD-ROM:** Chapter 2 Section 3 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Sections 1, 2 Quizzes, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Sections 1, 2, 3 Quizzes, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 2 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Sections 1, 2, 3 Quizzes, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.3 *(Continued)*			**CA Lesson Plans:** 7, 9, 10, 15-17, 20, 22-24, 42, 45 **NCEE Student Activities:** 9-12, 17-20 **Test Practice and Review Workbook:** 6, 9, 35-36	**MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 3, Chapter 5, Chapter 6, Chapter 7

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.4 Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	**PE:** 99, 114, 199, 221, 399	**PE:** 114, 127, 161, 171, 361, 399	**Unit 2 Unit Resource Book:** • Reading Study Guide: 1-2, 11-12, 177-178 • Reading Study Guide with Additional Support: 3-5, 13-15, 179-181 • Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 182-184 • Assessment: 9, 19, 41-52, 185, 217-228 **Unit 5 Unit Resource Book:** • Reading Study Guide: 73-74 • Reading Study Guide with Additional Support: 75-77 • Reading Study Guide with Additional Support (Spanish): 78-80 • Assessment: 81, 93-104 **CA Lesson Plans:** 12, 13, 19, 23, 25, 41 **NCEE Student Activities:** 13-16, 21-24, 25-28 **Test Practice and Review Workbook:** 7, 8, 29-34	**Economic Concepts Transparencies:** CT12, CT13, CT14 **Classzone:** Chapter 4, Chapter 7, Chapter 13 **Test Generator CD-ROM:** Chapter 4 Sections 1, 2, Quizzes, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 2 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 3 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 4, Chapter 7, Chapter 13

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.5 Understand the process by which competition among buyers and sellers determines a market price.	**PE:** 50, 54-55, 74-75, 100-101, 122, 163, 164-166, 167-168, 174-175, 187, 191-195, 360-361	**PE:** 75, 166, 173, 175, 179, 188-189, 194, 195, 197	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 83-84, 125-126 ▪ Reading Study Guide with Additional Support: 85-87, 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 88-90, 130-132 ▪ Assessment: 91, 113-124, 133, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 21-22, 115-116, 125-126, 167-168 ▪ Reading Study Guide with Additional Support: 3-5, 23-25, 117-119, 127-129, 169-171 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 120-122, 130-132, 172-174 ▪ Assessment: 9, 29, 41-52, 123, 133, 155-166, 175, 217-228	**Economic Concepts Transparencies:** CT12, CT13, CT19, CT20 **Classzone:** Chapter 2, Chapter 3, Chapter 4, Chapter 6, Chapter 7, Chapter 12 **Test Generator CD-ROM:** Chapter 2 Section 3 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Section 1 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 4 Sections 1, 3 Quizzes, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Sections 1, 2 Quizzes, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 1 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish:

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.5 *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52 **CA Lesson Plans:** 7, 9, 12, 14, 19-22, 41 **NCEE Student Activities:** 13-16, 21-24, 45-48 **Test Practice and Review Workbook:** 8, 9, 29-30, 33-34, 35-36	Chapter 12 Section 2 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 3, Chapter 4, Chapter 6, Chapter 7, Chapter 12

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.6 Describe the effect of price controls on buyers and sellers.	**PE:** 180-181, 182, 183-184, 186, 198-199	**PE:** 181, 182, 184, 185, 186, 188-189, 199, 222	**Unit 2 Unit Resource Book:** • Reading Study Guide: 135-136, 177-178 • Reading Study Guide with Additional Support: 137-139, 179-182 • Reading Study Guide with Additional Support (Spanish): 140-142, 182-184 • Assessment: 143, 155-166, 185, 217-228 **CA Lesson Plans:** 21, 23 **Test Practice and Review Workbook:** 33-34	**Economic Concepts Transparencies:** CT21 **Classzone:** Chapter 6, Chapter 7 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 2 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 7

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	**PE:** 150-151, 164-166, 178, 206-208, 209-210, 211, 220-221, 360-361, 516-518, 533-535	**PE:** 150, 179, 189, 208, 210-211, 213, 222-223, 361, 519, 533, 540-541	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 73-74, 115-116, 125-126, 187-188 ▪ Reading Study Guide with Additional Support: 75-77, 117-119, 127-129, 189-191 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 121-122, 130-132, 192-194 ▪ Assessment: 81, 103-114, 123, 133, 155-166, 195, 217-228 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 41-52 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 31-32 ▪ Reading Study Guide with Additional Support: 3-5, 33-35 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 36-38 ▪ Assessment: 9, 39, 51-62	**Economic Concepts Transparencies:** CT17, CT22, CT24 **Classzone:** Chapter 5, Chapter 6, Chapter 7, Chapter 12, Chapter 17 **Test Generator CD-ROM:** Chapter 5 Section 3 Quiz, Chapter 6 Sections 1, 2 Quizzes, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 3 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 2 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Sections 1, 4 Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter **MLAS**

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.7 *(Continued)*			**CA Lesson Plans:** 17, 19, 20, 24, 25, 41, 57, 60 **NCEE Student Activities:** 21-24, 25-28, 45-48, 65-68 **Test Practice and Review Workbook:** 8, 9, 14, 31-32, 33-34, 35-36, 55-56	**PowerPoint Presentations:** Chapter 5, Chapter 6, Chapter 7, Chapter 12, Chapter 17

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.	**PE:** 54-55, 70, 78, 122, 136, 142-143, 174, 176-177, 226	**PE:** 77, 123, 177	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 83-84, 125-126, 135-136 ▪ Reading Study Guide with Additional Support: 85-87, 127-129, 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 88-90, 130-132, 140-142 ▪ Assessment: 91, 113-124, 133, 143, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 53-54, 63-64, 125-126 ▪ Reading Study Guide with Additional Support: 23-25, 55-57, 65-67, 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 58-60, 68-70, 130-132 ▪ Assessment: 29, 41-52, 61, 71, 103-114, 133	**Economic Concepts Transparencies:** CT16, CT26 **Classzone:** Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 8 **Test Generator CD-ROM:** Chapter 2 Section 3 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Sections 1, 2 Quizzes, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 4 Section 3 Quiz, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Sections 1, 2, Quizzes, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 2 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish;

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12.2.8 *(Continued)*			**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 51-62 **CA Lesson Plans:** 7, 9, 14, 15, 20, 26 **NCEE Student Activities:** 13-16, 17-20 **Test Practice and Review Workbook:** 6, 10, 27-28, 31-32, 33-34, 37-38	Chapter 8 Section 1 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 8

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.9 Describe the functions of the financial markets.	**PE:** 301-302, 304-305, 306-307, 318-319, 320-322, 327-328, 330-331, 332-333, 334-335	**PE:** 303, 305, 308, 311, 314-315, 319, 321, 322, 323, 329, 331, 333, 334, 336, 337, 341, 342, 343, 344-345, 346-347	**Unit 4 Unit Resource Book:** • Reading Study Guide: 21-22, 53-54, 63-64, 73-74 • Reading Study Guide with Additional Support: 23-25, 55-57, 65-67, 75-77 • Reading Study Guide with Additional Support (Spanish): 26-28, 58-60, 68-70, 78-80 • Assessment: 29, 41-52, 61, 71, 81, 103-114 **CA Lesson Plans:** 34-39 **Personal Finance Forms and Activities:** 3-6, 8, 15 **NCEE Student Activities:** 41-44 **Test Practice and Review Workbook:** 11, 41-42, 43-44	**Economic Concepts Transparencies:** CT35, CT36, CT37, CT38 **Classzone:** Chapter 10, Chapter 11 **Test Generator CD-ROM:** Chapter 10 Section 3 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Sections 1, 2, 3 Quizzes, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 10, Chapter 11

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.10 Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	**PE:** 384, 511, 512, 513-515, 516-518, 549	**PE:** 57, 75, 514, 515, 517, 519	**Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 53-54, 63-64, 73-74 ▪ Reading Study Guide with Additional Support: 23-25, 55-57, 65-67, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 58-60, 68-70, 78-80 ▪ Assessment: 29, 41-52, 61, 71, 81, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 53-54 ▪ Reading Study Guide with Additional Support: 55-57 ▪ Reading Study Guide with Additional Support (Spanish): 58-60 ▪ Assessment: 61, 93-104 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 63-64 ▪ Reading Study Guide with Additional Support: 3-5, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 68-70 ▪ Assessment: 9, 51-62, 71, 103-114	**Economic Concepts Transparencies:** CT57 **Classzone:** Chapter 13, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 13 Section 1 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 1 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Section 1 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 13, Chapter 17, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.2.10 *(Continued)*			**CA Lesson Plans:** 7, 43, 57, 61 **NCEE Student Activities:** 65-69 **Test Practice and Review Workbook:** 55-56	

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3 **Students analyze the influence of the federal government on the American economy.**	**PE:** 42, 55, 76, 80-81, 84-88, 89-90, 149-150, 181-182, 183-184, 201, 214-217, 218, 241-242, 262-263, 296-297, 298-299, 300, 307, 312, 336, 338-340, 350-353, 363, 365-366, 392-393, 410-411, 412-414, 415, 416-417, 420, 423, 424-425, 428-430, 431-432, 446-447, 448-450, 451-452, 454-455, 457, 458-460, 462-464, 465-466, 468-469, 474-475, 476-478, 480-481, 482-483, 484-485, 486-487, 488, 490-491, 492-493, 494, 495-496, 498-499, 500-502, 504-505	**PE:** 55, 81, 86, 87, 90, 91, 94-95, 153, 184, 185, 188-189, 205, 215, 217, 218, 219, 222-223, 295, 297, 299, 300, 303, 307, 311, 312, 314-315, 367, 375, 379, 393, 395, 411, 414, 415, 417, 418, 419, 424, 425, 427, 430, 431, 432, 433, 442-443, 447, 449, 450, 451, 452, 453, 455, 457, 458, 459, 460, 461, 463, 464, 467, 468-469, 470-471, 475, 478, 479, 481, 483, 485, 487, 488, 491, 493, 494, 496, 497, 499, 501, 502, 503, 504-505, 506-507	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 73-74, 83-84, 125-126, 135-136, 156-146 ▪ Reading Study Guide with Additional Support: 75-77, 85-87, 127-129, 137-139, 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 88-90, 130-132, 140-142, 150-152 ▪ Assessment: 81, 91, 113-124, 133, 143, 153, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 73-74, 135-136, 177-178, 197-198 ▪ Reading Study Guide with Additional Support: 75-77, 137-139, 179-181, 199-201 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 140-142, 182-184, 202-204 ▪ Assessment: 81, 103-114, 143, 155-166, 185, 205, 217-228	**Economic Concepts Transparencies:** CT6, CT10, CT11, CT17, CT21, CT23, CT25, CT39, CT40, CT46, CT47, CT48, CT49, CT50, CT51, CT52, CT53, CT54, CT55, CT56 **Classzone:** Chapter 2, Chapter 3, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 10, Chapter 11, Chapter 12, Chapter 13, Chapter 14, Chapter 15, Chapter 16 **Test Generator CD-ROM:** Chapter 2 Sections 1, 2 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Sections 1, 2, 3 Quizzes, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Section 3 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3 *(Continued)*			**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 63-64 ▪ Reading Study Guide with Additional Support: 23-25, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 68-70 ▪ Assessment: 29, 51-62, 71, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 21-22, 73-74, 83-84 ▪ Reading Study Guide with Additional Support: 13-15, 23-25, 75-77, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 26-28, 78-80, 88-90 ▪ Assessment: 19, 29, 41-52, 81, 91, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 63-64 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 68-70 ▪ Assessment: 9, 19, 41-52, 7, 93-104	Chapter 6 Section 3 Quiz, Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Sections 2, 4 Quizzes, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 3 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 1 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Sections 1, 2 Quizzes, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Sections 3, 4 Quizzes, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 2 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 2 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3 *(Continued)*			**Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 63-64, 73-74, 83-84, 115-116, 125-126, 135-136, 145-146 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 65-67, 75-77, 85-87, 117-119, 127-129, 137-139, 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 68-70, 78-80, 88-90, 120-122, 130-132, 140-142, 150-152 ▪ Assessment: 9, 19, 29, 51-62, 71, 81, 91, 103-114, 123, 133, 143, 153, 165-176 **CA Lesson Plans:** 6, 9, 11, 17, 21, 23, 25, 28, 30, 33, 34, 35, 38, 39-44, 46-48, 50-56 **Personal Finance Forms and Activities:** 23-24 **NCEE Student Activities:** 25-28, 45-48, 49-52, 53-56, 57-60, 61-64 **Test Practice and Review Workbook:** 6, 8, 12, 13, 27-28, 31-32, 33-34, 35-36, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54	Chapter 14 Sections 1, 2, 3 Quizzes, Chapter 14 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 15 Sections 1, 2, 3 Quizzes Chapter 15 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Sections 1, 2, 3, 4 Quizzes, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 3, Chapter 5, Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 10, Chapter 11, Chapter 12, Chapter 13, Chapter 14, Chapter 15, Chapter 16

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.1 Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.	**PE:** 42, 55, 84-88, 89-90, 181-184, 201, 214-217, 218, 241-242, 262-263, 392-393, 410-411, 463	**PE:** 55, 86, 87, 90, 91, 94-95, 184, 185, 188-189, 205, 215, 217, 218, 219, 222-223, 375, 393, 395, 411, 418, 419, 442-443	**Unit 1 Unit Resource Book:** • Reading Study Guide: 73-74, 83-84, 145-146 • Reading Study Guide with Additional Support: 75-77, 85-87, 147-149 • Reading Study Guide with Additional Support (Spanish): 78-80, 88-90, 150-152 • Assessment: 81, 91, 113-124, 153, 165-176 **Unit 2 Unit Resource Book:** • Reading Study Guide: 135-136, 177-178, 197-198 • Reading Study Guide with Additional Support: 137-139, 179-181, 199-201 • Reading Study Guide with Additional Support (Spanish): 140-142, 182-184, 202-204 • Assessment: 143, 155-166, 185, 205, 217-228	**Economic Concepts Transparencies:** CT10, CT23, CT25, CT49 **Classzone:** Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 13, Chapter 14, Chapter 15 **Test Generator CD-ROM:** Chapter 2 Sections 2, 3 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Section 3 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Sections 2, 4 quizzes, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 3 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.1 *(Continued)*			**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 63-64 ▪ Reading Study Guide with Additional Support: 23-25, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 68-70 ▪ Assessment: 29, 51-62, 71, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 63-64 ▪ Reading Study Guide with Additional Support: 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 68-70 ▪ Assessment: 71, 93-104 **Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 83-84 ▪ Reading Study Guide with Additional Support: 3-5, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 88-90 ▪ Assessment: 9, 51-62, 91, 103-114	Chapter 9 Section 1 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 2 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 14 Section 1 Quiz, Chapter 14 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 15 Section 3 Quiz, Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 7, Chapter 8, Chapter 9, Chapter 13, Chapter 14, Chapter 15

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.1 *(Continued)*			**CA Lesson Plans:** 6, 7, 11, 21, 23, 25, 28, 30, 42, 44, 46, 52 **NCEE Student Activities:** 25-28, 49-52 **Test Practice and Review Workbook:** 27-28, 35-36, 49-50	

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.2 Identify the factors that may cause the costs of government actions to outweigh the benefits.	**PE:** 181-182, 183-184, 218, 451-452, 457, 466	**PE:** 184, 185, 189, 219, 375, 452, 453, 467	**Unit 2 Unit Resource Book:** • Reading Study Guide: 135-136, 197-198 • Reading Study Guide with Additional Support: 137-139, 199-201 • Reading Study Guide with Additional Support (Spanish): 140-142, 202-204 • Assessment: 143, 155-166, 205, 217-218 **Unit 6 Unit Resource Book:** • Reading Study Guide: 63-64, 73-74, 83-84 • Reading Study Guide with Additional Support: 65-67, 75-77, 85-87 • Reading Study Guide with Additional Support (Spanish): 68-70, 78-80, 88-90 • Assessment: 71, 81, 91, 103-114 **CA Lesson Plans:** 21, 25, 42, 50, 51, 52 **NCEE Student Activities:** 25-28, 57-60 **Test Practice and Review Workbook:** 33-34, 51-52	**Economic Concepts Transparencies:** CT21, CT51, CT52 **Classzone:** Chapter 6, Chapter 7, Chapter 15 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 4 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 15 Sections 1, 2, 3 Quizzes, Chapter 15 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 7, Chapter 15

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.3 Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.	**PE:** 80-81, 149-150, 338-340, 350-353, 365-366, 410-411, 412-414, 415, 416-417, 420, 423, 424-425, 428-430, 431-432, 446-447, 448-450, 451-452, 454-455, 457, 458-460, 462-464, 465-466, 468-469, 498-499, 500-502	**PE:** 81, 153, 367, 379, 414, 415, 417, 419, 424, 425, 427, 430, 431, 432, 433, 442-443, 447, 449, 450, 451, 452, 453, 455, 457, 458, 459, 460, 461, 463, 464, 467, 468-469, 470-471, 493, 499, 501, 502, 503, 507	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 135-136 ▪ Reading Study Guide with Additional Support: 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 140-142 ▪ Assessment: 143, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 78-80 ▪ Assessment: 81, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 83-84 ▪ Reading Study Guide with Additional Support: 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 88-90 ▪ Assessment: 91, 103-114	**Economic Concepts Transparencies:** CT10, CT17, CT48, CT49, CT50, CT51, CT52, CT56 **Classzone:** Chapter 3, Chapter 5, Chapter 11, Chapter 12, Chapter 14, Chapter 15, Chapter 16 **Test Generator CD-ROM:** Chapter 3 Section 2 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Section 3 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Section 4 Quiz, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 2 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 14 Sections 1, 2, 3 Quizzes, Chapter 14 Chapter Tests A, B, C,

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.3 *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12 ▪ Reading Study Guide with Additional Support: 3-5, 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18 ▪ Assessment: 9, 19, 41-52 **Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 63-64, 73-74, 83-84 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 65-67, 75-77, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 68-70, 78-80, 88-90 ▪ Assessment: 9, 19, 29, 51-62, 71, 81, 91, 103-114 **CA Lesson Plans:** 10, 17, 39-41, 46-48, 50-52, 55, 56 **NCEE Student Activities:** 45-48, 53-56, 57-60 **Test Practice and Review Workbook:** 8, 13, 45-46, 49-50, 51-52	Chapter Test in Spanish, Chapter 15 Sections 1, 2, 3 Quizzes, Chapter 15 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 4 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 3, Chapter 5, Chapter 11, Chapter 12, Chapter 14, Chapter 15, Chapter 16

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.4 Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).	**PE:** 76, 294, 296-297, 298-299, 300, 307, 312, 336, 363, 474-476, 476-478, 480-481, 482-483, 484-485, 486-487, 488, 490-491, 492-493, 494, 495-496, 498-499, 500-502, 504-505	**PE:** 295, 297, 299, 300, 303, 307, 311, 312, 314-315, 367, 475, 478, 479, 481, 483, 485, 487, 488, 491, 493, 494, 496, 497, 499, 501, 502, 503, 504-505, 506-507	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 125-126 ▪ Reading Study Guide with Additional Support: 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 130-132 ▪ Assessment: 133, 165-176 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28 ▪ Assessment: 9, 19, 29, 41-52 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52	**Economic Concepts Transparencies:** CT33, CT34, CT41, CT54, CT55, CT56 **Classzone:** Chapter 3, Chapter 10, Chapter 11, Chapter 12, Chapter 16 **Test Generator CD-ROM:** Chapter 3 Section 1 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Sections 1, 2, 3 Quizzes, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Section 3 Quiz, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 2 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Sections 2, 3, 4 Quizzes, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.3.4 *(Continued)*			**Unit 6 Unit Resource Book:** • Reading Study Guide: 125-126, 135-136, 145-146 • Reading Study Guide with Additional Support: 127-129, 137-139, 147-149 • Reading Study Guide with Additional Support (Spanish): 140-142, 150-152 • Assessment: 133, 143, 153, 165-176 **CA Lesson Plans:** 9, 33-35, 38, 41, 53-56 **NCEE Student Activities:** 45-48, 61-64 **Test Practice and Review Workbook:** 13, 45-46, 53-54	**MLAS** **PowerPoint Presentations:** Chapter 3, Chapter 10, Chapter 11, Chapter 12, Chapter 16

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4 **Students analyze the elements of the U.S. labor market in a global setting.**	**PE:** 158-159, 171, 182, 220-221, 246, 258-260, 261-263, 266-267, 268-269, 270-271, 274-277, 278-279, 280, 336, 350-353, 362-363, 371, 372-373, 385, 390-391, 520, 522, 523, 526-528, 533-535, 538-539	**PE:** S7, 145, 185, 221, 259, 260, 263, 265, 267, 269, 272, 273, 277, 278, 279, 280, 282-283, 285-285, 363, 366, 375, 385, 387, 391, 403, 406, 447, 522, 525, 528, 533, 537, 538-539, 540	**Unit 2 Unit Resource Book:** • Reading Study Guide: 115-116, 135-136 • Reading Study Guide with Additional Support: 117-119, 137-139 • Reading Study Guide with Additional Support (Spanish): 120-122, 140-142 • Assessment: 123, 143, 155-166 **Unit 3 Unit Resource Book:** • Reading Study Guide: 21-22, 63-64, 73-74, 83-84 • Reading Study Guide with Additional Support: 23-25, 65-67, 75-77, 85-87 • Reading Study Guide with Additional Support (Spanish): 26-28, 68-70, 78-80, 88-90 • Assessment: 29, 51-62, 71, 81, 91, 103-114 **Unit 4 Unit Resource Book:** • Reading Study Guide: 73-74 • Reading Study Guide with Additional Support: 75-77 • Reading Study Guide with Additional Support (Spanish): 78-80 • Assessment: 81, 103-114	**Economic Concepts Transparencies:** CT31 **Classzone:** Chapter 6, Chapter 8, Chapter 9, Chapter 11, Chapter 12, Chapter 13, Chapter 17 **Test Generator CD-ROM:** Chapter 6 Sections 1, 3, Quizzes, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 3 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Sections 1, 2, 3 Quizzes, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Section 3 Quiz, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 2, 3 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4 *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 53-54, 63-64 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 55-57, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 26-28, 58-60, 68-70 ▪ Assessment: 9, 19, 29, 41-52, 61-71, 93-104 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 21-22 ▪ Reading Study Guide with Additional Support: 13-15, 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 26-28 ▪ Assessment: 19, 29, 51-62 **CA Lesson Plans:** 16, 18, 19, 21, 25, 28, 30-32, 38, 40-45, 50, 58, 59, 60 **NCEE Student Activities:** 17-20, 29-32, 33-36, 45-48, 49-52 **Test Practice and Review Workbook:** 39-40, 55-56	Chapter 13 Sections 1, 2 Quizzes, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Sections 2, 3 Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 8, Chapter 9, Chapter 11, Chapter 12, Chapter 13, Chapter 17

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4.1 Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.	**PE:** 182, 262-263, 274-277, 278-279, 280	**PE:** 185, 263, 265, 277, 278, 279, 280, 284-285, 387, 403, 447	**Unit 2 Unit Resource Book:** • Reading Study Guide: 135-136 • Reading Study Guide with Additional Support: 137-139 • Reading Study Guide with Additional Support (Spanish): 140-142 • Assessment: 143, 155-166 **Unit 4 Unit Resource Book:** • Reading Study Guide: 63-64, 83-84 • Reading Study Guide with Additional Support: 65-67, 86-87 • Reading Study Guide with Additional Support (Spanish): 68-70, 88-90 • Assessment: 71, 91, 103-114 **CA Lesson Plans:** 21, 30, 32, 43, 45, 50 **NCEE Student Activities:** 33-36 **Test Practice and Review Workbook:** 33-34, 39-40	**Economic Concepts Transparencies:** CT32 **Classzone:** Chapter 6, Chapter 9 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Sections 1, 3 Quizzes, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 9

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4.2 Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.	**PE:** 158-159, 171, 220-221, 246, 266-267, 268-269, 270-271, 352, 362-363, 371, 372-373, 385, 390-391, 520, 522, 523, 538-539	**PE:** 221, 267, 269, 272, 273, 282-283, 284, 363, 366, 375, 385, 391, 522, 525, 538-539	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 115-116 ▪ Reading Study Guide with Additional Support: 117-119 ▪ Reading Study Guide with Additional Support (Spanish): 120-122 ▪ Assessment: 123, 155-166 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 73-74 ▪ Reading Study Guide with Additional Support: 23-25, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 78-80 ▪ Assessment: 29, 51-62, 81, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 53-54, 63-64 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 55-57, 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 58-60, 68-70 ▪ Assessment: 9, 19, 29, 41-52, 61, 71, 93-104	**Economic Concepts Transparencies:** CT31, CT40, CT43, CT44 **Classzone:** Chapter 6, Chapter 8, Chapter 9, Chapter 12, Chapter 13, Chapter 17 **Test Generator CD-ROM:** Chapter 6 Section 1 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 3 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 2 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 2, 3 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4.2 *(Continued)*			**Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 51-62 **CA Lesson Plans:** 19, 25, 28, 31, 32, 40, 41, 42, 43, 44, 58, 60 **Personal Finance Forms and Activities:** 15-16 **NCEE Student Activities:** 21-24, 25-28, 33-36, 45-48, 49-52 **Test Practice and Review Workbook:** 39-40, 45-46, 55-56	Chapter 13 Sections 1, 2 Quizzes, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 2 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 8, Chapter 9, Chapter 12, Chapter 13, Chapter 17

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4.3 Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	**PE:** 258-260, 261-263, 390-391	**PE:** S7, 259, 260, 261, 263, 265, 284-285, 391	**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 63-64 ▪ Reading Study Guide with Additional Support: 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 68-70 ▪ Assessment: 71, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 63-64 ▪ Reading Study Guide with Additional Support: 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 68-70 ▪ Assessment: 71, 93-104 **CA Lesson Plans:** 30, 44 **NCEE Student Activities:** 33-36, 49-52 **Test Practice and Review Workbook:** 39-40, 47-48	**Economic Concepts Transparencies:** CT30, CT44 **Classzone:** Chapter 9, Chapter 13 **Test Generator CD-ROM:** Chapter 9 Section 1 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 2 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 9, Chapter 13

PE = Pupil's Edition

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4.4 Explain the effects of international mobility of capital and labor on the U.S. economy.	**PE:** 269, 271, 336, 350-353, 385, 523, 526-528, 533-535, 538-539	**PE:** 145, 273, 282-283, 385, 406, 528, 533, 537, 538-539, 540	**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 78-80 ▪ Assessment: 81, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 78-80 ▪ Assessment: 81, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 53-54 ▪ Reading Study Guide with Additional Support: 3-5, 55-57 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 58-60 ▪ Assessment: 9, 41-52, 61, 93-104	**Economic Concepts Transparencies:** CT43 **Classzone:** Chapter 9, Chapter 11, Chapter 12, Chapter 13, Chapter 17 **Test Generator CD-ROM:** Chapter 9 Section 2 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Section 3 Quiz, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 1 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 1 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Sections 2, 3 Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.4.4 *(Continued)*			**Unit 7 Unit Resource Book:** • Reading Study Guide: 11-12, 21-22 • Reading Study Guide with Additional Support: 13-15, 23-25 • Reading Study Guide with Additional Support (Spanish): 16-18, 26-28 • Assessment: 19, 29, 51-62 **CA Lesson Plans:** 16, 31, 38, 40, 43, 58, 59, 60 **NCEE Student Activities:** 45-48, 65-68 **Test Practice and Review Workbook:** 39-40, 47-48, 55-56	**MLAS** **PowerPoint Presentations:** Chapter 9, Chapter 11, Chapter 12, Chapter 13, Chapter 17

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.5 **Students analyze the aggregate economic behavior of the U.S. economy.**	**PE:** 182, 304-305, 350-353, 354-355, 358-359, 360-361, 362-364, 365-366, 368-369, 370-371, 372-373, 382-383, 384-386, 396-398, 399-400, 401-402, 404-405, 495-596, 578-579	**PE:** A14, 312-313, 352, 353, 355, 356, 357, 359, 363, 364, 366, 369, 371, 373, 375, 378-379, 383, 385, 386, 387, 395, 397, 398, 399, 403, 404-405, 406-407, 497	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 135-136 ▪ Reading Study Guide with Additional Support: 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 140-142 ▪ Assessment: 143, 155-166 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 41-52 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 53-54, 73-74 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 55-57, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 58-60, 78-80 ▪ Assessment: 9, 19, 29, 41-52, 61, 81, 93-104	**Economic Concepts Transparencies:** CT41, CT42, CT43, CT45, CT55 **Classzone:** Chapter 6, Chapter 10, Chapter 12, Chapter 13, Chapter 16 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 3 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 2, 3 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Sections 1, 2 Quizzes, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 3 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.5 *(Continued)*			**Unit 6 Unit Resource Book:** • Reading Study Guide: 135-136 • Reading Study Guide with Additional Support: 137-139 • Reading Study Guide with Additional Support (Spanish): 140-142 • Assessment: 143, 165-176 **CA Lesson Plans:** 21, 35, 40-45, 55 **NCEE Student Activities:** 45-48, 49-52, 61-64 **Test Practice and Review Workbook:** 45-46, 47-48, 53-54	**MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 10, Chapter 12, Chapter 13, Chapter 16

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.5.1 Distinguish between nominal and real data.	**PE:** 352-353, 368-369	**PE:** 352, 353, 357, 378-379	**Unit 5 Unit Resource Book:** • Reading Study Guide: 1-2, 21-22 • Reading Study Guide with Additional Support: 3-5, 23-25 • Reading Study Guide with Additional Support (Spanish): 6-8, 26-28 • Assessment: 9, 29, 41-52 **CA Lesson Plans:** 40, 42 **NCEE Student Activities:** 45-48 **Test Practice and Review Workbook:** 45-46	**Economic Concepts Transparencies:** CT40, CT42 **Classzone:** Chapter 12 **Test Generator CD-ROM:** Chapter 12 Sections 1, 2 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 12

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.5.2 Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.	**PE:** 182, 350-353, 354-355, 358-359, 360-361, 362-364, 365-366, 368-369, 370-371, 372-373, 382-383, 384-386, 396-398, 399-400, 401-402, 404-405	**PE:** 352, 355, 356, 357, 359, 363, 364, 366, 369, 371, 373, 375, 379, 383, 385, 386, 387, 395, 397, 398, 399, 403, 404-405, 406-407	**Unit 2 Unit Resource Book:** • Reading Study Guide: 135-136 • Reading Study Guide with Additional Support: 137-139 • Reading Study Guide with Additional Support (Spanish): 140-142 • Assessment: 143, 155-166 **Unit 5 Unit Resource Book:** • Reading Study Guide: 1-2, 12-12, 21-22, 53-54, 73-74 • Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 55-57, 75-77 • Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 58-60, 78-80 • Assessment: 9, 19, 29, 41-52, 61, 81, 93-104 **CA Lesson Plans:** 40-45 **NCEE Student Activities:** 49-52 **Test Practice and Review Workbook:** 45-46, 47-48	**Economic Concepts Transparencies:** CT41, CT42, CT43, CT45 **Classzone:** Chapter 6, Chapter 12, Chapter 13 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 2, 3 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Sections 1, 3 Quizzes, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 12, Chapter 13

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.5.3 Distinguish between short-term and long-term interest rates and explain their relative significance.	**PE:** Opportunities to address this objective can be found on the following pages: 304-305, 495-496, 578-579	**PE:** A14, 312-313, 497	**Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 41-52 **CA Lesson Plans:** 35-36, 55-56 **Personal Finance Forms and Activities:** 5-6 **NCEE Student Activities:** 61-64 **Test Practice and Review Workbook:** 41-42, 53-54	**Classzone:** Chapter 10, Chapter 16 **Test Generator CD-ROM:** Chapter 10 Section 3 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish, Chapter 16 Section 3 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 10, Chapter 16

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6 **Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces** beyond **the United States's borders.**	**PE:** 61-62, 200, 292, 352, 512, 513-515, 516-518, 523-524, 526-528, 529, 532-535, 536, 538-539, 562-563, 564-565	**PE:** 200, 292, 514, 515, 517, 518, 519, 525, 527, 528, 529, 531, 533, 535, 536, 537, 538-539, 540-541, 563, 565	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 93-94 ▪ Reading Study Guide with Additional Support: 95-97 ▪ Reading Study Guide with Additional Support (Spanish): 98-100 ▪ Assessment: 101, 113-124 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 177-178 ▪ Reading Study Guide with Additional Support: 179-181 ▪ Reading Study Guide with Additional Support (Spanish): 182-184 ▪ Assessment: 185, 217-228 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 41-52	**Economic Concepts Transparencies:** CT57-CT59 **Classzone:** Chapter 2, Chapter 7, Chapter 10, Chapter 12, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 2 Section 4 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 2 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 1 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 1 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Sections 1, 2, 3, 4 Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6 *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 41-52 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22, 31-32, 83-84 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25, 33-35, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28, 36-38, 88-90 ▪ Assessment: 9, 19, 29, 39, 51-62, 91, 103-114 **CA Lesson Plans:** 8, 33, 40, 57, 58, 59, 60, 63 **NCEE Student Activities:** 45-48, 65-68, 69-72 **Test Practice and Review Workbook:** 14, 55-56	Chapter 18 Section 3 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 7, Chapter 10, Chapter 12, Chapter 17, Chapter 18

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6.1 Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	**PE:** 61-62, 200, 352, 512, 513-515, 516-518, 523, 533-534, 536	**PE:** 200, 514, 515, 517, 518, 519, 533, 536, 537, 540	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 93-94 ▪ Reading Study Guide with Additional Support: 95-97 ▪ Reading Study Guide with Additional Support (Spanish): 98-100 ▪ Assessment: 101, 113-124 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 177-178 ▪ Reading Study Guide with Additional Support: 179-181 ▪ Reading Study Guide with Additional Support (Spanish): 182-184 ▪ Assessment: 185, 217-228 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 41-52	**Economic Concepts Transparencies:** CT57-CT60 **Classzone:** Chapter 2, Chapter 7, Chapter 12, Chapter 17 **Test Generator CD-ROM:** Chapter 2 Section 4 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 2 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 1 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Sections 1, 2 Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 7, Chapter 12, Chapter 17

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6.1 *(Continued)*			**Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12 ▪ Reading Study Guide with Additional Support: 3-5, 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18 ▪ Assessment: 9, 19, 51-62 **CA Lesson Plans:** 8, 23, 40, 57, 58, 60 **NCEE Student Activities:** 45-48, 65-68 **Test Practice and Review Workbook:** 14, 55-56	

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6.2 Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	**PE:** 523-524, 532-535, 538-539	**PE:** 525, 533, 535, 537, 538-539, 540-541	**Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12 ▪ Reading Study Guide with Additional Support: 3-5, 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18 ▪ Assessment: 9, 19, 51-62 **CA Lesson Plans:** 58, 60 **NCEE Student Activities:** 65-68 **Test Practice and Review Workbook:** 55-56	**Economic Concepts Transparencies:** CT60 **Classzone:** Chapter 17 **Test Generator CD-ROM:** Chapter 17 Sections 2, 3 Quizzes, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 17

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6.3 Understand the changing role of international political borders and territorial sovereignty in a global economy.	**PE:** 292, 532-533, 562-563, 564-565	**PE:** 292, 563, 565	**Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 41-52 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32, 83-84 ▪ Reading Study Guide with Additional Support: 33-35, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 36-38, 88-90 ▪ Assessment: 39, 51-62, 91, 103-14 **CA Lesson Plans:** 33, 60, 63 **Test Practice and Review Workbook:** 57-58	**Economic Concepts Transparencies:** CT63 **Classzone:** Chapter 10, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 10 Section 1 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Section 3 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 10, Chapter 17, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
12.6.4 Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	**PE:** 526-528, 529	**PE:** 527, 528, 529, 531, 540	**Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 83-84 ▪ Reading Study Guide with Additional Support: 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 88-90 ▪ Assessment: 91, 103-114 **CA Lesson Plans:** 59	**Classzone:** Chapter 18 **Test Generator CD-ROM:** Chapter 18 Section 3 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 18

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CHRONOLOGICAL AND SPATIAL THINKING				
CST(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	**PE:** 22, 44-46, 64-65, 183-184, 270-271, 278-279, 296-297, 298-299, 344-345, 454, 456, 457, 459-460, 465-466, 501, 532-535, 562-565	**PE:** 65, 67, 184, 185, 273, 279, 281, 284-285, 299, 303, 314, 337, 344-345, 367, 533, 563, 565	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 73-74 ▪ Reading Study Guide with Additional Support: 23-25, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 78-80 ▪ Assessment: 29, 51-62, 81, 113-124 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 135-136 ▪ Reading Study Guide with Additional Support: 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 140-142 ▪ Assessment: 143, 155-166	**Economic Concepts Transparencies:** CT32, CT34, CT52, CT63 **Classzone:** Chapter 1, Chapter 2, Chapter 6, Chapter 9, Chapter 10, Chapter 15, Chapter 16, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 1 Section 3 Quiz, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 2 Section 2 Quiz, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 3 Quiz,

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(1) *(Continued)*			**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 73-74, 83-84, 145-146 ▪ Reading Study Guide with Additional Support: 75-77, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 88-90 ▪ Assessment: 81, 91, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52 **Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77, 85-87, 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 88-90, 150-152 ▪ Assessment: 81, 91, 103-114, 153, 165-176	Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Sections 2, 3 Quizzes, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 2 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Tests in Spanish; Chapter 15 Sections 2, 3 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 4 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Section 3 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(1) *(Continued)*			**Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32, 83-84 ▪ Reading Study Guide with Additional Support: 33-35, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 36-38, 88-90 ▪ Assessment: 39, 51-62, 91, 103-114 **CA Lesson Plans:** 3, 6, 8, 21, 31, 32, 34, 38, 39, 41, 51, 52, 56, 60, 63 **NCEE Student Activities:** 8, 45-48 **Test Practice and Review Workbook:** 39-40, 57-58	**MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 2, Chapter 6, Chapter 9, Chapter 10, Chapter 15, Chapter 16, Chapter 17, Chapter 18

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	**PE:** 22, 61-62, 79, 109-113, 169-171, 270-271, 278-279, 298-299, 362-364, 385, 536, 570-571, 572	**PE:** 22, 34-35, 62, 63, 67, 83, 111, 170, 171, 172, 173, 273, 279, 281, 283, 284, 314, 337, 367, 537, 570-571	**Unit 1 Unit Resource Book:** • Reading Study Guide: 21-22, 93-94, 135-136 • Reading Study Guide with Additional Support: 23-25m 85086m 137-139 • Reading Study Guide with Additional Support (Spanish): 26-28, 98-100, 140-142 • Assessment: 29, 51-62, 101, 113-124, 143, 165-176 **Unit 2 Unit Resource Book:** • Reading Study Guide: 11-12, 115-116 • Reading Study Guide with Additional Support: 13-15, 117-119 • Reading Study Guide with Additional Support (Spanish): 16-18, 120-122 • Assessment: 19, 41-52, 123, 155-166 **Unit 3 Unit Resource Book:** • Reading Study Guide: 73-74, 83-84 • Reading Study Guide with Additional Support: 75-77, 85-87 • Reading Study Guide with Additional Support (Spanish): 78-80, 88-90 • Assessment: 81, 91, 103-114	**Economic Concepts Transparencies:** CT13, CT31, CT32, CT34, CT42, CT60 **Classzone:** Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 6, Chapter 9, Chapter 10, Chapter 12, Chapter 13, Chapter 17 **Test Generator CD-ROM:** Chapter 1 Section 3 Quiz, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 2 Section 4 Quiz, Chapter 2 Chapter Tests A, B< C, Chapter Test in Spanish; Chapter 3 Section 2 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 4 Section 2 Quiz, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 1 Quiz,

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(2) *(Continued)*			**Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 53-54 ▪ Reading Study Guide with Additional Support: 23-25, 55-57 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 58-60 ▪ Assessment: 29, 41-52, 61, 93-104 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32 ▪ Reading Study Guide with Additional Support: 33-35 ▪ Reading Study Guide with Additional Support (Spanish): 36-38 ▪ Assessment: 39, 51-62	Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Sections 2, 3 Quizzes, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 2 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 1 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(2) *(Continued)*			**CA Lesson Plans:** 3, 8, 10, 13, 19, 31, 32, 34, 38, 41, 43, 60, 63 **Personal Finance Forms and Activities:** 2, 12, 26 **NCEE Student Activities:** 9-12, 13-16, 21-24, 45-48 **Test Practice and Review Workbook:** 29-30, 33-34, 39-40, 45-46, 47-48	**MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 2, Chapter 3, Chapter 4, Chapter 6, Chapter 9, Chapter 10, Chapter 12, Chapter 13, Chapter 17

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(3) Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	**PE:** 64-65, 110-111, 244, 245, 252-253, 268-269, 282-283, 536, 544-545, 548-549, 558	**PE:** 65, 253, 282-283, 537, 551	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 73-74 ▪ Reading Study Guide with Additional Support: 23-25, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 78-80 ▪ Assessment: 29, 51-62, 81, 103-114 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32, 73-74 ▪ Reading Study Guide with Additional Support: 33-35, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 36-38, 78-80 ▪ Assessment: 39, 81, 103-114	**Economic Concepts Transparencies:** CT57, CT62 **Classzone:** Chapter 4, Chapter 8, Chapter 9, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 4 Section 2 Quiz, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 3 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 2 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Sections 1, 2 Quizzes, Chapter 18 Chapter Test A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(3) *(Continued)*			**CA Lesson Plans:** 8, 13, 28, 29, 31, 32, 60, 61, 62 **NCEE Student Activities:** 69-72 **Test Practice and Review Workbook:** 14, 57-58	**MLAS** **PowerPoint Presentations:** Chapter 4, Chapter 8, Chapter 9, Chapter 17, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(4) Students relate current events to the physical and human characteristics of places and regions.	**PE:** 45-46, 54, 59-60, 61-62, 64-65, 184, 292, 363, 536, 566-567, 568, 570-571	**PE:** 47, 56, 63, 65, 67, 279, 282-283, 363, 537, 567, 568, 569, 570-571	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 73-74, 83-84, 93-94 ▪ Reading Study Guide with Additional Support: 75-77, 85-87, 95-97 ▪ Reading Study Guide with Additional Support (Spanish): 78-80, 88-90, 98-100 ▪ Assessment: 81, 91, 101, 113-124 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 135-136 ▪ Reading Study Guide with Additional Support: 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 140-142 ▪ Assessment: 155-166 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8 ▪ Assessment: 9, 41-52	**Economic Concepts Transparencies:** CT8, CT60, CT63 **Classzone:** Chapter 2, Chapter 6, Chapter 10, Chapter 12, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 2 Sections 2, 3, 4 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 1 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 2 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Section 3 Quiz,

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
CST(4) *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 41-52 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32, 83-84 ▪ Reading Study Guide with Additional Support: 33-35, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 36-38, 88-90 ▪ Assessment: 39, 51-62, 91, 103-114 **CA Lesson Plans:** 6, 7, 8, 21, 32, 33, 41, 60, 63 **NCEE Student Activities:** 8, 45-48 **Test Practice and Review Workbook:** 25-26, 57-58	Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 6, Chapter 10, Chapter 12, Chapter 17, Chapter 18

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW				
REP(1) Students distinguish valid arguments from fallacious arguments in historical interpretations.	**PE:** 125, 144, 236, 368, 374, 469	**PE:** 95, 236, 471, 503, 537	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 63-64 ▪ Reading Study Guide with Additional Support: 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 68-70 ▪ Assessment: 71, 103-114 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 51-62	**Classzone:** Chapter 5, Chapter 8, Chapter 12 **Test Generator CD-ROM:** Chapter 5 Section 2 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 2 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 5, Chapter 8, Chapter 12

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
REP(1) *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 41-52 **CA Lesson Plans:** 14, 16, 27, 42, 52, 56, 60	

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
REP(2) Students identify bias and prejudice in historical interpretations.	**PE:** Opportunities to address this objective can be found on the following pages: 114, 571, R26, R27	**PE:** R26, R27	**Unit 2 Unit Resource Book:** • Reading Study Guide: 11-12 • Reading Study Guide with Additional Support: 13-15 • Reading Study Guide with Additional Support (Spanish): 16-18 • Assessment: 19, 41-52 **CA Lesson Plans:** 13, 63	**Classzone:** Chapter 4 **Test Generator CD-ROM:** Chapter 4 Section 2 Quiz, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 4

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
REP(3) Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	**PE:** 366, 440-441, 460, 468-469, 496	**PE:** 440-441, 461, 468-469	**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52 **Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 63-64, 135-136 ▪ Reading Study Guide with Additional Support: 65-67, 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 140-142 ▪ Assessment: 71, 103-114, 143, 165-176 **CA Lesson Plans:** 41, 49, 51, 52, 55 **NCEE Student Activities:** 57-60 **Test Practice and Review Workbook:** 13, 51-52, 53-54	**Economic Concepts Transparencies:** CT51 **Classzone:** Chapter 12, Chapter 15, Chapter 16 **Test Generator CD-ROM:** Chapter 12 Section 2 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 15 Section 2 Quiz, Chapter 15 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 3 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 12, Chapter 15, Chapter 16

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
REP(4) Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	**PE:** 32-33, 64-65, 92-93, 124-125, 158-159, 186-187, 220-221, 252-253, 282-283, 312-313, 344-345, 376-377, 404-405, 440-441, 468-469, 504-505, 538-539, 570-571, 573	**PE:** 32-33, 64-65, 92-93, 95, 124-125, 158-159, 186-187, 220-221, 252-253, 282-283, 312-313, 344-345, 376-377, 404-405, 440-441, 468-469, 471, 504-505, 538-539, 570-571, 573	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 73-74, 83-84, 125-126 ▪ Reading Study Guide with Additional Support: 13-15, 75-77, 85-87, 127-129 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 78-80, 88-90, 130-132 ▪ Assessment: 19, 51-62, 91, 113-124, 133, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 73-74, 115-116, 135-136, 187-188 ▪ Reading Study Guide with Additional Support: 23-25, 75-77, 117-119, 137-139, 189-191 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 78-80, 120-122, 140-142, 192-194 ▪ Assessment: 29, 41-52, 81, 103-114, 123, 143, 155-166, 195, 217-228	**Economic Concepts Transparencies:** CT2, CT6, CT14, CT17, CT19, CT21, CT24, CT31, CT38, CT42, CT45, CT52, CT56, CT58 **Classzone:** Chapters 1-18 **Test Generator CD-ROM:** Chapter 1 Section 2 Quiz, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 2 Sections 2, 3 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Section 1 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 4 Section 3 Quiz, Chapter 4 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Section 3 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
REP(4) *(Continued)*			**Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 73-74 ▪ Reading Study Guide with Additional Support: 23-25, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 78-80 ▪ Assessment: 29, 51-62, 81, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 63-64, 73-74 ▪ Reading Study Guide with Additional Support: 65-67, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 78-80 ▪ Assessment: 71, 81, 103-114 **Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22, 73-74 ▪ Reading Study Guide with Additional Support: 23-25, 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 26-28, 78-80 ▪ Assessment: 29, 41-52, 81, 93-104	Chapter 6 Sections 1, 3 Quizzes, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 3 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 3 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 2 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 11 Sections 2, 3 Quizzes, Chapter 11 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 13 Section 3 Quiz, Chapter 13 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 14 Section 4 Quiz,

Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
REP(4) *(Continued)*			**Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 31-32, 83-84, 145-146 ▪ Reading Study Guide with Additional Support: 33-35, 85-87, 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 36-38, 88-90, 150-152 ▪ Assessment: 39, 51-62, 91, 103-114, 153, 165-176 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 83-84 ▪ Reading Study Guide with Additional Support: 13-15, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 88-90 ▪ Assessment: 19, 51-62, 91, 103-114 **CA Lesson Plans:** 4, 8, 11, 14, 18, 21, 25, 29, 32, 39, 42, 45, 49, 52, 56, 60, 63 **Personal Finance Forms and Activities:** 14, 22 **NCEE Student Activities:** 13-16, 25-28, 41-44	Chapter 14 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 15 Section 3 Quiz, Chapter 15 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 4 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 2 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter 18 Section 3 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapters 1-18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HISTORICAL INTERPRETATION				
HI(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	**PE:** 40, 45-46, 54-55, 64-65, 82, 214-215, 274-279, 292, 297, 298-299, 344-345, 376-377, 501, 532-535, 560, 562-565	**PE:** 47, 55, 65, 66-67, 80, 279, 281, 285, 292, 299, 337, 344-345, 376-377, 503, 533, 534, 560, 565, 569	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 63-64, 73-74, 83-84 ▪ Reading Study Guide with Additional Support: 65-67, 75-77, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 78-80, 88-90 ▪ Assessment: 71, 81, 91, 113-124 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 197-198 ▪ Reading Study Guide with Additional Support: 199-201 ▪ Reading Study Guide with Additional Support (Spanish): 202-204 ▪ Assessment: 205, 217-228 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 83-84 ▪ Reading Study Guide with Additional Support: 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 88-90 ▪ Assessment: 91, 103-114	**Economic Concepts Transparencies:** CT25, CT32, CT34, CT60 **Classzone:** Chapter 2, Chapter 7, Chapter 9, Chapter 10, Chapter 16, Chapter 17, Chapter 18 **Test Generator CD-ROM:** Chapter 2 Sections 1, 2, 3 Quizzes, Chapter 2 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 4 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 3 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Sections 1, 2 Quizzes, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(1) *(Continued)*			**Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12 ▪ Reading Study Guide with Additional Support: 3-5, 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18 ▪ Assessment: 9, 19, 41-52 **Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 145-146 ▪ Reading Study Guide with Additional Support: 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 150-152 ▪ Assessment: 153, 165-176 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32 ▪ Reading Study Guide with Additional Support: 33-35 ▪ Reading Study Guide with Additional Support (Spanish): 36-38 ▪ Assessment: 39, 51-62	Chapter 16 Section 4 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish, Chapter 18 Section 2 Quiz, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 2, Chapter 7, Chapter 9, Chapter 10, Chapter 16, Chapter 17, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(1) *(Continued)*			**CA Lesson Plans:** 5-8, 10, 25, 32-34, 38-29, 42, 56, 60, 63 **NCEE Student Activities:** 8, 41-44 **Test Practice and Review Workbook:** 25-26, 39-40, 57-58	

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(2) Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	**PE:** 22, 64-65, 183-184, 214-215, 270-271, 363	**PE:** 22, 95, 125, 127, 184, 247, 281, 315, 363, 367, 379	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 51-62 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 135-136, 197-198 ▪ Reading Study Guide with Additional Support: 137-139, 199-201 ▪ Reading Study Guide with Additional Support (Spanish): 140-142, 202-204 ▪ Assessment: 143, 155-166, 205, 217-228 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 73-74 ▪ Reading Study Guide with Additional Support: 75-77 ▪ Reading Study Guide with Additional Support (Spanish): 78-80 ▪ Assessment: 81, 103-114	**Economic Concepts Transparencies:** CT25 **Classzone:** Chapter 1, Chapter 6, Chapter 7, Chapter 9, Chapter 12 **Test Generator CD-ROM:** Chapter 1 Section 3 Quiz, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 4 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 2 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Section 2 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Tests in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(2) *(Continued)*			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52 **CA Lesson Plans:** 3, 8, 14, 21, 25, 28, 31, 32, 41, 62 **NCEE Student Activities:** 13-16, 25-28, 45-48 **Test Practice and Review Workbook:** 33-34, 39-40, 45-46	**MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 6, Chapter 7, Chapter 9, Chapter 12

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(3) Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	**PE:** 183-184, 214-215, 274-277, 296-297, 298-299, 344-345, 501, R20	**PE:** 184, 278, 281, 297, 299, 303, 503	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 135-136, 197-198 ▪ Reading Study Guide with Additional Support: 137-139, 199-201 ▪ Reading Study Guide with Additional Support (Spanish): 140-142, 202-204 ▪ Assessment: 143, 155-166, 205, 217-228 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 83-84 ▪ Reading Study Guide with Additional Support: 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 88-90 ▪ Assessment: 91, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52	**Economic Concepts Transparencies:** Ct25, CT32, CT34 **Classzone:** Chapter 6, Chapter 7, Chapter 9, Chapter 10, Chapter 16 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 7 Section 4 Quiz, Chapter 7 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 3 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 2 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 4 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(3) *(Continued)*			**Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 145-146 ▪ Reading Study Guide with Additional Support: 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 150-152 ▪ Assessment: 153, 165-176 **CA Lesson Plans:** 21, 25, 32, 34, 39, 56 **NCEE Student Activities:** 25-28 **Test Practice and Review Workbook:** 39-40	**MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 7, Chapter 9, Chapter 10, Chapter 16

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(4) Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	**PE:** 64-65, 183-184, 274-277, 296-297, 298-299, 501	**PE:** 184, 278, 281, 299, 303, 503	**Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 135-136 ▪ Reading Study Guide with Additional Support: 137-139 ▪ Reading Study Guide with Additional Support (Spanish): 140-142 ▪ Assessment: 143, 155-166 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 83-84 ▪ Reading Study Guide with Additional Support: 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 88-90 ▪ Assessment: 91, 103-114 **Unit 4 Unit Resource Book:** ▪ Reading Study Guide: 11-12 ▪ Reading Study Guide with Additional Support: 13-15 ▪ Reading Study Guide with Additional Support (Spanish): 16-18 ▪ Assessment: 19, 41-52	**Economic Concepts Transparencies:** CT32 **Classzone:** Chapter 6, Chapter 9, Chapter 10, Chapter 16 **Test Generator CD-ROM:** Chapter 6 Section 3 Quiz, Chapter 6 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 9 Section 3 Quiz, Chapter 9 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 10 Section 2 Quiz, Chapter 10 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 16 Section 4 Quiz, Chapter 16 Chapter Tests A, B, C, Chapter Tests in Spanish

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(4) *(Continued)*			**Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 145-146 ▪ Reading Study Guide with Additional Support: 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 150-152 ▪ Assessment: 153, 165-176 **CA Lesson Plans:** 8, 21, 32, 34, 35, 56 **Test Practice and Review Workbook:** 39-40	**MLAS** **PowerPoint Presentations:** Chapter 6, Chapter 9, Chapter 10, Chapter 16

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(5) Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	**PE:** 549, 568	**PE:** 375, 551, 568, 569	**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 21-22 ▪ Reading Study Guide with Additional Support: 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 26-28 ▪ Assessment: 29, 41-52 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 63-64, 83-84 ▪ Reading Study Guide with Additional Support: 65-67, 85-87 ▪ Reading Study Guide with Additional Support (Spanish): 68-70, 88-90 ▪ Assessment: 71, 91, 103-114 **CA Lesson Plans:** 42, 61, 63 **Test Practice and Review Workbook:** 57-58	**Classzone:** Chapter 12, Chapter 18 **Test Generator CD-ROM:** Chapter 12 Section 3 Quiz, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 18 Sections 1, 3 Quizzes, Chapter 18 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 12, Chapter 18

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(6) Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	**PE:** 32-33, 142-143, 350-353, 355, 358-359, 360-361, 366, 368-369, 372-373, 492-494, 495-496, 498-499, 500-501, 502, 504-505, 533-535, R18	**PE:** A13, A14, A15, S13, S15, 16, 17, 23, 33, 91, 231, 282, 351, 352, 353, 355, 356, 357, 361, 364, 366, 367, 369, 373, 375, 378-379, 489, 494, 495, 496, 497, 499, 501, 502, 503, 504-505, 506-507, 518, 529, 530, 533, 534, 537, R18	**Unit 1 Unit Resource Book:** ▪ Reading Study Guide: 11-12, 21-22, 145-146 ▪ Reading Study Guide with Additional Support: 13-15, 23-25, 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 16-18, 26-28, 150-152 ▪ Assessment: 19, 29, 51-62, 153, 165-176 **Unit 2 Unit Resource Book:** ▪ Reading Study Guide: 63-64 ▪ Reading Study Guide with Additional Support: 65-67 ▪ Reading Study Guide with Additional Support (Spanish): 68-70 ▪ Assessment: 71, 103-114 **Unit 3 Unit Resource Book:** ▪ Reading Study Guide: 1-2 ▪ Reading Study Guide with Additional Support: 3-5 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 45-46 ▪ Assessment: 9, 51-62	**Economic Concepts Transparencies:** CT16, CT40, CT52 **Classzone:** Chapter 1, Chapter 3, Chapter 5, Chapter 8, Chapter 12, Chapter 16, Chapter 17 **Test Generator CD-ROM:** Chapter 1 Sections 1, 3 Quizzes, Chapter 1 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 3 Section 3 Quiz, Chapter 3 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 5 Section 1 Quiz, Chapter 5 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 8 Section 1 Quiz, Chapter 8 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 12 Sections 1, 3 Quizzes, Chapter 12 Chapter Tests A, B, C, Chapter Test in Spanish;

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(6) (Continued)			**Unit 5 Unit Resource Book:** ▪ Reading Study Guide: 1-2, 11-12, 21-22 ▪ Reading Study Guide with Additional Support: 3-5, 13-15, 23-25 ▪ Reading Study Guide with Additional Support (Spanish): 6-8, 16-18, 26-28 ▪ Assessment: 9, 19, 29, 41-52 **Unit 6 Unit Resource Book:** ▪ Reading Study Guide: 135-136, 145-146 ▪ Reading Study Guide with Additional Support: 137-139, 147-149 ▪ Reading Study Guide with Additional Support (Spanish): 140-142, 150-152 ▪ Assessment: 143, 153, 165-176 **Unit 7 Unit Resource Book:** ▪ Reading Study Guide: 31-32 ▪ Reading Study Guide with Additional Support: 33-35 ▪ Reading Study Guide with Additional Support (Spanish): 36-38 ▪ Assessment: 39, 51-62	Chapter 16 Sections 3, 4 Quizzes, Chapter 16 Chapter Tests A, B, C, Chapter Test in Spanish; Chapter 17 Section 4 Quiz, Chapter 17 Chapter Tests A, B, C, Chapter Test in Spanish **MLAS** **PowerPoint Presentations:** Chapter 1, Chapter 3, Chapter 5, Chapter 8, Chapter 12, Chapter 16, Chapter 17

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Standard	Instruction	Application	Print Ancillaries	Technology and Transparencies
HI(6) (Continued)			**CA Lesson Plans:** 2, 3, 4, 11, 16, 26, 32, 40, 41, 42, 54, 55, 56, 57, 59, 60 **NCEE Student Activities:** 1-4, 17-20, 45-48, 61-64, 65-68 **Test Practice and Review Workbook:** 23-24, 53-54	

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Lurupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	JVHS, RHS, PHS, NVHS, LC
Title:	World History : The Modern World
Author:	Elisabeth Gaynor Ellis and Anthony Esler
Publisher:	Prentice Hall
Copyright:	2007 Edition
Subject:	World History
Grade:	10th -12th
Cost:	$95.00 per student text
Other Books Considered:	
1. Title:	World History: Human Legacy
Authors:	Susan Ramirez, Peter Stearns, and Sam Wineburg
Publisher:	Holt
2. Title:	World History: Modern Times
Authors:	Jackson Spielvogel
Publisher:	McGrawHill Glencoe
Reasons for Selecting This Book:	Most closely aligned to state standards, strong and user-friendly package of technology to align with text, and layout that works best with the fashion that the standards are taught during the school year, chronologically, not thematically
Recommending Committee:	Mike Dohr, Rachel Cabrera, Kortney Hughes, John Gunty and Deb Bennett
Date:	May 8, 2007
Legal Compliance Requirements Met By:	
Recommended books is listed in List of Authorized Textbooks, Los Angeles Unified School District:	☐
Completed "Instructional Materials Legal Compliance Evaluation Form: (attached)	☒

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5/8/2007

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California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Prentice Hall		Adoption Code No	
Title	World History: The Modern World 2007 Edition			
Reviewed by	REVIEW Committee	ISBN No. 013-129978-6	Date	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection 276,277,645-646		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal 515,210,402		Yes	☒
			No	☐
3a	Occupations			
3b	Achievements 694-697,212,265			
3c	Mental and physical activities 476,376			
3d	Traditional and nontraditional activities 645		***Compliance?***	
3e	Emotions		Yes	☒
3f	Sexually neutral language		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals 615,620-621		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles 286-313		Yes	☒
			No	☐
4a	Occupations 196-202			
4b	Socioeconomic settings 196,203-207			
4c	Achievements 320, 550-555			
4d	Mental and physical activities		***Compliance?***	
4e	Traditional and nontraditional activities 290		Yes	☒
4f	Root Culture 54		No	☐
Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection		Yes	☒
			No	☐

		Compliance?	
2	Proportion of portrayals	Yes	☒
		No	☐
		Compliance?	
3	Roles 203	Yes	☒
		No	☐
4	Aging Process 508	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 183	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals 235	Yes	☒
		No	☐
		Compliance?	
3	Roles	Yes	☒
		No	☐
		Compliance?	
4	Emotions 206	Yes	☒
		No	☐
		Compliance?	
5	Achievements 182,184-188,204	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 189	Yes	☒
		No	☐
		Compliance?	
2	Roles 604-605	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection 180	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination	Yes	☒
		No	☐
		Compliance?	
3	Diversity 570-571,558	Yes	☒

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		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology 641,649	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection 610,648-649	Yes	☒
		No	☐
		Compliance?	
3	Resource use 554,511	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use 429,661,421	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use 652,623	Yes	☒
		No	☐
Circle Criterion Cited	**I. THRIFT, FIRE PREVENTION, & HUMANE TREATMENT OF ANIMALS & PEOPLE** (give page & paragraph of special non-print references and comments)		
		Compliance?	
1	Waste	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment 300,317,383,472-473,587-588	Yes	☒
		No	☐
		Compliance?	
4	Thrift	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment 588	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED SATES (give page & paragraph or special non-print references and Comments)		
		Compliance?	
		Yes	☒

		No	☐
Circle Criterion Cited	**K. BRAND NAMES AND CORPORATE LOGOS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Use of any such depictions 508	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value 660-661	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value	Yes	☒
		No	☐

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

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

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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

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19.5

Publisher:	Pearson Prentice Hall
Program Title:	Prentice Hall World History: The Modern World ©2007, California Edition
Components:	Student Edition
Grade Level(s):	Grade 10
Intended Audience:	

Standards Map - Basic Comprehensive Program
Grade Ten - History-Social Science
World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the tw world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	**10.1**	**Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**				X		
10	(1)	Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	pp. 7–8, 10–12, 14–15, 26, 31, 39	pp. 17, 27, 32, 39, 49–51	pp. 10–17, 21–22, 26, 31, 38–39	X		NEW entry section - VERY STRONG on Demo. origins - Lacky depth in other textbooks
10	(2)	Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's	pp. 14–15	pp. 17, 18–19, 49–51	pp. 10–12, 14–15, 16–17, 18–19	X		great short readings + Qns included for these two pieces of Lit
10	(3)	Consider the influence of the U.S. Constitution on political systems in the contemporary world.	pp. 72–73	pp. 73, 77–78	pp. 72–73, 75, 84–105	X		

* For more information, see Notes.
HSS 10th Grade Standards Map --Approved by the State Board of Education on Feb. 6, 2002.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	**10.2**	**Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**				X		
10	(1)	Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	pp. 53, 54–57	pp. 58, 59, 65, 73, 77–79, 113, 119, 139–140, 160, 164–165	pp. 53–59, 60–61, 70–73, 108, 115–120, 155–160	X		
10	(2)	List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	pp. 42, 46, 69, 115	pp. 46–47, 49–50, 73, 78, 119, 140	pp. 42, 46–47, 69–70, 80–83, 115, 120	X		
10	(3)	Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	pp. 68–69, 73, 115, 156	pp. 73, 119, 261, 274, 282	pp. 68–73, 115, 156, 258–259, 273–274	X		
10	(4)	Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	pp. 112, 114–116	pp. 113, 119, 126, 136, 140–141	pp. 114–120, 121–126, 128–136	X		Strong element of background & great issues, political cartoon to demonstrate effects of French Rev.
10	(5)	Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	pp. 126, 132, 135, 144	pp. 126, 136, 140, 147, 153, 164	pp. 132–136, 144–147, 148–153	X		

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	**10.3**	**Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**				X		
10	(1)	Analyze why England was the first country to industrialize.	pp. 170, 174	pp. 173, 177, 192	pp. 170–173, 174–177	X		
10	(2)	Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	pp. 170–171	pp. 173, 177, 182, 188, 192–193, 202	pp. 170–173, 174–177, 178–183, 184–188, 196–202	X		
10	(3)	Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	pp. 170–171, 172	pp. 173, 182, 192, 207, 224–225	pp. 170–172, 178–179, 183, 203–207	X		
10	(4)	Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	pp. 178–182	pp. 182, 183, 192, 207, 267	pp. 178–183, 206–207, 262–264, 279	X		
10	(5)	Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	pp. 174–175	pp. 177, 192–193, 202, 224	pp. 174–177, 196–198, 279	X		
10	(6)	Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	pp. 184–185, 189	pp. 188, 189, 202, 224, 267	pp. 184–189, 201–202, 262–263, 270	X		good discussion on all of these ideas NOT as in depth as could be but all touched on

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	(7)	Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	pp. 217, 219	pp. 220, 221, 224–225	pp. 217–220	X		Great incorporation to the art work & Readings
10	**10.4**	**Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**				X		
10	(1)	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	pp. 286–287, 332	pp. 289, 296, 307, 316, 326, 331	pp. 286–289, 292–294, 305–306, 324–326, 327–331	X		
10	(2)	Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	p. 290	pp. 296, 307, 316–317, 326, 331, 346–347	pp. 290–294, 303–306, 325–326, 327–331, 340–343	X		Decent coverage to all areas in world.
10	(3)	Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	pp. 286–287, 288	pp. 289, 296–297, 307, 316–317, 326	pp. 286–287, 289, 292–297, 303–307, 325–326	X		
10	(4)	Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	pp. 288–289	pp. 313, 316, 331, 392, 400, 403, 416–417	pp. 307, 312–313, 329–331, 388–392, 394–409	X		

* For more information, see Notes.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	**10.5**	**Students analyze the causes and course of the First World War.**				X		
10	(1)	Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."	pp. 352–355	pp. 357, 369, 384–385	pp. 352–357, 365–368	X		Strong coverage of beginning, middle & end of war → great supplemental info to support text
10	(2)	Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	pp. 355–357	pp. 357, 361, 363, 369, 384–385	pp. 355–357, 358–363, 366–369	X		
10	(3)	Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	pp. 367–368	pp. 369, 384–385	pp. 367–368, 376	X		
10	(4)	Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	pp. 358–359	pp. 361, 363, 364, 369, 371, 384–385	pp. 358–363, 364, 365–367, 370–371	X		
10	(5)	Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	p. 300	pp. 317, 363, 384, 493	pp. 300, 362–363, 493	X		
10	**10.6**	**Students analyze the effects of the First World War.**				X		
10	(1)	Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.	pp. 370, 372	pp. 374, 384	pp. 370–374	X		

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	(2)	Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	pp. 373–374	pp. 374, 384, 392, 400, 433	pp. 373–374, 392, 394–400, 427–429	X		
10	(3)	Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	pp. 420–421, 434	pp. 425, 433, 438, 456–457	pp. 420–423, 431–432, 434–435, 437–438	X		
10	(4)	Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	p. 420	pp. 423, 425, 426, 456	pp. 420–425, 426	X		
10	**10.7**	**Students analyze the rise of totalitarian governments after World War I.**				X		
10	(1)	Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	p. 375	pp. 377, 378–379, 381, 384	pp. 375–381	X		
10	(2)	Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	pp. 381, 440	pp. 381, 443, 447, 456	pp. 381, 440–447	X		
10	(3)	Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.	pp. 434, 436–437, 440, 448	pp. 437, 438, 447, 453, 456–457	pp. 434–438, 440–447, 448–453	X		VERY CLEAR OBJECTIVE and a bit too much emphasis on Hitler, but all covered and led to the Rise of the Regime
10	**10.8**	**Students analyze the causes and consequences of World War II.**				X		

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	(1)	Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	pp. 409–411, 460	pp. 409, 465, 496	pp. 409–411, 460–465, 466–467	X		
10	(2)	Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	pp. 430–433, 460	pp. 433, 465, 496	pp. 430–433, 460–465, 473	X		
10	(3)	Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	pp. 464, 479		pp. 464, 466–474, 475–483, 484–492	X		Could have a stronger map & more map work Regarding this
10	(4)	Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	pp. 465, 480	pp. 480, 481, 487, 496–497	pp. 468–474, 476, 480–481, 485–487	X		
10	(5)	Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	pp. 451–452	pp. 453, 470–471, 474, 492, 496	pp. 451–452, 470–471, 472–473, 488–489, 493	X		
10	(6)	Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	pp. 482–483, 487	pp. 482–483, 487, 489, 496–497	pp. 482–483, 487, 488–489	X		
10	**10.9**	**Students analyze the international developments in the post–World War II world.**				X		

* For more information, see Notes.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	(1)	Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	pp. 481, 490	pp. 481, 492, 496, 520, 546–547	pp. 481, 490–492, 502–504, 505, 516–520	X		
10	(2)	Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	pp. 502–503	pp. 510, 533, 546	pp. 502–507, 508–510, 528–529	X		
10	(3)	Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	p. 491	pp. 492, 496, 510, 533	pp. 491–492, 509–510, 529–532	X		
10	(4)	Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	pp. 405–406	pp. 409, 416, 527, 616, 628–629	pp. 405–406, 521–523, 612–614	X		Decent coverage & good set up to show development & Rise of Chng
10	(5)	Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	p. 503	pp. 510, 542, 546	pp. 503, 539–541	X		

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* For more information, see Notes.
HSS 10th Grade Standards Map --Approved by the State Board of Education on Feb. 6, 2002.

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	(6)	Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	pp. 568–570	pp. 573, 576, 590–593, 598–599	pp. 568–570, 572–573, 590–593	X		
10	(7)	Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	pp. 534–535, 536	pp. 534–535, 542, 546–547	pp. 534–535, 536–541, 632	X		
10	(8)	Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.	p. 489	pp. 492, 510, 546	pp. 489–492, 504–506	X		
10	**10.10**	**Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**				X		
10	(1)	Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	pp. 550, 556, 602	pp. 555, 559, 573, 611	pp. 550–559, 572–573, 602–611, 686–689	X		

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
10	(2)	Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	pp. 550, 556, 602	pp. 555, 559, 566, 573, 576–577	pp. 550–573, 584–595, 608–611, 618–625	X		
10	(3)	Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.	pp. 560–561	pp. 566, 573, 588–595, 598	pp. 560–567, 568–573, 584–595, 618–624	X		
10	**10.11**	**Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**				X		
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.** **In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.**								
		CHRONOLOGICAL AND SPATIAL THINKING						
10	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	pp. 39, 40–46, 178–182, 370–374, 470–471, 502–510	pp. 46, 182, 374, 470–471, 510	pp. 39, 40–46, 178–182, 370–374, 470–471, 502–510	X		

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* For more information, see Notes.
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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	pp. 1–3, 74, 208, 482, 534	pp. 75, 209, 483, 535	pp. 1–3, 74, 208, 482, 534	X		Layout of textbook + some supplemental features help this
10	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	Skills Handbook p. 29; pp. 268, 278, 308, 663	Skills Handbook p. 29; pp. 268, 278, 308, 664–665	Skills Handbook p. 29; pp. 268, 278, 308, 663	X		the Skills Handbook helps to show the changes geographic world.
10	4.	Students relate current events to the physical and human characteristics of places and regions.	pp. 10, 15, 32, 39	pp. 50, 65, 164–165, 209, 224–225	pp. 54–59, 144–147, 196–207, 208–209	X		
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
10	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	Skills Handbook p. 34; pp. 255, 317, 577, 665	Skills Handbook p. 34; 255, 317, 577, 665	Skills Handbook p. 34; 255, 317, 577, 665	X		
10	2.	Students identify bias and prejudice in historical interpretations.	Skills Handbook pp. 33–34; pp. 79, 347, 547, 629	Skills Handbook pp. 33–34; pp. 79, 347, 547, 629	Skills Handbook pp. 33–34; pp. 79, 347, 547, 629	X		

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
10	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	Skills Handbook pp. 33–34; pp. 315, 385, 455, 457	Skills Handbook pp. 33–34; pp. 317, 385, 457	Skills Handbook pp. 33–34; pp. 315, 385, 455, 457	X		
10	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	Skills Handbook pp. 33, 34, 36, 38, 40–41	Skills Handbook pp. 33, 34, 36, 38, 40–41	Skills Handbook pp. 33, 34, 36, 38, 40–41	X		
		HISTORICAL INTERPRETATION				X		
10	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	Skills Handbook pp. 32, 34, 36, 37, 38	Skills Handbook pp. 32, 34, 36, 37, 38	Skills Handbook pp. 32, 34, 36, 37, 38	X		
10	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	Skills Handbook pp. 30, 32, 36; pp. 3, 44–45	Skills Handbook pp. 30, 32, 36; pp. 3, 46	Skills Handbook pp. 30, 32, 36; pp. 3, 44–45	X		
10	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	pp. 420–425	pp. 425, 455, 457	pp. 420–425, 455, 734–735, 740–741	X		Good - Realistically ablas & talks from P.O.V. but does deal w/ letting the students determine the situations in History
10	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	Skills Handbook p. 36; pp. 137, 139, 140–141	Skills Handbook p. 36; pp. 137, 139, 140–141	Skills Handbook p. 36; pp. 137, 139, 140–141	X		
10	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	pp. 3, 191, 642	pp. 191, 647, 649, 665	pp. 3, 191, 642–644, 646–649, 665	X		

* For more information, see Notes.
HSS 10th Grade Standards Map --Approved by the State Board of Education on Feb. 6, 2002.

For questions, contact the CFIR Division, California Department of Education ©, (916) 319-0881

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	pp. 726–729	pp. 726–729	pp. 726–729	X		

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

extbook Adoption Committee Meeting
Minutes

Textbook Adoption Team:	Mike Dohr ~	RHS	Co-Dept. Chair
	Rachel Lisker~	RHS	WH Teacher
	Kortney Hughes ~	JVHS	WH Teacher
	John Gunty~	JVHS	WH Teacher
	Deb Bennett~	NVHS	WH Teacher
	Pat Thompson~	Learning Center	WH Teacher

Our meeting began at __7:32 pm____ on ____4/24/2007_____.

Our Focus for this meeting was to discuss the textbooks for World History and determine the two best texts for district adoption

- We opened discussion with introductions from each site, what they teach and what they were looking forward to getting out of the day.
- Textbooks reviewed for World History were:
  - **World History : The Modern World**
  - **World History : Human Legacy**
  - **World History : Modern Times**
- Jenna then reviewed the layout of the day and the timelines necessary for this adoption to go through.
  - Some questions were raised regarding whether textbooks would be ordered in time for the beginning of next school year and if all sites in the district would be getting these textbooks.
  - Jenna stated that if all timelines are meet, then it is HIGHLY possible that we will have textbooks for the beginning of the school year and that this was considered a full district adoption and all sites would benefit from their participation.
- From 7:30 am -9:30 am committee members looked through the numerous materials that had been sent by the 4 publishers that we looked toward for this adoption.
  - The committee spent most of the time looking at the textbooks to determine how each was aligned with state standards and how the resource materials were tied to standards.
  - After looking through each textbook, reading sample sections, checking visuals and charts, we felt that all were very strongly still in contention for adoption, except that two books were rising to the top because of the resource materials, the layout of the text and the technology package included.
- From 9:30 am – 2:00 pm, we had the publisher reps from three of the textbook companies come to our meeting to discuss the features and extras that they included with an adoption. See included agenda to see the publishers and textbooks reviewed.
  - We found that each textbook had some great materials, but our main focus was technology piece and the importance of the state standards and the visual and readability of the textbook.
  - All publishers were very clear and concise on their delivery and all textbooks were aligned with state standards and this was demonstrated by all publishers.

- It was decided by all committee members that the best textbooks to adopt to the departments would be the World History: Modern World, 2007 Edition by Prentice Hall and World History: Human Legacy by Holt. The committee decided that all other textbooks were strong, but the comprehensive package of technology was stronger and their overall layout and alignment to CA State standards was the best for voting purposes.

Next Steps

- The recommendation of the committee was taken back to the sites and all teachers in the department were given 1.5 weeks to look at materials and review the recommendation from the committee and then vote on the text they felt was best for the adoption.
- The textbook chosen from the vote at all sites was the updated version of the book that we are currently using. World History: Modern World published by Prentice Hall has done a great overhaul to the textbook in terms of formatting, has added a very strong section in the beginning of the text that covers the first two state standards, which the other textbooks tended to neglect and has created a technology package to support the state standards.
- All teachers who voted felt this was a strong text that was most closely aligned and looked very user friendly for both teacher and students.
    - Teachers rational for Prentice Hall adoption
        - "Prentice Hall's information more accurately reflects what we teach"
        - "Prentice Hall has incorporated the California standards into it's recent textbook editions and the book has better maps, standards based questions and reviews"
        - "Very colorful, many resources to go with book, aligns with standards'
        - "Strong level of readability, decent tech stuff, better organization of content"
        - "Test generator is simple to use, book is simple to follow and has great pictures, maps and primary sources'

Meeting ended at ___2:45 pm____.

Minutes Submitted by: ___J. Saugstad_____

Social Studies Textbook Adoption
Committee Members

Name	School Site	Committee Rep.
Mike Dohr	RHS/PHS	WH
Rachel Cabarera-Lisker	RHS/PHS	WH
Kourtney Hughes	JVHS	WH
John Gunty	JVHS	WH
Deb Bennett	NVHS	WH
Shawn Stockberger	RHS/PHS	US
Frank Marmolejo	RHS/PHS	US
Mervin Tapsfield	JVHS	US
Julie Agnew	JVHS	US
Mariann Vethus	NVHS	US
Pat Thompson	LC	US
Erin Tannez	RHS Academy	US
Fred Veenendaal	RHS/PHS	Econ
Arnoldo Lindo	RHS/PHS	Econ
Joy Estrada	JVHS	Econ
Vickie Castillo	JVHS	Econ
Jeff Jacobs	NVHS	Econ
Tim Jones	RHS/PHS	Gov't
Vanessa Douty	RHS/PHS	Gov't
Bob Green	JVHS	Gov't
Craig Sevey	JVHS	Gov't
Jeff Jacobs	NVHS	Gov't

JENNA SAUGSTAD Facilitator

S ial Studies Textbook Adoption
Agenda
RHS/PHS Library

April 24, 2007
7:15 am ~ 2:30 pm

- Welcome and Intro of Committee members
- Review the day agenda and the timelines in place for this adoption
- Break into groups and begin walking through the materials sent to us
  - Discussion in groups on what the criteria will be when dealing with the adoption
  - Look at the correlations of how they work with CA State standards
  - Review the "extras" that come with the text
- Publisher Visits
  - 9:00 am – 10:00 am ~ Holt, Rinehart and Winston
  - Textbooks
    - WH: World History; Human Legacy
    - US: American Anthem; Modern American History
    - Gov't: Civics in Practice; Principles in Government and Economics
  - 11:30 am – 12:30 pm ~ Prentice Hall
  - Textbooks
    - WH: World History; Modern World
    - US: United States; Modern America
    - Econ: Economic-Principles in Action
    - Gov't: Magruder's American Government
  - 1:00 pm – 2:00 pm ~ McDougal Littell
  - Textbooks
    - WH: Modern World History
    - US: The Americans; Reconstruction to the 21st century
    - Econ: Economics - Concepts and Choices
- Review and final summation of day and next steps
  - Paper work will be reviewed [if completed] at the Instructional council on May 14th

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ENGLISH LANGUAGE ACQUISITION PROGRAM (ELAP)
APPLICATION FOR FUNDING, FISCAL YEAR 2007-08

Deadline: July 2, 2007

Please complete this application form according to the instructions on page four of this document.

Part I: Local Educational Agency (LEA) Information

Name of LEA JURUPA UNIFIED SCHOOL DISTRICT

County/District Code 33 / 67090

School Code (for Charter Schools submitting a separate application only) _____

Mailing Address of LEA's Main Office 4850 PEDLEY ROAD

City RIVERSIDE State CA Zip Code 92509-_____

ELAP Program Director Name MARTHA GOMEZ

Title DIRECTOR OF LANGUAGE SERVICES AND STUDENT PROGRAMS

Telephone Number (951) 360-4179 x_____

Fax Number (951) 360-4183

E-mail Address martha gomez@jusd.k12.ca.us

Additional Program Contact Name SUSAN JINDRA

Title ASSISTANT SUPERINTENDENT, EDUCATION SERVICES

E-mail Address susan jindra@jusd.k12.ca.us

Part II: Certifications and Signatures

GENERAL ASSURANCES

The signature of the authorized agent on the application form certifies that the following General Assurances will be observed:

Discrimination

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 United States Code [USC] sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.

Costs

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 Code of Federal Regulations (CFR) Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department Guidelines Administrative Regulations (EDGAR) contained in Title 34 of the CFR.

Records

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. (Please Note: This record maintenance and accessibility requirement may be modified by program-specific documents associated with the grant award notification.)

Applicable Law

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

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ENGLISH LANGUAGE ACQUISITION PROGRAM REQUIRED ASSURANCES

Pursuant to California *Education Code* (*EC*) Section 404, local educational agencies (LEAs) that choose to participate must certify that they will do all of the following:

1. Conduct academic assessments of English learners (ELs) to ensure appropriate placement of those pupils. The assessments shall include:

   (a) Initial assessment of ELs to determine their English proficiency level.

   (b) Ongoing assessment conducted at least annually to ensure accurate placement of ELs, to communicate progress, and to provide formative assessment information to refine the program. Assessment measures shall include, but are not limited to, the state Standardized Testing and Reporting (STAR) program required by *EC* Section 60640, unless a pupil is exempted by law, and the California English Language Development Test (CELDT) developed pursuant to *EC* Section 60810.

2. Provide a program for English language development (ELD) instruction to assist pupils in progressing upward through the proficiency levels established by the ELD standards adopted by the State Board of Education pursuant to *EC* Section 60811. The program shall include structured immersion instruction to be provided for ELs, such as specially designed academic instruction in English and sheltered English strategies, to ensure access by ELs to the core curriculum, unless the LEA has obtained a waiver pursuant to *EC* Section 310.

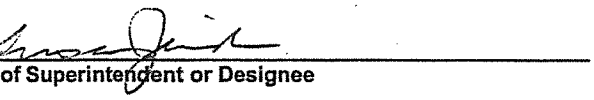
3. Provide supplemental instructional support, such as intersession, before- and after-school opportunities or summer school, to provide ELs with continuing ELD instruction. These opportunities are to supplement the regular school program and may include, but are not limited to, newcomer centers, tutorial support, mentors, or any other program that meets the objectives of the program established pursuant to this chapter. Academic support services needed to provide these opportunities may be funded by this program.

4. Coordinate services and funding sources available to ELs, including, but not limited to, community-based English tutoring programs established pursuant to Article 4 (commencing with Section 315) of Chapter 3 of Part 1 of the *EC*, programs for at-risk youth, after-school, intersession, and summer school programs, reading programs established pursuant to Chapter 16 (commencing with Section 53025) of Part 28 of the *EC*, and any available federal funds. The LEA shall also certify that it integrates adult community-based tutoring resources with the program established pursuant to this chapter.

ACCEPTANCE OF CONDITIONS

I HEREBY CERTIFY THAT I HAVE READ THE CONDITIONS CONTAINED IN THIS DOCUMENT AND AGREE TO COMPLY WITH ALL REQUIREMENTS AS A CONDITION OF FUNDING.

JURUPA UNIFIED SCHOOL DISTRICT
Name of LEA


Signature of Superintendent or Designee

SUSAN JINDRA
Printed Name

ASSISSTANT SUPERINTENDENT, EDUCATION SERVICES
Title

5/21/07
Date Signed

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G.3

ENGLISH LANGUAGE ACQUISITION PROGRAM APPLICATION INSTRUCTIONS

Part I: Local Educational Agency Information

Enter the name of the local educational agency (LEA) (school district, county office, or charter school), county number (two digits), and district code (five digits). A charter school submitting its own application should also enter the school code (seven digits). Enter the complete mailing address of the LEA's main office. Also enter the name and contact information for the staff member at the LEA who is designated as the program director of the English Language Acquisition Program (ELAP) (the person responsible for directing the program, not a clerical or business office employee), as well as an additional program contact person. Periodic ELAP e-mail updates will be sent to both contact people.

Part II: Certifications and Signatures

The LEA, as a requirement for funding, must certify that the agency will abide by all pertinent statutory and regulatory requirements. To document these certifications, the signature of the superintendent or designee must be affixed to Part II (page three) of the application.

Mailing

It is the LEA's responsibility to verify that the application has been received by the Language Policy and Leadership Office. Also, we recommend that you use certified mail and keep the receipt to document your mailing date.

Mail (**do not fax**) the application to the address below, **postmarked no later than July 2, 2007,** to:

Veronica Aguila, Administrator
Language Policy and Leadership Office
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901

For assistance with this application, please contact Pamela Lucas, Analyst, Language Policy and Leadership Office (LPLO), at (916) 319-0610 or by e-mail at plucas@cde.ca.gov. If you have any questions regarding the ELAP program, please contact David Almquist, Education Programs Assistant, LPLO, at (916) 323-5124 or by e-mail at dalmquis@cde.ca.gov. You may also visit the California Department of Education ELAP Web site at http://www.cde.ca.gov/sp/el/ii.

PLICATION FOR DERAL ASSISTANCE

2. E SUBMITTED:	Applicant Iden. 09CH9007	
3. DATE RECEIVED BY STATE:	State Application Identifier	
4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier 93-600	

YPE OF SUBMISSION
Application ☐ Construction ☐ Non-Construction
Preapplication ☐ Construction ☐ Non-Construction

APPLICANT INFORMATION

gal Name: Jurupa Unified School District

ganizational DUNS:

ldress:
reet: 4850 Pedley Road

ity: Riverside

ounty: Riverside

tate: CA Zip Code: 92505

ountry: USA

EMPLOYER IDENTIFICATION NUMBER (EIN)
3 3 — 0 7 4 0 0 3 7

Organizational Unit:
Department:
Division:

Name and telephone number of the person to be contacted on matters involving this application (give area code)
Prefix: First Name: Marsha
Middle Name:
Last Name: Willis
Suffix:
Email: mwillis@jusd.k12.ca.us
Phone Number (give area code) 951-360-4149
Fax Number (give area code) 951-360-4155

TYPE OF APPLICATION
☐ New ☒ Continuation ☐ Revision
Revision, enter appropriate letter(s) in box(es): ☐
ther (specify)

7. TYPE OF APPLICANT (enter appropriate letter in box) H
Other (specify)

9. NAME OF FEDERAL AGENCY:
DHHS/ACF

0. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 9 3 . 6 0 0
TITLE (Name of Program): Head Start

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
Head Start Refunding Application

2. AREAS AFFECTED BY PROJECT *(Cities, Counties, States etc.):*
Riverside

3. PROPOSED PROJECT:
tart Date: 10/1/2007 Ending Date: 9/30/2008

14. CONGRESSIONAL DISTRICTS OF:
a. Applicant b. Project

5. ESTIMATED FUNDING

a Federal	$	1,195,813 .00
b Applicant	$	298,954 .00
c State	$	0 .00
d Local	$	0 .00
e Other	$	0 .00
f Program Income	$	0 .00
g Total	$	1,494,767 .00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON
Date

b. NO ☐ PROGRAM IS NOT COVERED BY E.O. 12372
☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
☐ Yes If "Yes," attach an explanation. ☒ No

. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED ' THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

Authorized Representative
refix First Name Elliott Middle Name
ast Name Duchon Suffix
. Title Superintendent c. Telephone number 951-360-4168
. Signature of Authorized Representative e. Date Signed 5/21/2007

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

SF 424B
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM=s Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).

6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (I) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.

7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally

assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

DRUG-FREE WORKPLACE REQUIREMENTS
GRANTEES OTHER THAN INDIVIDUALS

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal of State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will provide a drug-free workplace by:

a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*

b) *Establishing a drug-free awareness program to inform employees about:*

(1) *The dangers of drug abuse in the workplace;*
(2) *The grantee's policy of maintaining a drug-free workplace;*
(3) *Any available drug counseling, rehabilitation, employee assistance programs; and*

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(4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*

c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of be statement required by paragraph (a);*

d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*

(1) *Abide by the terms of the statement; and*
(2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*

e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*

f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*

(1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
(2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*

g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in medicare of medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to $1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;

(b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;

(c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

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CERTIFICATION REGARDING LOBBYING FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

The undersigned certifies to the best of his or her knowledge and belief, that:

(1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty or not less than $10,000 and not more than $100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Signature of Certifying Official — *Date* 5/22/07

Superintendent

Title

Jurupa Unified School District

Applicant Organization

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Delegate Name: Jurupa Unified School District
Program Year: 2007-2008
Head Start

Part IV

CERTIFICATION OF HEAD START ADMINISTRATIVE COSTS

We, "***Riverside County Superintendent of Schools***", have reviewed **45CFR, Part 1301.32** and certify that the development and administrative costs to administer the Riverside County Superintendent of Schools, Head Start Program for the program year 09/01/2007 through 08/31/2008, will not exceed 15 percent of $1,494,767 (total federal and non-federal costs for program accounts 22 through 26).

Documents substantiating administrative costs are available in our files for review by auditor and the U.S. Department of Health and Human Services personnel.

Signature, Certifying Official

5/22/07
Date

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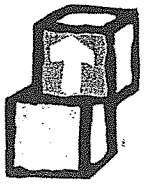

HEAD START REFUNDING APPLICATION NARRATIVE

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A. NEED FOR ASSISTANCE AND GEOGRAPHIC AREA

A.1 Community Assessment Update:

☒ No changes

☐ Yes, the changes to program are described below.

A.2 Geographic Service Area

☒ No changes to services area.

☐ Yes, brief description follows.

B. PROGRAM APPROACH AND EXPECTED BENEFITS

B.1 Status of Agency's Approved Goals and Objectives

☒ No changes to Goals and Objectives

☐ Yes, the changes are described below.

B.2 Description of Progress Achieved in Meeting Agency's Goals and Objectives

Goal: To expand parent education/training opportunities

Objectives: To expand workshops and trainings for parents through community collaboration

Results: Plans were in place for the Coordinator of Healthy Children's Connections to provide trainings for staff and parents on dental curriculum as well as parenting education, and other parent training topics however; the trainings did not materialize due the unexpected de-funding of that program and the early departure of the coordinator. The Head Start program provided parents with information on parent education classes offered at the Rubidoux Community Resource Center and JUSD Adult Education Program. Flyers were distributed and parents were invited to attend Parent and Community Education Fair held at Rubidoux High School in December. As of January 2007, 117 Head Start parents received literacy training and school readiness materials to use at home through collaboration with the JUSD First 5 School Readiness program. Facility availability with appropriate childcare space delayed the scheduling for PRICE parenting, First aid and CPR until spring 2007. The following parent education and training opportunities were offered through site meetings/trainings: eight – nutrition/health/fitness sessions, eight – discipline sessions, eight – child abuse prevention sessions, eight – mental health sessions, eight –

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child growth & development sessions, eight – home learning sessions, and eight – first aid sessions.

Objective: To develop a process for sharing resources with other agencies
Objective: To provide information regarding workshops and classes

Results: The Head Start program receives and regularly distributes to parents the resources and parent education schedule from the Rubidoux Community Resource Center, adult and children's programs provided through local libraries, and JUSD Adult Education program. The anticipated completion in June 2007 of the First 5 School Readiness and Family Resource Center will provide space for meetings/trainings and additional opportunities for parent education. Training opportunities and local access to services for parents will be provided through the Riverside County DPSS Self-Sufficiency and Training Center scheduled to open late summer 2007.

Goal: To continue to develop and implement strategies to further increase children's school readiness skills

Objective: To continue to provide staff development to support classroom instruction and assessment practices

Results: In the fall 2006, all Head Start teaching staff (teachers and aides) attended a full day pre-service training on the Desired Results Developmental Profile-Revised with the focus on planning for assessment and curriculum

Objective: Implement parent trainings and utilize resources to support learning at home

Results: Parents received monthly newsletters, Parents Make the Difference Readiness Edition, Parent Pages with curriculum activities and activity calendars, and Let's Find Out by Scholastic. They also received the resources, Home Is A Learning Center and Helping Your Preschool Child. Materials were purchased to expand the lending library in each classroom.

B.3 Program Improvement Plans for Year Three

To make program improvements that will ensure efficient and effective record-keeping systems, program and support staff will hold monthly staff meetings to review and revise long-range work plans. Program staff will develop weekly work plans for approval by the program supervisor who will monitor the implementation. We will continue to regularly provide monitoring reports to document and provide staff support in meeting screening timelines and timely follow up. Program management will monitor progress to ensure compliance with timelines and that follow up services are documented and completed. Forms and procedures will be reviewed and revised to ensure that the systems are efficient and effective. All

physical exams will include the requirements for the schedule of well childcare as utilized by the EPSDT for California. The program will apply for program improvement funds for site improvement repairs needed at the West Riverside Portable and storage units for supplies and playground equipment.

B.4 Self-Assessment

The agency's self-assessment was conducted in December 2006. In December, the Health Coordinator submitted a written corrective plan of action to address the lack of documentation of blood levels for lead screening. To date, lead results continue to be lacking for approximately 30% of the children. The Health Coordinator will continue to follow the corrective plan of action to collect and document blood level results. Screening logs are run regularly for the Health Coordinator to complete screenings within required time lines and to utilize information for follow up. Not all health files contained required documentation of screening results and there was inconsistent filing of results and parent notification. Missing documentation of screening results and parent notifications have been filed. Health and safety issues identified at each site have been resolved with the exception of repair to the exterior of the Head Start portable at West Riverside and repair of the corner wall tiles at Glen Avon.

B. 5 Changes to Management and Delivery Services

☐ No changes

☒ Yes, brief description follows.
Additional program management staff will be budgeted through increased funding generated by the redistribution of grantee slots to improve the implementation of ongoing program monitoring, training and technical assistance, and disability services.

C. Status of Improving Teacher Qualifications

# of Teachers:	# of Assistant Teachers	# of Home Visitors	# of Classes
10	10	0	10

# of Teachers w/ Associates Degree	# of Teachers w/ Bachelor's Degree	# of Teachers w/ Master's Degree	# of Assistant Teachers w/ Associates Degree	# of Assistant Teachers w/ Bachelor's Degree	# of Assistant Teachers w/ 24 units in ECE/CD	# of Assistant Teachers w/ 6-23 units in ECE/CD
2	6	0	1	1	2	6

D. BUDGET JUSTIFICATION (Budget Monitoring Manager to Provide)

D. BUDGET JUSTIFICATION (Budget Monitoring Manager to Provide)

BUDGET NARRATIVE
BASIC

GENERAL

This application includes the Basic Funding for Head Start of $1,188,915 and the Training and Technical Assistance Funds of $6898 which reflects the 1% decrease in COLA for the Basic Funding. The funding will provide services for 206 children and families. This is an increase of 21 funded slots. The additional 21 slot allocation was made available by the redistribution of the grantee slots.

PERSONNEL

Eleven (11) classroom preschool teachers are providing services for eleven classes at Glen Avon Elementary, Ina Arbuckle Elementary, Pacific Avenue Elementary, Troth Street Elementary, West Riverside Elementary and the School Readiness Center through a part-day program. Work Schedule: 4 ½ hours, 170 days.

Eleven (11) classroom preschool aides are providing services for eleven classes at Glen Avon Elementary, Ina Arbuckle Elementary, Pacific Avenue Elementary, Troth Street Elementary, West Riverside Elementary and the School Readiness Center through a part-day program. Work Schedule: 4 hours, 170 days.

One (1) Supervisor, Head Start/Preschool, is providing 4.8 hours a day to the Head Start Program in the form of supervisory and programmatic services.

One (1) Supervisor, Early Childhood Specialist, is providing services 4.5 hours a day relating to management, education, training and program evaluation.

One (1) Supervisor, Early Childhood Specialist is providing 4 hours a day for training and support services.

One (1) Program Assistant is providing 8 hours a day comprehensive support and technical assistance to program staff, parents and families

One (1) Nurse is providing 4.7 hours per day in medical/dental screening, health, mental health and social service assistance, special needs student documentation and student study team.

One (1) Mental Health Therapist is providing 16 hours per week of mental health therapy services to students and families in the program as well as support staff development.

One (1) Psychologist is providing 4 hours per week of mental health services to students and families in the program as well as support staff development.

Four (4) Bilingual Clerks are providing an average of 24.4 hours each day for ongoing recruitment, registration, reports, budgetary services, data-entry in district and county databases, bilingual support for staff and families, education, nutrition health follow up and translation services for meetings and parent conferences and home visits.

One (1) Secretary/Account Clerk is providing ongoing technical support to site, office and management staff. Organize, participate in recruitment and certification and enrollment of children. Maintain attendance, required reports and budgets. Prepare for staff development trainings, committee meetings as well as policy committee meetings, parent education and trainings.

Extra Hourly

The extra hours for staff (Secretary/Account clerk, translator/clerk/typists, nurse) provide the additional assistance needed to do pre-registration services, completion of beginning and end of year students files and end of the year budgeting.

To maintain the quality of the current program, teachers and aides are provided extra hourly on a regular basis to implement parent contact, social services, lesson plan design, and curriculum development. Yearly staff development is also provided at the beginning of the program year based on our goals and objectives. In order to assist teachers with meeting attendance and coverage for site committee meetings, IEP's and emergencies, substitute time is provided.

FRINGE BENEFITS

All mandated fringe benefits including health and welfare and retirement are included in this budget.

SUPPLIES

Instructional supplies and materials are purchased to support developmentally appropriate activities in the classroom.

Library books are purchased to expand the existing libraries and support a print rich classroom environment.

The printing and laminating of materials for the classroom are yearly expenditure that extends the life of classroom materials and resources. Office supplies furnish the materials for the duplicating and computer equipment as well as notebooks and daily office materials needed for all Head Start centralized staff.

Equipment scheduled for classroom cubbies, tables, phonograph, tape recorders that may not be classified as instructional supplies as well as storage units.

OTHER SUPPLIES

Parent activity monies are placed into the parent activity fund to be disbursed as per Policy Committee written plan by parents for site and district level parent activities. Child care/babysitting, transportation, meeting expenses and parent recognition have in the past constituted expenses from that fund.

Parent service funds provide necessary supplies for site and district level parent meetings (i.e., refreshments, room accommodations, and meeting materials)

Consultants are hired to provide staff and parent Health/Nutrition/Education consultation and trainings. Health, mental health, and nutrition specialists will constitute some of the trainings and technical support provided this year.

Conference funds are used for staff development (county staff training) and parent education.

Staff service funds provide necessary supplies for district level staff meetings (i.e., refreshments, room accommodations and meeting materials).

Medical, dental, and disability services provided to students in the Head Start program vary by student needs. Emergency medical and dental services as well as optometry services (glasses) are also funded depending on the family circumstances.

Telephones in the Head Start classrooms are used for parent contact and resource information.

Meals are provided to all Head Start students, staff, and parent volunteers on a daily basis. A morning or afternoon snack is also furnished. Jurupa Unified School District participates in the National School Lunch program.

Mileage reimbursement is provided for home visits, site observations, and approved trainings.

On-going yearly licensing fees are also budgets.

PART III, SECTION — FISCAL YEAR 07-08

Delegate Agency: Jurupa Unified School District — 09CH9007/006

REFUNDING

FEDERAL SHARE

CATEGORY	DESCRIPTION		07-08
6A Personnel	**(34) Salaries**		
	(11) Teachers		$282,234
	(11) Aides		$134,098
	(1) Supervisor/Program Administration (.60)		$53,072
	(1) Supervisor/Ed Coordinator (.56)		$42,518
	(1) Program Assistant (1.0)		$48,070
	(1) Early Childhood Specialist (.50)		$31,158
	(1) Psychologist (.10)		$9,735
	(1) Secretary/Account Clerk (.30)		$12,114
	(1) Clerk (bilingual) (.80)		$20,292
	(1) Clerk (bilingual) (.75)		$27,459
	(1) Clerk (bilingual) (1.0)		$36,612
	(1) Clerk (bilingual) (.50)		$12,072
	(1) Mental Health Therapist (.10)		$9,735
	(1) Nurse (.65)		$53,549
	Extra Hourly		
	Teacher (Staff Development)		
	3.5 hours x 15 days x 11 teachers	31.6761	$18,293
	Teacher (NRS Assessment Administration)		
	.75 hours x 206 students	31.6761	$4,894
	Teacher (Quality)		
	.5 hr. x 180 days x 11 teachers	31.6761	$31,359
	Aides (15 days)(.5 hr. 180 days x 11)		
	3.5 hours x 15 days x 11 aides	16.9315656	$26,540
	228 hours (Assessment)	16.9315656	$4,718
	Nurse (10 days)		
	8 hours x 10 days	52.54022	$4,203
	Clerk (20 days)		
	8 hours x 20 days x 4 clerks	17.8776	$8,581
	Substitutes (10 days)--Teachers		
	10 days x 11 teachers		$11,000
	Substitutes (10 days)--Aides		
	10 days x 11 Aides		$5,500
	TOTAL PERSONNEL		**$887,806**
6B Fringe Benefits	(16) 3101 State Teachers Retirement System Teachers/Nurse/Psychologist/Mental Health Therapist/Ed Coordinator	0.0825 $397,771.00	$32,815
	(18) 3211 Employer PERS Aides/Clerks/Secretary-Acct Clerks/Supervisor		

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PART III, SECTION				FISCAL YEAR 07-08
Delegate Agency: Jurupa Unified School District				09CH9007/006
	REFUNDING			
		0.09124	$374,947.00	$34,209
	(16) 3221 Employer Paid PERS Aides/Clerks/Secretary-Acct Clerks	0.0700	$321,875.00	$22,531
	(18) 3311 OASDHI Aides/Clerk/Secretary-Acct Clerk/Supervisor	0.06200	$374,947.00	$23,247
	(34) 3501 Unemployment Insurance	0.0005	$887,806.00	$443
	(34) 3601 Worker's Compensation Insurance	0.01698	$887,806.00	$15,075
	(34) Health and Welfare 8 @ 3299=$26392/1 @3659=$3659 6 @ 2934=$17604/2 @ 5,834=$11,660 1 @ 3,248=$3,248/1 @ $3,480=$3,480 1 @ $1750=$1750/1 @ $5834=$5834/2 @ $2919=$5838 1 @ 4376=4376/1 @ 4667=$4667/1 @ $580=$580/1 @ $3,770 1 @ 5800=$5800/1 @ $2900/1 @ $2934/2@$3,100/1@$2917			$107,783
	(26) 3321 Medicare	0.0145	$887,806.00	$12,873
	TOTAL FRINGE BENEFITS			**$248,976**
6D Equipment	Equipment Over $5,000			$0
	TOTAL EQUIPMENT			**$0**
6E Supplies	Instructional Supplies (per class)	$1,250.00	11	$13,750
	Library/Reference/Training Books	$50.00	11	$550
	Printing	$50.00	11	$550
	Laminating (per month)	$15	11	$165
	Office Supplies (per month)	$250	11	$2,750
	Equipment under $500 Bookcases, storage cabinet, monitor			$10,487
	Equipment over $500-5,000			$1,000

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PART III, SECTION				FISCAL YEAR 07-08
Delegate Agency: Jurupa Unified School District	REFUNDING			09CH9007/006
	TOTAL SUPPLIES			**$29,252**
6F Contractural	Bldg./Site Improvement			$0
	TOTAL CONTRACTURAL			**$0**
6H Other Supplies	Parent Activities (per month)	$100.00	11	$1,100
	Parent Services/Meeting Supplies			$500
	Consultants (Nutritionist/Parent Education)			$5,000
	Conference (Staff/Parents)			$1,000
	Medical/Dental Services			$2,000
	Printing (per month)	$50	11	$550
	Rents/Leases--Copier			$1,466
	Telephones (per month)	$50	11	$550
	Meals cost above USDA reimbursement 22 adults x $2.00 per day x 148 days=$6512 Snacks -100 children x .6228 x 148 days=$9217			$15,729
	Mileage (per mile)	$0.48	800	$384
	Maintenance Services			$1,000
	Licensing Fees (Aggregate)			$500
	TOTAL OTHER			**$29,779**
	GRAND TOTAL			**$1,195,813**

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E. APPROVALS (cont.)

E.3 Assurances

INSERT ASSURANCES HERE

Assurances:
Non-Construction Program
Drug Free Workplace
Certification Regarding Environmental Tobacco Smoke
Certification Regarding Debarment and Suspension
Certification Regarding Lobbying
Certification of Administrative Costs
Certification Salary CAP (GABI)

F. Training and Technical Assistance Plan

F.1 Approach to Training:

The program's approach to training and activities will show a direct linkage to program goals and objectives to expand parent education/training and the development and implementation of strategies to further increase children's school readiness skills. Results of current parent surveys continue to identify the need for parent needs of children. The linkage of training and technical assistance to the program goals and objectives and program needs will be accomplished through providing resources and training for program staff that directly support classroom strategies with extensions for parent training and home learning activities.

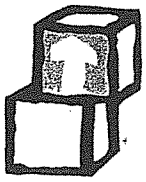
F. 2 Planning Process:

To develop the training, technical assistance and staff development plan the following items of program documentation were reviewed: staff surveys, parent surveys, self-assessment, formal and informal monitoring reports, and DRDP-R assessments. Program management staff prioritized the findings based on the elements of the program's training approach and determined that the funds for training, technical assistance and staff development will be used to support classroom staff with training and resources to enhance children's school readiness skills. The emphasis will be on developing social and emotional competence by implementing a curriculum that supports Head Start outcomes, social and emotional areas of the NRS and personal and social competence measures on the DRDP-R. The plan builds on the previous staff development and training plan focusing on mental health strategies and implementation of the comprehensive approach to challenging behaviors. The curriculum includes linkage to other curriculum areas as well as parent support and take-home activities. Progress of curriculum implementation will be monitored by review of lesson plans. Monitoring of the children's development of social and personal competence will be substantiated by review of DRDP-R gains.

F.3 T&TA Plan Specifics (See Attachment)

Head Start/Early Head Start

Training and Technical Assistance Request



Agency Name: Jurupa Unified School District **Contact Name:** Marsha Willis

Phone Number: (951) 360-4149 **Fax Number:** (951) 360-4155

(1) Select One

- ☒ Training
- ☐ Technical Assistance

(2) Select Priority

- ☐ Category I – Mandated Training
- ☒ Category II – Program Quality Improvement
- ☐ Category III - Program Enhancement

(3) Training or Technical Assistance Priority
Developing children's social and personal competence to enhance school readiness skills.

(4) Timelines
October, 2007

(5) Data That Supports Need
Initial DRDP-R assessment indicates 43% of children at exploring levels and 36% at developing levels on personal and social skills on DRDP-R. Parents survey responses for parent education ranked by priority child behavior, individual needs of children self-esteem and child growth and development. Topic Interest survey competed by parents indicate a priority for discipline training/information.

(6) Training or Technical Assistance Description
Purchases, training and implementation of curriculum to promote alternative thinking strategies: to develop interpersonal problem solving skills, self control, self-esteem, peer relations and emotional understanding.

(7) Expected Result (s)
Increased personal and social skill competence in children and safer supportive learning environment.

(8) Participants
Head Start program staff

(9) Delivery Strategy for Training or Technical Assistance
Staff development training

(10) Change Expected/Measurement of Change
Evaluate gains in social and personal measures on DRDP-R

(11) Sustainability
Adequate curriculum materials and activities for full program year implementation.

(12) Budgeted Cost $6898

GRANT APPLICATION REPORT

Basic HS Grant Application
09CH9007 / 006 / 2008

Jurupa Unified School District

Program Approach Form

I. Funded Enrollment			
1. Funded enrollment by program option:			
Center-based enrollment	206	Number of Pregnant Women:	0
Home-based enrollment	0		
Combination option enrollment	0		
Family child care enrollment	0		
Other option enrollment	0		
Total Enrollment	206		

II. Program Schedule						
1. Program schedule number	1					
2. Program option identification	CB					
3. Funded enrollment	206					
Complete #4-9 for center-based, family child care, combination, and other options						
4a. Number of classes/groups/family child care settings	11					
4b. Double session	No					
5. Number of hours of classes/groups/FCC settings per child, per day	3.5					
6. Number of days of classes/groups/FCC settings per child, per week	4					
7. Number of days of classes/groups/FCC settings per child, per year	148					
8. Number of home visits per child, per year	2					
9. Number of hours per home visit	1.5					
Complete #10-13 for home-based options						
10. Number of home visits per child, per year						
11. Number of hours per home visit						
12. Number of hours per home-based socialization experience						

II. Program Schedule					
13. Number of home-based socialization experiences per child, per year					

2007-2008 Head Start Calendar

(Fill in Prog. Option) Head Start (Fill in)

LEGAL NAME OF AGENCY: Jurupa Unified School District

September 2007

SU	M	T	W	TH	F	SA
						1
2	◯	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Days of Operation: 7
Staff Days 5

October 2007

SU	M	T	W	TH	F	SA
	1	2	3	4	S	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	S	27
28	29	30	31			

Days of Operation: 21
Staff Days 2

November 2007

SU	M	T	W	TH	F	SA
				1	S	3
4	5	6	7	S	S	10
11	◯	13	14	15	16	17
18	TB	TB	◯	◯	◯	24
25	26	27	28	29	30	

Days of Operation: 13
Staff Days 3

December 2007

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	S	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	◯	◯	WB	WB	WB	29
30	◯					

Days of Operation: 14
Staff Days 1

January 2008

SU	M	T	W	TH	F	SA
		◯	WB	WB	WB	5
6	7	8	9	10	S	12
13	14	15	16	17	18	19
20	◯	22	23	24	S	26
27	28	29	30	31		

Days of Operation: 16
Staff Days 2

February 2008

SU	M	T	W	TH	F	SA
					S	2
3	4	5	6	7	8	9
10	◯	12	13	14	15	16
17	◯	19	20	21	S	23
24	25	26	27	28	29	

Days of Operation: 17
Staff Days 2

March 2008

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	S	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	S	29
30	31					

Days of Operation: 19
Staff Days 2

April 2008

SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	SB	SB	SB	SB	SB	12
13	14	15	16	17	18	19
20	21	22	23	24	S	26
27	28	29	30			

Days of Operation: 16
Staff Days 1

May 2008

SU	M	T	W	TH	F	SA
				1	S	3
4	5	6	7	8	9	10
11	12	13	14	15	S	17
18	19	20	21	22	23	24
25	◯	27	28	29	S	31

Days of Operation: 18
Staff Days 3

June 2008

SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	S	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days of Operation: 7
Staff Days 1

July 2008

SU	M	T	W	TH	F	SA
		1	2	3	◯	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days of Operation: ____
Staff Days ____

August 2008

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days of Operation: ____
Staff Days ____

Student days
X Office Closed
Spring Break (Fill in)

◯ Holiday
T Training
S Staff Days

Total Child Days: 148
Total Staff Days: 22

Rev 12/6/06

Attachment C

H Pg. 24

Delegate: Jurupa Unified School District
Contract Number: 09CH9007-

Identification of Head Start/State Preschool/Center-Based Programs

Length of Operating Year: (Must Agree with Calendar)

First Day of Class: 9/20/07 **Last Day of Class:** 6/10/08

Total Number of Delegate Sites: 5 **Total Number of Delegate Classes:** 11

Center Name	Street Address City, State, Zip Phone, FAX	Days/hours of Operation	No. of Classes	Service Options	Funded Slots
Glen Avon Elementary	4352 Pyrite Street Riverside, CA 92509 PH: 951 360-2760 FX: 951 685-6938	148/3.5	1	Head Start	19
Pacific Avenue Elementary	6110 45th Street Riverside, CA 92509 PH: 951 222-7870 FX: 951 684-4540	148/3.5	2	Head Start	38
Ina Arbuckle Elementary	3600 Packard Street Riverside, CA 92509 PH: 951 222-7788 FX: 951 369-3913	148/3.5	4	Head Start	73

Delegate: Jurupa Unified School District
Contract Number: 09CH9007-

Center Name	Street Address City, State, Zip Phone, FAX	Days/hours of Operation	No. of Classes	Service Options	Funded Slots
West Riverside Elementary	3972 Riverview Drive Riverside, CA 92509 PH: 951 222-7759 FX: 951 781-6873	148/3.5	2	Head Start	38
Troth Street Elementary	5565 Troth Street Mira Loma, CA 91752 PH: 951 360-2866 FX: 951 360-5342	148/3.5	1	Head Start	19
Readiness Center	5960 Mustang Lane Riverside, CA 92509 PH: 951 FX: 951	148/3.5	1	Head Start	19

JURUPA USD 09CH9007/006 DESCRIPTION	DELEGATE AGENCIES BASIC OPERATING BUDGET	DELEGATE AGENCIES DISABILITIES OPERATING BUDGET	DELEGATE AGENCIES T & TA OPERATING BUDGET	DELEGATE AGENCIES COLA OPERATING BUDGET	DELEGATE AGENCIES QUALITY OPERATING BUDGET	DELEGATE AGENCIES TOTAL OPERATING BUDGET	PROGRAM COSTS	ADM. COSTS	ADM. %
FEDERAL									
TEACHERS	$ 282,234	$ -	$ -			$ 282,234	$ 282,234		
TEACHERS EXTRA HOURLY	$ 54,546					$ 54,546	$ 54,546		
TEACHER - SUBS.	$ 11,000	$ -	$ -	$ -	$ -	$ 11,000	$ 11,000		
SITE SUPERVISOR	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
DIRECTOR	$ -	$ -	$ -	$ -	$ -	$ -		$ -	100%
HEALTH SALARIES/NURSE/PSYCHOLOGIST	$ 64,153	$ 8,866	$ -	$ -		$ 73,019	$ 73,019		
NURSE EXTRA HOURLY	$ 4,203	$ -	$ -	$ -	$ -	$ 4,203	$ 4,203		
INSTRUCTIONAL ASST.	$ 134,098		$ -	$ -		$ 134,098	$ 134,098		
INSTR. ASST. EXTRA HOURLY	$ 31,258	$ -	$ -	$ -		$ 31,258	$ 31,258		
INST. ASST. - SUBS.	$ 5,500	$ -	$ -	$ -	$ -	$ 5,500	$ 5,500		
SUPERVISOR/ED COORD(.56/.50)PROG (.60	$ 124,248	$ 2,500				$ 126,748	$ 87,456	$ 39,292	31%
PROGRAM MANAGER	$ 48,070					$ 48,070	$ 24,035	$ 24,035	50%
OFFICE CLERKS	$ 95,435	$ 1,000	$ -	$ -		$ 96,435	$ 48,217	$ 48,218	50%
SECRETARIES	$ 12,114	$ -	$ -	$ -	$ -	$ 12,114	$ 3,028	$ 9,086	75%
ACCOUNTING CLERKS	$ -	$ -	$ -	$ -	$ -	$ -		$ -	
CLERKS OVERTIME	$ 8,581	$ -	$ -	$ -	$ -	$ 8,581	$ 4,290	$ 4,291	50%
CUSTODIANS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
FOOD SERVICE WORKER	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
CLASS. PROG. DEV. SPEC.	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
COMMUNITY ASSISTANCE	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
6A. PERSONNEL	$ 875,440	$ 12,366	$ -	$ -	$ -	$ 887,806	$ 762,884	$ 124,922	14%
STRS - TEACHERS	$ 32,815		$ -			$ 32,815	$ 32,815		
STRS - OTHER	$ -		$ -	$ -	$ -	$ -	$ -	$ -	
PERS - INST. ASST.	$ 15,087		$ -	$ -		$ 15,087	$ 15,087		
PERS/EPAID - INST. ASST.	$ 11,139		$ -	$ -		$ 11,139	$ 11,139		0%
PERS - OTHER	$ 19,122		$ -	$ -	$ -	$ 19,122	$ 11,473	$ 7,649	40%
PERS/EPAID - OTHER	$ 11,392	$ -	$ -	$ -	$ -	$ 11,392	$ 6,835	$ 4,557	40%
FICA - INST. ASST.	$ 11,574		$ -	$ -		$ 11,574	$ 11,574	$ -	0%
FICA - OTHER	$ 11,673	$ -	$ -	$ -	$ -	$ 11,673	$ 7,004	$ 4,669	40%
MEDICARE - TEACHER/ INST. ASST.	$ 5,446		$ -			$ 5,446	$ 5,446	$ -	0%
MEDICARE - OTHER	$ 7,427	$ -	$ -	$ -	$ -	$ 7,427	$ 4,456	$ 2,971	40%
H & W - TEACHERS/ INST. ASST.	$ 71,116		$ -		$ -	$ 71,116	$ 71,116	$ -	0%
H & W - OTHER	$ 36,667	$ -	$ -		$ -	$ 36,667	$ 22,000	$ 14,667	40%
UNEMP. INS. - TEACHER/ INST. ASST.	$ 259		$ -			$ 259	$ 259	$ -	0%
UNEMP. INS. - OTHER	$ 184	$ -	$ -	$ -	$ -	$ 184	$ 110	$ 74	40%
WRKRS. COMP. - TEACHER/ INST. ASST.	$ 8,806		$ -			$ 8,806	$ 8,806	$ -	0%
WRKRS. COMP. - OTHER	$ 6,269	$ -	$ -	$ -	$ -	$ 6,269	$ 3,761	$ 2,508	40%
6B. BENEFITS	$ 248,976	$ -	$ -	$ -	$ -	$ 248,976	$ 211,882	$ 37,094	15%
TRAVEL-OUT-OF-COUNTY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
6C. TRAVEL	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	

JURUPA USD 09CH9007/006 DESCRIPTION	DELEGATE AGENCIES BASIC OPERATING BUDGET	DELEGATE AGENCIES DISABILITIES OPERATING BUDGET	DELEGATE AGENCIES T & TA OPERATING BUDGET	DELEGATE AGENCIES COLA OPERATING BUDGET	DELEGATE AGENCIES QUALITY OPERATING BUDGET	DELEGATE AGENCIES TOTAL OPERATING BUDGET	PROGRAM COSTS	ADM. COSTS	ADM. %
EQUIPMENT OVER $5000		$ -	$ -	$ -	$ -				
5D. EQUIPMENT	$ -	$ -	$ -	$ -	$ -	$ -	$ -		0%
NSTRUCTIONAL SUPPLIES	$ 9,015	$ 500	$ 5,500	$ -	$ -	$ 15,015	$ 15,015		
PERIODICALS/MAGAZINES - INSTR.	$ -		$ -	$ -	$ -	$ -	$ -		
CONFERENCE SUPPLIES INST.	$ -		$ -	$ -	$ -	$ -	$ -		
POSTAGE	$ -		$ -	$ -	$ -	$ -		$ -	
OFFICE SUPPLIES	$ 2,750		$ -	$ -	$ -	$ 2,750		$ 2,750	100%
MEDICAL SUPPLIES	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
PERIODICALS/MAGAZINES	$ -	$ -	$ -	$ -	$ -	$ -		$ -	
MAINTENANCE SUPPLIES	$ -		$ -	$ -	$ -	$ -	$ -	$ -	
FOOD SERVICE SUPPLIES	$ -		$ -	$ -	$ -	$ -	$ -		
EQUIPMENT ($500-$5000)	$ 1,000	$ -	$ -	$ -	$ -	$ 1,000	$ 500	$ 500	50%
EQUIPMENT UNDER $500	$ 10,487	$ -	$ -	$ -	$ -	$ 10,487	$ 10,487		
5E. SUPPLIES	$ 23,252	$ 500	$ 5,500	$ -	$ -	$ 29,252	$ 26,002	$ 3,250	11%
FAMILY LITERACY CONTRACTS	$ -		$ -	$ -	$ -	$ -			
MENTAL HEALTH CONTRACTS	$ -		$ -	$ -	$ -	$ -			
CERTIFICATE PROGRAM	$ -		$ -	$ -	$ -	$ -	$ -		
SITE IMPROVEMENT	$ -		$ -	$ -	$ -	$ -			
BLDG./SITE IMPROVEMENT			$ -	$ -	$ -				
5F CONTRACTUAL	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0%
SITE IMPROVEMENT	$ -		$ -	$ -	$ -	$ -			
BUILDING IMPROVEMENT	$ -		$ -	$ -	$ -	$ -			
5G. CONSTRUCTION	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0%

JURUPA USD 09CH9007/006 DESCRIPTION	DELEGATE AGENCIES BASIC OPERATING BUDGET	DELEGATE AGENCIES DISABILITIES OPERATING BUDGET	DELEGATE AGENCIES T & TA OPERATING BUDGET	DELEGATE AGENCIES COLA OPERATING BUDGET	DELEGATE AGENCIES QUALITY OPERATING BUDGET	DELEGATE AGENCIES TOTAL OPERATING BUDGET	PROGRAM COSTS	ADM. COSTS	ADM. %
OOD	$ 15,729		$ -	$ -	$ -	$ 15,729	$ 15,729		
MILEAGE	$ 384		$ -	$ -	$ -	$ 384	$ 384		0%
RAVEL-IN-COUNTY			$ -	$ -	$ -	$ -			
STAFF DEVELOPMENT	$ 500	$ 500	$ -			$ 1,000	$ 950	$ 50	5%
GAS	$ -		$ -	$ -	$ -	$ -			
ELECTRICITY	$ -		$ -	$ -	$ -	$ -			
VATER	$ -		$ -	$ -	$ -	$ -			
TELEPHONE/PAGER	$ 550		$ -	$ -	$ -	$ 550	$ 350	$ 200	
RENT/LEASE - LAND/BUILDING	$ -		$ -	$ -	$ -	$ -			
RENT/LEASE - EQUIPMENT	$ 1,466	$ -	$ -	$ -	$ -	$ 1,466	$ 1,056	$ 410	28%
REPAIRS BY VENDOR	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
MAINTENANCE SERVICES	$ 1,000		$ -	$ -	$ -	$ 1,000	$ 1,000		
DUPLICATING SERVICES	$ 550		$ -	$ -	$ -	$ 550	$ 300	$ 250	45%
CONSULTANTS	$ 3,602	$ -	$ 1,398	$ -	$ -	$ 5,000	$ 5,000		
DOCTORS	$ 1,000	$ -	$ -	$ -	$ -	$ 1,000	$ 1,000		
DENTISTS	$ 1,000	$ -	$ -	$ -	$ -	$ 1,000	$ 1,000		
FINGERPRINTS	$ 500		$ -	$ -	$ -	$ 500		$ 500	100%
FIELD TRIPS	$ -		$ -	$ -	$ -	$ -	$ -		
AUDIT	$ -		$ -	$ -	$ -	$ -		$ -	
ADVERTISEMENT	$ -		$ -	$ -	$ -	$ -		$ -	
PARENT ACTIVITY FUND	$ 1,100		$ -	$ -	$ -	$ 1,100	$ 1,100		
PARENT TRAINING	$ 500					$ 500	$ 500		
SH. OTHER	$ 27,881	$ 500	$ 1,398	$ -	$ -	$ 29,779	$ 28,369	$ 1,410	5%
TOTAL FEDERAL EXPENSES	$ 1,175,549	$ 13,366	$ 6,898	$ -	$ -	$ 1,195,813	$ 1,029,137	$ 166,676	13.9%
NON FEDERAL									
PERSONNEL	$ 165,224			$ -		$ 165,224	$ 162,253	$ 2,971	2%
FRINGE BENEFITS	$ -			$ -	$ -	$ -			
TRAVEL						$ -			
EQUIPMENT						$ -			
SUPPLIES						$ -			
OTHER - SPECIFY	$ 133,730	0				$ 133,730	$ 123,952	$ 9,778	7%
TOTAL NON FEDERAL	$ 298,954	$ -	$ -	$ -	$ -	$ 298,954	$ 286,205	$ 12,749	4%
TOTAL FEDERAL AND NON FEDERAL	$ 1,474,503	$ 13,366	$ 6,898	$ -	$ -	$ 1,494,767	$ 1,315,342	$ 179,425	12.0%

H Att. 29

BUDGET INFORMATION -Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Program Operation	93.600			$1,188,915.00	$298,954.00	$1,487,869.00
2. T&TA	93.600			$6,898.00		$6,898.00
3.						
4.						
5. Totals				$1,195,813.00	$298,954.00	$1,494,767.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Program Operation	(2) T&TA	(3)	(4)	
a. Personnel	$887,806.00				$887,806.00
b. Fringe Benefits	$248,976.00				$248,976.00
c. Travel					
d. Equipment					
e. Supplies	$23,752.00	$5,500.00			$29,252.00
f. Contractual					
g. Construction					
h. Other	$28,381.00	$1,398.00			$29,779.00
i Total Direct Charges (sum of 6a - 6h)	$1,188,915.00	$6,898.00			$1,195,813.00
j. Indirect Costs					
k. TOTALS (sum of 6a - 6j)	$1,188,915.00	$6,898.00			$1,195,813.00
7. Program Income					

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Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. NFS	$298,954.00			$298,954.00
9.				
10.				
11.				
12. TOTAL (sum of lines 8-11)	$298,954.00			$298,954.00

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$1,195,813.00	$298,953.00	$298,953.00	$298,953.00	$298,954.00
14. Non-Federal	$298,954.00	$74,738.00	$74,738.00	$74,738.00	$74,740.00
15. TOTAL (sum of lines 13 -14)	$1,494,767.00	$373,691.00	$373,691.00	$373,691.00	$373,694.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.				
17.				
18.				
19.				
20. TOTAL (sum of lines 16-19)				

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	22. Indirect Charges:
23. Remarks:	

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Line Item Budget For Head Start and Early Head Start

	Line Item	HS/EHS Cost for Program	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Persons Employed
a. PERSONNEL					
Child Health and Developmental Services Personnel					
1	Program Managers & Content Area Experts	$71,176	$0	$0	2.00
2	Teachers/Infant Toddler Teachers	$347,780	$0	$0	11.00
3	Family Child Care Personnel				
4	Home Visitors				
5	Teacher Aides & Other Education Personnel	$170,856	$0	$0	11.00
6	Health/Mental Health Services Personnel	$68,356	$0	$0	2.00
7	Disabilities Services Personnel	$11,366	$0	$0	1.00
8	Nutrition Services Personnel				
9	Other Child Services Personnel	$0	$0	$8,075	8.00
Family and Community Partnerships Personnel					
10	Program Managers & Content Area Experts	$24,035	$0	$0	1.00
11	Other Family & Community Partnerships Personnel				
Program Design and Management Personnel					
12	Executive Director/Other Supervisor of HS Director				
13	Head Start/Early Head Start Director				
14	Managers	$77,107	$0	$0	1.00
15	Staff Development				

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Persons Employed
16	Clerical Personnel	$117,130	$0	$0	4.00
17	Fiscal Personnel	$0	$0	$871	1.00
18	Other Administrative Personnel				

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Persons Employed
Other Personnel					
19	Maintenance Personnel	$0	$0	$13,390	8.00
20	Transportation Personnel				
21	Other Personnel	$0	$0	$539	1.00
TOTAL PERSONNEL (6a)		$887,806	$0	$22,875	51.00

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
b. FRINGE BENEFITS				
1	Social Security(FICA), State Disability, Unemployme	$38,765	$0	$6,590
2	Health/Dental/Life Insurance	$107,783	$0	$4,046
3	Retirement	$89,555	$0	$0
4	Other Fringe	$12,873	$0	$0
TOTAL FRINGE BENEFITS (6b)		$248,976	$0	$10,636
c. TRAVEL				
1	Staff Out-Of-Town Travel			
TOTAL TRAVEL (6c)				
d. EQUIPMENT				
1	Office Equipment			
2	Classroom/Outdoor/Home-based/FCC			
3	Vehicle Purchase			
4	Other Equipment			
TOTAL EQUIPMENT (6d)				
e. SUPPLIES				
1	Office Supplies	$2,750	$0	$0
2	Child and Family Services Supplies	$9,515	$5,500	$0

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
3	Food Services Supplies			
4	Other Supplies	$11,487	$0	$0
TOTAL SUPPLIES (6e)		$23,752	$5,500	$0

f. CONTRACTUAL				
1	Administrative Services(e.g.,Legal, Accounting)			
2	Health/Disabilities Services			
3	Food Service			
4	Child Transportation Services			
5	Training & Technical Assistance			
6	Family Child Care			
7	Delegate Agency Costs			
8	Other Contracts			
TOTAL CONTRACTUAL (6f)				

g. CONSTRUCTION				
1	New Construction			
2	Major Renovation			
3	Acquisition of Buildings/Modular Unites			
TOTAL CONSTRUCTION (6g)				

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
h. OTHER				
1	Depreciation/Use Allowance	$0	$0	$100,219
2	Rent	$1,466	$0	$0
3	Mortgage			
4	Utilities, Telephone	$550	$0	$0
5	Building & Child Liability Insurance			
6	Building Maintenance/Repair and Other Occupancy	$1,000	$0	$0
7	Incidental Alterations/Renovations			
8	Local Travel	$384	$0	$0
9	Nutrition Services	$15,729	$0	$0
10	Child Services Consultants	$3,602	$1,398	$5,535
11	Volunteers	$0	$0	$150,912
12	Substitutes (if not paid benefits)			
13	Parent Services	$1,600	$0	$8,777
14	Accounting & Legal Services			
15	Publications/Advertising/Printing	$550	$0	$0
16	Training or Staff Development	$1,000	$0	$0
17	Other	$2,500	$0	$0
TOTAL OTHER (6h)		$28,381	$1,398	$265,443

Line Item Budget For Head Start and Early Head Start

Line Item	HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
i. TOTAL DIRECT CHARGES	$1,188,915	$6,898	$298,954
j. INDIRECT COSTS			
k. TOTALS - ALL BUDGET CATEGORIES	$1,188,915	$6,898	$298,954

Other Cash and In-kind Funding Sources

Other Cash and In-Kind Funding Sources			Value
Federal Funding			
1.	Federal Child Development and Child Care funds		$0
2.	USDA Funds for Nutrition Services		$31,598
3.	Other Federal Funding	( )	$0
State Funding			
4.	State Preschool Programs		$0
5.	Other State Funding	( )	$0
Local Government Funding			
6.	School District Funding		$0
7.	Other Local Government Funding	( )	$0
Other Funding			
8.	Tribal Government Funding		$0
9.	Fund-raising Activities		$0
10.	Other	( )	$0
	TOTAL		$31,598

GABI - Grant Detail Report
05/22/2007

Grant / Delegate:	09CH9007 / 6
Name:	Jurupa Unified School District
Fiscal Yr:	2008
Grant Type	Basic HS Grant Application

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Key Features

1. Number of Delegates		0
2. Budget Period:	10/01/2007 to	9/30/2008
3. Funding Level:		
Program Operations:		$1,188,915
T&TA:		$6,898
NFS Cash & In-Kind:		$298,954
Total:		$1,494,767
4. Other Funds:		
(A) USDA Funds:		$31,598
(B) Other Funds:		$0
5. Total Funded Enroll by Prog Option:		
(A) Center-Based Enrollment		206
(B) Home-Based Enrollment:		0
(C) Combination Enrollment		0
(D) Family Child Care Enrollment		0
(E) Expectant Mothers in EHS:		0
(F) Other Enrollment:		0

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Summary of Budget Categories

	PO	T&TA	NFS
a. PERSONNEL	$887,806	$0	$22,875
b. FRINGE BENEFITS	$248,976	$0	$10,636
c. TRAVEL	$0	$0	$0
d. EQUIPMENT	$0	$0	$0
e. SUPPLIES	$23,752	$5,500	$0
f. CONTRACTUAL	$0	$0	$0
g. CONSTRUCTION	$0	$0	$0
h. OTHER	$28,381	$1,398	$265,443
i. TOTAL DIRECT CHARGES	$1,188,915	$6,898	$298,954
j. INDIRECT COSTS	$0	$0	$0
TOTAL COSTS	$1,188,915	$6,898	$298,954

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Program Schedules

#1-3 for all groups of children

1. Program schedule number	1
2. Program option identification	CB
3. Funded enrollment	206

#4-9 for CB, FCC, combination, and other options

4a. Number of classes/groups/family child care settings	11
4b. Double session	No
5. Number of hours of classes/groups/FCC settings per child, per day	3.5
6. Number of days of classes/groups/FCC settings per child, per week	4
7. Number of days of classes/groups/FCC settings per child, per year	148
8. Number of home visits per child, per year	2
9. Number of hours per home visit	1.5

#10-13 for home-based options

10. Number of home visits per child, per year	
11. Number of hours per home visit	
12. Number of hours per home-based socialization experience	
13. Number of home-based social experiences per child, per year	

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Budget Line Items

a. PERSONNEL: Child Health and Developmental Services Personnel

Description	PO Total	PO $/Child	T&TA Total	T&TA $/Child	NFS Total	NFS $/Child	Admin Costs Total	Admin Costs $/Child	Staff
1. Program Managers & Content	$71,176	$346	$0	$0	$0	$0	$0	$0	2.00
2. Teachers/Infant Toddler Teachers	$347,780	$1,688	$0	$0	$0	$0	$0	$0	11.00
5. Teacher Aides & Other Education	$170,856	$829	$0	$0	$0	$0	$0	$0	11.00
6. Health/Mental Health Services	$68,356	$332	$0	$0	$0	$0	$0	$0	2.00
7. Disabilities Services Personnel	$11,366	$55	$0	$0	$0	$0	$0	$0	1.00
9. Other Child Services Personnel	$0	$0	$0	$0	$8,075	$39	$0	$0	8.00
Sub Total	$669,534	$3,250	$0	$0	$8,075	$39	$0	$0	35.00

a. PERSONNEL: Family and Community Partnerships Personnel

Description	PO Total	PO $/Child	T&TA Total	T&TA $/Child	NFS Total	NFS $/Child	Admin Costs Total	Admin Costs $/Child	Staff
10. Program Managers & Content	$24,035	$117	$0	$0	$0	$0	$0	$0	1.00
Sub Total	$24,035	$117	$0	$0	$0	$0	$0	$0	1.00

a. PERSONNEL: Program Design and Management Personnel

Description	PO Total	PO $/Child	T&TA Total	T&TA $/Child	NFS Total	NFS $/Child	Admin Costs Total	Admin Costs $/Child	Staff
14. Managers	$77,107	$374	$0	$0	$0	$0	$38,554	$187	1.00
16. Clerical Personnel	$117,130	$569	$0	$0	$0	$0	$58,565	$284	4.00
17. Fiscal Personnel	$0	$0	$0	$0	$871	$4	$871	$4	1.00

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Budget Line Items

Sub Total	$194,237	$943	$0	$0	$871	$4	$97,990	$476	6.00

a. PERSONNEL: Other Personnel

	PO		T&TA		NFS		Admin Costs		Staff
Description	Total	$/Child	Total	$/Child	Total	$/Child	Total	$/Child	
19. Maintenance Personnel	$0	$0	$0	$0	$13,390	$65	$670	$3	8.00
21. Other Personnel	$0	$0	$0	$0	$539	$3	$0	$0	1.00
Sub Total	$0	$0	$0	$0	$13,929	$68	$670	$3	9.00
PERSONNEL Total	$887,806	$4,310	$0	$0	$22,875	$111	$98,659	$479	51.00

b. FRINGE BENEFITS

	PO		T&TA		NFS		Admin Costs		Staff
Description	Total	$/Child	Total	$/Child	Total	$/Child	Total	$/Child	
1. Social Security(FICA), State	$38,765	$188	$0	$0	$6,590	$32	$4,912	$24	0.00
2. Health/Dental/Life Insurance	$107,783	$523	$0	$0	$4,046	$20	$12,111	$59	0.00
3. Retirement	$89,555	$435	$0	$0	$0	$0	$9,699	$47	0.00
4. Other Fringe	$12,873	$62	$0	$0	$0	$0	$1,394	$7	0.00
Sub Total	$248,976	$1,209	$0	$0	$10,636	$52	$28,116	$136	0.00
FRINGE BENEFITS Total	$248,976	$1,209	$0	$0	$10,636	$52	$28,116	$136	0.00

e. SUPPLIES

	PO		T&TA		NFS		Admin Costs		Staff
Description	Total	$/Child	Total	$/Child	Total	$/Child	Total	$/Child	
1. Office Supplies	$2,750	$13	$0	$0	$0	$0	$2,750	$13	0.00
2. Child and Family Services	$9,515	$46	$5,500	$27	$0	$0	$0	$0	0.00
4. Other Supplies	$11,487	$56	$0	$0	$0	$0	$0	$0	0.00

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Budget Line Items

Sub Total	$23,752	$115	$5,500	$27	$0	$0	$2,750	$13	0.00
SUPPLIES Total	$23,752	$115	$5,500	$27	$0	$0	$2,750	$13	0.00

h. OTHER

	PO		T&TA		NFS		Admin Costs		Staff
Description	Total	$/Child	Total	$/Child	Total	$/Child	Total	$/Child	
1. Depreciation/Use Allowance	$0	$0	$0	$0	$100,219	$487	$5,011	$24	0.00
2. Rent	$1,466	$7	$0	$0	$0	$0	$73	$0	0.00
4. Utilities, Telephone	$550	$3	$0	$0	$0	$0	$28	$0	0.00
6. Building Maintenance/Repair and	$1,000	$5	$0	$0	$0	$0	$50	$0	0.00
8. Local Travel	$384	$2	$0	$0	$0	$0	$0	$0	0.00
9. Nutrition Services	$15,729	$76	$0	$0	$0	$0	$0	$0	0.00
10. Child Services Consultants	$3,602	$17	$1,398	$7	$5,535	$27	$0	$0	0.00
11. Volunteers	$0	$0	$0	$0	$150,912	$733	$0	$0	0.00
13. Parent Services	$1,600	$8	$0	$0	$8,777	$43	$0	$0	0.00
15. Publications/Advertising/Printing	$550	$3	$0	$0	$0	$0	$275	$1	0.00
16. Training or Staff Development	$1,000	$5	$0	$0	$0	$0	$0	$0	0.00
17. Other	$2,500	$12	$0	$0	$0	$0	$0	$0	0.00
Sub Total	$28,381	$138	$1,398	$7	$265,443	$1,289	$5,437	$26	0.00
OTHER Total	$28,381	$138	$1,398	$7	$265,443	$1,289	$5,437	$26	0.00

	PO		T&TA		NFS		Admin Costs		
	Total	$/Child	Total	$/Child	Total	$/Child	Total	$/Child	Staff
Grand Total	$1,188,915	$5,771	$6,898	$33	$298,954	$1,451	$134,962	$655	51.00

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Costs By Function (Functional Costs are rounded to whole dollars and totals maybe off by $1.00)

a. PERSONNEL: Child Health and Developmental Services Personnel

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
1. Program Managers & Content	$0	$17,794	$17,794	$17,794	$0	$17,794	$0	$0	$0	$71,176
2. Teachers/Infant Toddler	$0	$347,780	$0	$0	$0	$0	$0	$0	$0	$347,780
5. Teacher Aides & Other Education	$0	$170,856	$0	$0	$0	$0	$0	$0	$0	$170,856
6. Health/Mental Health Services	$0	$0	$68,356	$0	$0	$0	$0	$0	$0	$68,356
7. Disabilities Services Personnel	$0	$0	$0	$0	$0	$11,366	$0	$0	$0	$11,366
9. Other Child Services Personnel	$0	$2,019	$2,019	$2,019	$0	$2,019	$0	$0	$0	$8,075
Sub Total	$0	$538,449	$88,169	$19,813	$0	$31,179	$0	$0	$0	$677,609

a. PERSONNEL: Family and Community Partnerships Personnel

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
0. Program Managers & Content	$0	$0	$0	$0	$24,035	$0	$0	$0	$0	$24,035
Sub Total	$0	$0	$0	$0	$24,035	$0	$0	$0	$0	$24,035

a. PERSONNEL: Program Design and Management Personnel

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
14. Managers	$38,554	$0	$19,277	$0	$19,277	$0	$0	$0	$0	$77,107
16. Clerical Personnel	$58,565	$0	$58,565	$0	$0	$0	$0	$0	$0	$117,130
17. Fiscal Personnel	$871	$0	$0	$0	$0	$0	$0	$0	$0	$871
Sub Total	$97,990	$0	$77,842	$0	$19,277	$0	$0	$0	$0	$195,108

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Costs By Function (Functional Costs are rounded to whole dollars and totals maybe off by $1.00)

a. PERSONNEL: Other Personnel

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
9. Maintenance Personnel	$670	$0	$0	$0	$0	$0	$0	$12,721	$0	$13,390
1. Other Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$539	$539
Sub Total	$670	$0	$0	$0	$0	$0	$0	$12,721	$539	$13,929
PERSONNEL Total	$98,659	$538,449	$166,011	$19,813	$43,312	$31,179	$0	$12,721	$539	$910,681

b. FRINGE BENEFITS

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
1. Social Security(FICA), State	$4,912	$26,814	$8,268	$989	$2,159	$1,551	$0	$635	$27	$45,355
2. Health/Dental/Life Insurance	$12,111	$66,113	$20,386	$2,438	$5,323	$3,825	$0	$1,566	$67	$111,829
3. Retirement	$9,699	$52,945	$16,326	$1,952	$4,263	$3,063	$0	$1,254	$54	$89,555
4. Other Fringe	$1,394	$7,611	$2,347	$281	$613	$440	$0	$180	$8	$12,873
Sub Total	$28,116	$153,483	$47,327	$5,660	$12,358	$8,879	$0	$3,635	$156	$259,612
FRINGE BENEFITS Total	$28,116	$153,483	$47,327	$5,660	$12,358	$8,879	$0	$3,635	$156	$259,612

e. SUPPLIES

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
1. Office Supplies	$2,750	$0	$0	$0	$0	$0	$0	$0	$0	$2,750
2. Child and Family Services	$0	$15,015	$0	$0	$0	$0	$0	$0	$0	$15,015
4. Other Supplies	$0	$11,487	$0	$0	$0	$0	$0	$0	$0	$11,487
Sub Total	$2,750	$26,502	$0	$0	$0	$0	$0	$0	$0	$29,252

09 CH 9007

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Costs By Function (Functional Costs are rounded to whole dollars and totals maybe off by $1.00)

SUPPLIES Total	$2,750	$26,502	$0	$0	$0	$0	$0	$0	$0	$29,252

h. OTHER

Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
1. Depreciation/Use Allowance	$5,011	$0	$0	$0	$0	$0	$0	$95,208	$0	$100,219
2. Rent	$73	$0	$0	$0	$0	$0	$0	$1,393	$0	$1,466
4. Utilities, Telephone	$28	$523	$0	$0	$0	$0	$0	$0	$0	$550
6. Building Maintenance/Repair and	$50	$0	$0	$0	$0	$0	$0	$950	$0	$1,000
8. Local Travel	$0	$0	$0	$0	$0	$0	$384	$0	$0	$384
9. Nutrition Services	$0	$0	$0	$15,729	$0	$0	$0	$0	$0	$15,729
0. Child Services Consultants	$0	$5,268	$0	$0	$0	$5,268	$0	$0	$0	$10,535
1. Volunteers	$0	$150,912	$0	$0	$0	$0	$0	$0	$0	$150,912
3. Parent Services	$0	$0	$0	$0	$10,377	$0	$0	$0	$0	$10,377
5. Publications/Advertising/Printing	$275	$275	$0	$0	$0	$0	$0	$0	$0	$550
6. Training or Staff Development	$0	$1,000	$0	$0	$0	$0	$0	$0	$0	$1,000
7. Other	$0	$0	$0	$0	$0	$0	$0	$0	$2,500	$2,500
Sub Total	$5,437	$157,977	$0	$15,729	$10,377	$5,268	$384	$97,551	$2,500	$295,222
OTHER Total	$5,437	$157,977	$0	$15,729	$10,377	$5,268	$384	$97,551	$2,500	$295,222

	Admin	Education	Health	Nutrition	FC Partner	Disability	Transport	Occup	Other	Total
Functional Costs Total	$134,962	$876,410	$213,338	$41,201	$66,046	$45,325	$384	$113,906	$3,195	$1,494,767
Functional Costs/Child	$0	$0	$0	$0	$0	$0	$0	$0	$0	$7,256

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Summary Items

. Administrative Costs. The maximum allowable expenditure for administrative costs is 15% of the total budget.

Total Admin Costs:	$134,962
Total Budget:	$1,494,767
Admin. as a % of Total Budget:	9.03%

he following budget line items show administrative costs:

a. PERSONNEL	Admin Costs	Number of Staff	Admin Costs (% Ttl Budget)
Program Design and Management Personnel			
Managers	$38,554	1.00	2.58%
Clerical Personnel	$58,565	4.00	3.92%
Fiscal Personnel	$871	1.00	0.06%
Other Personnel			
Maintenance Personnel	$670	8.00	0.04%

b. FRINGE BENEFITS	Admin Costs	Number of Staff	Admin Costs (% Ttl Budget)
Social Security(FICA), State Disability, Unemploym	$4,912	0.00	0.33%
Health/Dental/Life Insurance	$12,111	0.00	0.81%
Retirement	$9,699	0.00	0.65%
Other Fringe	$1,394	0.00	0.09%

e. SUPPLIES	Admin Costs	Number of Staff	Admin Costs (% Ttl Budget)
Office Supplies	$2,750	0.00	0.18%

h. OTHER	Admin Costs	Number of Staff	Admin Costs (% Ttl Budget)

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Summary Items

h. OTHER	Admin Costs	Number of Staff	Admin Costs (% Ttl Budget)
Depreciation/Use Allowance	$5,011	0.00	0.34%
Rent	$73	0.00	0.00%
Utilities, Telephone	$28	0.00	0.00%
Building Maintenance/Repair and Other Occupancy	$50	0.00	0.00%
Publications/Advertising/Printing	$275	0.00	0.02%
Grand Totals	$134,962	14.00	9.02%

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Summary Items

2. Non-Federal Share. For most grantees, a minimum of 20% of the total budget must be non-federal share.

Total Non-Federal Share:	$298,954
Total Budget:	$1,494,767
Non-Federal Share as a % of Total Budget:	20.00%

3. Average Class Size.

Average class size for CB Program Schedules that involve double sessions should be between 13 and 20. Average class size for the CB and CO Program Schedules (including double sessions) should be between 15 and 20.

Center-Based Double Sessions:	0
Center-Based AND Combination Non-double Session	19
All Center-Based AND Combination:	19

4. Cost Per Child and Per Hour of Service.

The following table shows information on costs and hours of service for this agency.

Overall Cost/Per Child:	$7,256
Total Hours of Service/Per Child:	521.00
Overall Cost/Per Child/Per Hour:	$13.93

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Summary Items

5. Personnel and Fringe.

In general, the costs of personnel salaries plus fringe benefits account for between 50 and 80 percent of the federal budget.

Personnel and Fringe Cost (Federal):	$1,136,782
Total Federal Budget:	$1,195,813
Personnel and Fringe as % of Total Federal Budget:	95.06%

6. Fringe Rate.

If the fringe cost for an agency is less than 10% or more than 30% of personnel, there may be an issue.

Fringe Cost:	$259,612
Personnel Cost:	$910,681
Fringe Cost as % of Personnel Cost:	28.51%

7. Fringe Benefits.

The following shows if this agency pays for health/dental/life and/or retirement benefits.

Health/Dental/Life:	Yes
Retirement:	Yes

8. Child Travel.

Most agencies have child travel costs or less than $3/per child/per day. If the costs for this agency are higher than that, perhaps staff should check into alternative modes of transportation.

Child Travel Costs:	$0
Child Travel Cost/Per Child/Per Day:	$0.00

9. Out-of-Town Staff Travel.

Most agencies have out-of-town staff travel costs between $60 and $65/per child. If the costs for this agency are higher, check that they are justified.

Out-of-Town Staff Travel Cost:	$0
Out-of-Town Staff Travel Cost/Per Child:	$0.00

Grant/Del: 09CH9007 / 6
Name: Jurupa Unified School District
Fiscal Yr: 2008

Basic HS Grant Application
State: CA
Budget Period: 10/01/2007 to 9/30/2008

Summary Items

10. Food and Nutrition.

Most agencies spend less than $2.50/per child/per day for food and nutrition costs in addition to USDA funds. If this agency spends more, check that the agency is making full use of USDA funds.

Food and Nutrition Cost (from Budget):	$0
Food and Nutrition Cost/Per Child/Per Day:	$0.00

11. Content Area Experts.

Agency has content area experts for the following functions:

Education:	No
Health:	No
Nutrition:	No
Family and Community Partnerships:	No
Disability Services:	No

12. Case Loads.

The national average for Family Workers' case loads is 47. For Home Visitors, case loads are typically between 8 and 10.

Family and Community Partnership Staff Case Load:	164.80
Home Visitor Case Load:	0.00

13. USDA Funding.

USDA should pay for at least 80% of cooks, children's food, and food supply costs. For this agency:

USDA Funding and Food and Nutrition Cost:	$31,598
USDA Funding as a percentage of above:	100.00%

V. APPENDICES

FORM A – QUANTITATIVE PROGRAM INFORMATION

In order for the Regional Office to complete a review of refunding applications, current quantified program data is needed. Provide separate forms for each delegate agency and the grantee operated programs. Provide computation for co-located program. If program is not co-located, go to item 7. Information is to be submitted for the program operational period, (e.g., September-June) not for the grant funding year (e.g., 4/1/90-3/31/91). This form may also be used for reporting expansion information.

Grantee or Delegate Name:

Center-Based Programs

1. Head Start funds in CB co-located program: $_____
   +
2. Plus Other funds in CB co-located Program: $_____
   Equals total funds in CB co-located Program: =$_____
3. Equals % of HS funds in co-located program: _____
   _____
   (#1 divided by total in #2)
4. Number of HS children + Other in co-located program: ___ + ___ = ___
5. Number of HS elegible children to be served in co-located Program (total #4 multiplied by #3): _____
6. Number of nonco-located HS CB children +_____
7. Equals total number center-based children =206

   a. Standard _____
   b. Variation- 4/5 day
      in attendance
   c. Other CB _____

8. Number of classes: (#7 divided by # children in a class): 11
9. Average number of children per class: (#7 divided by #8) 19
10. Number of Teachers/Teachers Aides: 11 / 11

PART III, SECTION | FISCAL YEAR 07-08

Delegate Agency: Jurupa Unified School District | 09CH9007/006

REFUNDING

ATTACHMENT PAGE - ACYF

Please list all personnel paid from ACYF funds.

Category #1100		**Title: Teacher**			
31.67609	4.5	180	11	=	$282,234
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2100		**Title: Instructional Aide**			
16.9315656	4	180	11	=	$134,098
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2200		**Title: Supervisor/Program Administration**			
45.12925	8	245	0.6	=	$53,072
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2200		**Title: Supervisor/Education Coordinator**			
38.73724	8	245	0.56	=	$42,518
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2200		**Title: Program Assistant**			
24.5255	8	245	1	=	$48,070
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2200		**Title: Early Childhood Specialist**			
31.79387	8	245	0.5	=	$31,158
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2300		**Title: Clerks--Bilingual**			
15.0982	8	210	0.8	=	$20,292
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2300		**Title: Clerks--Bilingual**			
18.67959	8	245	0.75	=	$27,459
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #2300		**Title: Clerks--Bilingual**			
18.67959	8	245	1	=	$36,612
Rate per hour	Hours per day	Total number of days	Number of positions		

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PART III, SECTION

FISCAL YEAR 07-08

Delegate Agency: Jurupa Unified School District

09CH9007/006

REFUNDING

ATTACHMENT PAGE - ACYF

Category #2300		**Title: Clerks--Bilingual**			
12.31836	8	245	0.5	=	$12,072
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #2300		**Title: Secretary/Account Clerk**			
20.60204	8	245	0.3	=	$12,114
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #1600		**Title: Nurse**			
52.54022	8	196	0.65	=	$53,549
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #1600		**Title: Mental Health Therapist**			
62.085459	8	196	0.1	=	$9,735
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #1600		**Title: Psychologist**			
62.085459	8	196	0.1	=	$9,735
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #1100		**Title: Teacher (Extra Hourly) Staff Development**			
31.67609	3.5	15	11	=	$18,293
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #1100		**Title: Teacher (Extra Hourly) NRS Assessment Administrati**			
31.67609	0.75	1	206	=	$4,894
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #1100		**Title: Teacher (Extra Hourly) Quality**			
31.67609	0.5	180	11	=	$31,359
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #2100		**Title: Instructional Aide (Extra Hourly) Staff Development**			
16.9315656	3.5	15	11	=	$9,778
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #2100		**Title: Instructional Aide (Extra Hourly)**			
16.9315656	0.5	180	11	=	$16,762

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PART III, SECTION			FISCAL YEAR 07-08		
Delegate Agency: Jurupa Unified School District			09CH9007/006		
		REFUNDING			
		ATTACHMENT PAGE - ACYF			
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #2100		**Title: Instructional Aide (Extra Hourly) Student Assessment**			
16.9315656	25.333	0	11	=	$4,718
Rate per hour	Hours per day	Total number of days	Number of positions		
Category #2300		**Title: Clerks (Extra Hourly)**			
17.87755	8	20	3	=	$8,581
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #1600		**Title: Nurse (Extra Hourly)**			
52.54022	8	10	1	=	$4,203
Rate per hour	Hours per day	Total number of days for program year	Number of positions		
Category #1100		**Title: Substitutes--Teachers**			
100		10	11	=	$11,000
Rate per day	Hours per day	Total number of days for program year	Number of positions		
Category #1100		**Title: Substitutes--Aides**			
50		10	11	=	$5,500
Rate per day	Hours per day	Total number of days for program year	Number of positions		

JURUPA UNIFIED SCHOOL DISTRICT
BASIC NON-FEDERAL SHARE

CATEGORY	DESCRIPTION			Hours
6A				
Personnel	**Delivery Services**			
	Warehouse			
	$18.497 x .25 hrs. x 170 days x 5 sites	$	3,927	212.5
	Breakfast and Lunch Delivery			
	$18.497 x .25 hrs. x 148 days x 5 sites	$	3,419	185
	Custodial Services			
	$18.497 x .25 hrs. x 170 days x 6 classrooms	$	4,712	255
	Custodial Services (Additional time)			
	(Summer, Winter Break, Spring Break)			
	$18.497 x 2 hrs. x 2 days x 6 classrooms x 3 breaks	$	1,332	72
	Food Services - Cafeteria Workers			
	Breakfast			
	$12.843 x .25 hrs. x 148 days x 6 classrooms	$	2,850	222
	Lunch			
	$12.843 x .25 hrs. x 148 days x 11 classrooms	$	5,225	407
	Account Technician			
	$24.191 x 3 hrs. x 12 mths.	$	871	36
	Print Shop Services			
	Print Shop Technicians			
	Beginning of Year Printing			
	$19.910 x 8 hrs.	$	149	8
	Monthly Printing			
	$19.910 x 2 hrs. x 10 mths.	$	390	20
	TOTAL 6A PERSONNEL	**$**	**22,875**	**1417.5**
6B				
Fringe Benefits	**Classified Fixed Charges @.29418**	$	6,590	
	Health & Welfare Charges @ 2.93 p/hr	$	4,046	
	TOTAL 6B FRINGE BENEFITS	**$**	**10,636**	
6H				
Other	**Classroom Volunteers**	$	120,952	
	$14.15 x 3.5 hrs. x 148 days x 11 classes x 1.5 parents			
	Fringe @ .09398	$	19,639	
	Training Attendance (Volunteer Training eng. & sp.)			
	$14.15 x 2.5 hrs. x 6 training x 4 parents x 11 classes	$	9,340	

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	Fringe @ .09398	$ 981	
	Dental Screenings		
	$27.00 x 205	$ 5,535	
	Policy Committee Meetings		
	$14.15 x 2.5 hrs. x 15 parents x 10 mths.	$ 5,307	
	Fringe @ .09398	$ 499	
	Policy Committee Executive Board Meetings		
	$14.15 x 2 hrs. x 8 x 12 mths.	$ 2,716	
	Fringe @ .09398	$ 255	
	Land/Structure		
	(Land) 71995 x .01 x 12 mths.	$ 8,639	
	(Structure) 4140 x .55 x 12 mths.	$ 27,324	
	Utilities/Securities		
	(Room 3) 300 mthly. X 12	$ 3,600	
	(Classes) 6 x $300 mthly. X 12	$ 21,600	
	Playground Structure		
	1000 sq. ft. x .37 x 5 sites x 10 mths.	$ 18,500	
	Office Space (Room 3)		
	$1629.66 x 12 mths.	$ 19,556	
	Meeting Space (Policy Committee)		
	$100 mthly. X 10 mths.	$ 1,000	
	TOTAL OTHER	**$ 265,443**	
	GRAND TOTAL		**$ 298,954**

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Jurupa Unified School District
Head Start

PRISM Summary of Findings
Self-Assessment 2006-2007
January 2007

SAFE ENVIRONMENTS – Facilities, Materials, and Equipment

1304.53(a)(9) The outdoor play area is arranged such that no child can leave the premises or get into unsafe or unsupervised areas.
Troth: The playground gate does not latch or stay closed and children can easily exit the playground.
West Riverside: There is hole in the chain link fence at the corner of the playground

1304.53(a)(10)(iv) Rooms are well lit and provide emergency lighting in case of power failure;
Troth: Staff located a flashlight but no batteries were available
Glen Avon: The light in the girl's bathroom located off the classroom and four bulbs in the classroom were not operable
Ina Arbuckle 1: Morning staff could not locate operable flashlight

1304.53(a)(10)(vii) Exits and/or evacuation routes are clearly marked.
Troth: Exit signs were missing at all of the exits.

1304.53(a)(10)(viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.
Troth: Edge of new carpet is frayed where it meets the linoleum, the bench and picnic table on the kindergarten playground located at the entrance to the classroom are in poor condition with splinters and peeling paint, electrical cord on clock hangs down the wall where children could become entangled
Glen Avon: Sharp edge on broken metal strip between the linoleum and carpet and two missing wall tiles at the top corner near the bathrooms
Ina Arbuckle 2: Seam in linoleum is separating, laminate chipped off front left door of classroom sink, and outside the drain plate in the asphalt between the two portables has lifted up on one side creating a hazard
Pacific Avenue: The lock on classroom door is jammed and remains locked at all times
West Riverside: Door knob missing on bathroom door, broken handle on bottom drawer in kitchen, carpet stained, linoleum repair needed, dry rot apparent on outside of portable, rotted wood sticking out of ground at east end, and bush sprouts growing back after being removed.

1304.53(a)(10)(x) The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children;
Glen Avon: There was sand on the matting and a hole in the matting where children played.

1304.53(a)(10)(xi) Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs;
Troth: Two electrical plugs were uncovered

1304.53(a)(10)(xiv) Toilets and hand washing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities;
Glen Avon: Fans in both children's bathrooms were not working; toilet tissue and paper towel dispensers were in poor condition and rusty.
Pacific Avenue: Boys bathroom next to classroom has missing ceiling tiles and skylight cover has broken lens cover.

1304.22(f)(1) A well-supplied first aid kit is available, accessible to staff, and out of reach of children.
Troth: The first aid kit needed restocking. It was located on a low level shelf within reach of children.

Education and Early Childhood Development Services

1310.21(a) Safety education. Each agency must provide training for parents and children in pedestrian safety. The training must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (d) of this section, must be provided within the first thirty days of the program year.
Pedestrian safety was provided to parents at the first home visit; however, documentation of pedestrian safety training for children was missing or not thoroughly described in the weekly lesson plans.

NUTRITIONAL SERVICES

1304.23(a)(1) Identification of Nutritional Needs. Staff and families must work together to identify each child's nutritional needs, taking into account staff and family discussions concerning: Any relevant nutrition related assessment date (height/weight, hemoglobin/hematocrit) obtained under 45 CFR 1304.20(a);
Hemoglobin/hematocrit results were past due for seven children and were not completed within the time line. The files lacked evidence of any follow up notification.

1304.23(b)(3) Staff must promote effective dental hygiene among children in conjunction with meals.
Glen Avon: The class had been provided with toothbrushes and netting for the tooth brush rack, however the toothbrush rack was on order so the class had not started tooth brushing.

1304.23(c)(3)(i) Dental follow-up and treatment must include: fluoride supplements and topical fluoride treatments as recommended by dental professionals in communities where a lack of adequate fluoride levels has been determined or for every child with moderate to severe tooth decay;
Glen Avon: Children were not using fluoride rinse since it was on order and not available.

CHILD HEALTH AND DEVLOPMENTAL SERVICE

1304.20(b)(1) Screening for developmental, Sensory and Behavioral Concerns. In collaboration with each child's parent and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedure to identify concerns regarding a child's developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6(b)(3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background.
Not all screenings were completed within the time lines; three dental screenings, one hearing and one vision screening were completed after the time line.

1304.20(a)(1)(ii) Determining Child Health Status. In collaboration with the parents and as quickly as possible, but no later than 90 calendar days (with the exception noted in paragraph (a)(2) of this section) from the child's entry into the program (for the purposes of 45 CFR 1304.20(a)(1), 45 CFR 1304.20(a)(2), and 45 CFR 1304.20(b)(1), "entry" means the first day that Early Head Start or Head Start services are provided to the child), grantee and delegate agencies must: Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventative and primary health care which includes medical, dental and mental health. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems:
The Health Coordinator did not obtain from a health care professional a determination as to whether the children were up-to-date on a schedule of age appropriate preventative and primary health care as required by the California EPSDT program as evidenced by the lack of blood lead level results for over one hundred children. *California Community Care Licensing Code of Regulations Title 22, Division 12, 101220: Prior to, or within 30 calendar days following the enrollment of a child, the licensee shall obtain a written medical assessment of the children.* One parent failed to provide documentation of a completed physical and two physical exams were completed after the time line.

PROGRAM DESIGN AND MANAGEMENT

1304.51(g) Management Systems and Procedures. Record-keeping Systems. Grantee and delegate agencies must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate and confidentiality of this information.

The program did not maintain efficient and effective record-keeping systems because forms in the files were incomplete, inaccurate, or missing:

Glen Avon: One behavioral screening result was missing from the file and the result had not been entered into the Child Plus database system, two children who had dropped the program were not terminated from the database system. All health files lacked dental results and parent notifications and growth charts and parent notifications

Troth: All files lacked screening result documentation of the Brigance Screening for development, language, and behavior.

Ina Arbuckle 1: All morning and afternoon classes' health files lacked screening result documentation for vision and hearing and parent notices had not been distributed to parents or copies filed. Documentation for nutrition screening, growth charts, was evident in the files, however all files lacked copies of screening status notification to parents.

Ina Arbuckle 2: In the morning class, six files were missing dental screening results, all files were missing growth charts and parent notices, and five files lacked blood test documentation. In the afternoon class, all files were missing growth charts and parent notices and four files lacked documentation of vision or hearing recheck results.

Pacific Avenue: Confidentiality procedures were not adhered to in the afternoon class; two children's files lacked access logs.

West Riverside: All files for the morning class lacked dental screening results and parent notifications. The screening results were entered into the database however the forms signed by the dentist for documentation and notifications to parents were apparently misplaced.

PPLICATION FOR EDERAL ASSISTANCE

TE SUBMITTED:		Applicant Ide.	09CH9007
TYPE OF SUBMISSION Application / Preapplication [ ] Construction / [ ] Construction [ ] Non-Construction / [ ] Non-Construction		3. DATE RECEIVED BY STATE:	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier 93-600

APPLICANT INFORMATION

gal Name: Jurupa Unified School District	Organizational Unit: Department:
ganizational DUNS:	Division:
ddress: treet: 4850 Pedley Road	Name and telephone number of the person to be contacted on matters involving this application (give area code) Prefix: / First Name: Marsha
ity: Riverside	Middle Name:
ounty: Riverside	Last Name: Willis
tate: CA Zip Code: 92505	Suffix:
ountry: USA	Email: mwillis@jusd.k12.ca.us
EMPLOYER IDENTIFICATION NUMBER (EIN) 3 3 — 0 7 4 0 0 3 7	Phone Number (give area code) 951-360-4149 / Fax Number (give area code) 951-360-4155

TYPE OF APPLICATION

[ ] New [X] Continuation [ ] Revision

Revision, enter appropriate letter(s) in box(es): [ ] [ ]

ther (specify)

7. TYPE OF APPLICANT (enter appropriate letter in box) H

Other (specify)

9. NAME OF FEDERAL AGENCY:
DHHS/ACF

. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 9 3 . 6 0 0

TITLE (Name of Program): Head Start

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
Head Start Refunding Application COLA

. AREAS AFFECTED BY PROJECT *(Cities, Counties, States etc.):*
iverside

. PROPOSED PROJECT:

art Date: 10/01/2007 | Ending Date: 9/30/2008

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant | b. Project

. ESTIMATED FUNDING

Federal	$	17,833 .00
Applicant	$	4,458 .00
State	$	0 .00
Local	$	0 .00
Other	$	0 .00
Program Income	$	0 .00
Total	$	22,291 .00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

Date

b. NO [ ] PROGRAM IS NOT COVERED BY E.O. 12372

[ ] OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

[ ] Yes If "Yes," attach an explanation. [X] No

TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

uthorized Representative

ix	First Name Elliott	Middle Name
Name Duchon		Suffix
itle Superintendent		c. Telephone number 951-360-4168
ignature of Authorized Representative		e. Date Signed 5/21/2007

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

SF 424B
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM=s Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).

6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (I) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.

7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally

assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

DRUG-FREE WORKPLACE REQUIREMENTS
GRANTEES OTHER THAN INDIVIDUALS

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal of State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will provide a drug-free workplace by:

a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*

b) *Establishing a drug-free awareness program to inform employees about:*

   (1) *The dangers of drug abuse in the workplace;*
   (2) *The grantee's policy of maintaining a drug-free workplace;*
   (3) *Any available drug counseling, rehabilitation, employee assistance programs; and*

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(4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*

c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of be statement required by paragraph (a);*

d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*

(1) *Abide by the terms of the statement; and*
(2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*

e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*

f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*

(1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
(2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*

g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in medicare of medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to $1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;

(b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;

(c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

CERTIFICATION REGARDING LOBBYING FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

The undersigned certifies to the best of his or her knowledge and belief, that:

(1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty or not less than $10,000 and not more than $100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Signature of Certifying Official — *Date* 5/22/07

Superintendent

Title

Jurupa Unified School District

Applicant Organization

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Delegate Name: Jurupa Unified School District
Program Year: 2007-2008
Head Start

Part IV

CERTIFICATION OF HEAD START ADMINISTRATIVE COSTS

We, "***Riverside County Superintendent of Schools***", have reviewed **45CFR, Part 1301.32** and certify that the development and administrative costs to administer the Riverside County Superintendent of Schools, Head Start Program for the program year 09/01/2007 through 08/31/2008, will not exceed 15 percent of $22,291 (total federal and non-federal costs for program accounts 22 through 26).

Documents substantiating administrative costs are available in our files for review by auditor and the U.S. Department of Health and Human Services personnel.

Signature, Certifying Official

5/24/07
Date

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D. BUDGET JUSTIFICATION (Budget Monitoring Manager to Provide)

BUDGET NARRATIVE
COST OF LIVING ALLOCATION (COLA)

Jurupa Unified School District cost of living allocation will be expended on cost of living increases for all Head Start personnel (34 positions) and extra hourly that support teacher, aide, clerical and nurse.

PART III, SECTION — FISCAL YEAR 07-08

Delegate Agency: Jurupa Unified School District — 09CH9007/006

COLA

FEDERAL SHARE

CATEGORY	DESCRIPTION				
6A	(34) Salaries		Salary	COLA	Differential
Personnel	(11) Teachers		$282,234	0.015	$4,234
	(11) Aides		$134,098	0.015	$2,011
	(1) Supervisor/Program Administration (.60)		$53,072	0.015	$796
	(1) Supervisor/Ed Coordinator (.56)		$42,518	0.015	$638
	(1) Program Assistant (1.0)		$48,070	0.015	$721
	(1) Early Childhood Specialist (.50)		$31,158	0.015	$467
	(1) Psychologist (.10)		$9,735	0.015	$146
	(1) Secretary/Account Clerk (.30)		$12,114	0.015	$182
	(1) Clerk (bilingual) (.80)		$20,292	0.015	$304
	(1) Clerk (bilingual) (.75)		$27,459	0.015	$412
	(1) Clerk (bilingual) (1.0)		$36,612	0.015	$549
	(1) Clerk (bilingual) (.50)		$12,072	0.015	$181
	(1) Mental Health Therapist (.10)		$9,735	0.015	$146
	(1) Nurse (.65)		$53,549	0.015	$803
	Extra Hourly				
	Teacher (Staff Development)				
	3.5 hours x 15 days x 11 teachers	31.6761	$18,293	$0.015	$274
	Teacher (NRS Assessment Administration)			$0.015	
	.75 hours x 206 students	31.6761	$4,894	$0.015	$73
	Teacher (Quality)			$0.015	
	.5 hr. x 180 days x 11 teachers	31.6761	$31,359	$0.015	$470
	Aides (15 days)(.5 hr. 180 days x 11)			$0.015	
	3.5 hours x 15 days x 11 aides	16.93157	$26,540	$0.015	$398
	228 hours (Assessment)	16.93157	$4,718	$0.015	$71
	Nurse (10 days)			$0.015	
	8 hours x 10 days	52.54022	$4,203	$0.015	$63
	Clerk (20 days)			$0.015	
	8 hours x 20 days x 4 clerks	17.8776	$8,581	$0.015	$129
	TOTAL PERSONNEL				**$13,068**
6B	(34) Salaries				
Fringe Benefits	(34) Health and Welfare				$4,765.00
	TOTAL FRINGE BENEFITS				**$4,765**
	GRAND TOTAL				**$17,833**

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BUDGET INFORMATION -Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Program Operation	93.600			$17,833	$4,458	$22,291
2. T&TA	93.600					
3.						
4.						
5. Totals				$17,833	$4,458	$22,291

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Program Operation	(2) T&TA	(3)	(4)	
a. Personnel	$13,068				$13,068
b. Fringe Benefits	$4,765				$4,765
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction					
h. Other					
i Total Direct Charges (sum of 6a - 6h)	$17,833				$17,833
j. Indirect Costs					
k. TOTALS (sum of 6a - 6j)	$17,833				$17,833
7. Program Income					

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Prescribed by OMB Circular A-102

SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. NFS	$4,458			$4,458
9.				
10.				
11.				
12. TOTAL (sum of lines 8-11)	$4,458			$4,458

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$17,833	$4,458	$4,458	$4,458	$4,459
14. Non-Federal	$4,458	$1,114	$1,114	$1,114	$1,116
15. TOTAL (sum of lines 13 -14)	$22,291	$5,572	$5,572	$5,572	$5,575

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.				
17.				
18.				
19.				
20. TOTAL (sum of lines 16-19)				

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	22. Indirect Charges:
23. Remarks:	

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Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Persons Employed
a. PERSONNEL					
Child Health and Developmental Services Personnel					
1	Program Managers & Content Area Experts	$1,068	$0	$0	2.00
2	Teachers/Infant Toddler Teachers	$5,097	$0	$0	11.00
3	Family Child Care Personnel				
4	Home Visitors				
5	Teacher Aides & Other Education Personnel	$2,562	$0	$0	11.00
6	Health/Mental Health Services Personnel	$1,025	$0	$0	2.00
7	Disabilities Services Personnel	$170	$0	$0	1.00
8	Nutrition Services Personnel				
9	Other Child Services Personnel				
Family and Community Partnerships Personnel					
10	Program Managers & Content Area Experts	$361	$0	$0	1.00
11	Other Family & Community Partnerships Personnel				
Program Design and Management Personnel					
12	Executive Director/Other Supervisor of HS Director				
13	Head Start/Early Head Start Director				
14	Managers	$1,157	$0	$0	1.00
15	Staff Development				
16	Clerical Personnel	$1,628	$0	$0	4.00

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Persons Employed
17	Fiscal Personnel				
18	Other Administrative Personnel				

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Persons Employed
Other Personnel					
19	Maintenance Personnel				
20	Transportation Personnel				
21	Other Personnel				
TOTAL PERSONNEL (6a)		$13,068	$0	$0	33.00

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
b. FRINGE BENEFITS				
1	Social Security(FICA), State Disability, Unemployme			
2	Health/Dental/Life Insurance	$4,765	$0	$0
3	Retirement			
4	Other Fringe			
TOTAL FRINGE BENEFITS (6b)		$4,765	$0	$0
c. TRAVEL				
1	Staff Out-Of-Town Travel			
TOTAL TRAVEL (6c)				
d. EQUIPMENT				
1	Office Equipment			
2	Classroom/Outdoor/Home-based/FCC			
3	Vehicle Purchase			
4	Other Equipment			
TOTAL EQUIPMENT (6d)				
e. SUPPLIES				
1	Office Supplies			
2	Child and Family Services Supplies			

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
3	Food Services Supplies			
4	Other Supplies			
TOTAL SUPPLIES (6e)				

f. CONTRACTUAL				
1	Administrative Services(e.g.,Legal, Accounting)			
2	Health/Disabilities Services			
3	Food Service			
4	Child Transportation Services			
5	Training & Technical Assistance			
6	Family Child Care			
7	Delegate Agency Costs			
8	Other Contracts			
TOTAL CONTRACTUAL (6f)				

g. CONSTRUCTION				
1	New Construction			
2	Major Renovation			
3	Acquisition of Buildings/Modular Unites			
TOTAL CONSTRUCTION (6g)				

Line Item Budget For Head Start and Early Head Start

Line Item		HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
h. OTHER				
1	Depreciation/Use Allowance	$0	$0	$4,458
2	Rent			
3	Mortgage			
4	Utilities, Telephone			
5	Building & Child Liability Insurance			
6	Building Maintenance/Repair and Other Occupancy			
7	Incidental Alterations/Renovations			
8	Local Travel			
9	Nutrition Services			
10	Child Services Consultants			
11	Volunteers			
12	Substitutes (if not paid benefits)			
13	Parent Services			
14	Accounting & Legal Services			
15	Publications/Advertising/Printing			
16	Training or Staff Development			
17	Other			
TOTAL OTHER (6h)		$0	$0	$4,458

Line Item Budget For Head Start and Early Head Start

Line Item	HS/EHS Cost for Program Operations	HS/EHS Cost for Training & Technical Assistance	Non-Federal Share (Cash and in-kind)
i. TOTAL DIRECT CHARGES	$17,833	$0	$4,458
j. INDIRECT COSTS			
k. TOTALS - ALL BUDGET CATEGORIES	$17,833	$0	$4,458

Other Cash and In-kind Funding Sources

Other Cash and In-Kind Funding Sources			Value
Federal Funding			
1. Federal Child Development and Child Care funds			$0
2. USDA Funds for Nutrition Services			$0
3. Other Federal Funding	(	)	$0
State Funding			
4. State Preschool Programs			$0
5. Other State Funding	(	)	$0
Local Government Funding			
6. School District Funding			$0
7. Other Local Government Funding	(	)	$0
Other Funding			
8. Tribal Government Funding			$0
9. Fund-raising Activities			$0
10. Other	(	)	$0
TOTAL			$0

JURUPA UNIFIED SCHOOL DISTRICT			
COLA NON-FEDERAL SHARE			
CATEGORY	DESCRIPTION		
6H	Office Space-Registration	$ 4,458	
Other	($3000.25 x 1.485 mths.)		
	GRAND TOTAL		$ 4,458

Jurupa Unified School District
Gifted and Talented Education (GATE) Application
2007-2008

District Overview

The Jurupa Unified School District (JUSD) is located in Riverside County. The district consists of 16 elementary schools, 3 middle schools, 2 high schools and one more scheduled to open in the fall. There are also 2 continuation high schools and one community day school. There are a total of 20,604 students enrolled throughout the district. The district's diverse student population is comprised of 74.6 % Hispanic or Latino, 19% White (not Hispanic), 3.3% African American, 1.2% Asian, 2.08% Pacific Islander, and 0.3% of American Indian or Alaskan Native. There are 28 identified languages spoken by students enrolled in the district. English learners make up 37% of the total student populations (the great majority of whom are Spanish speakers). 81% of the student population receives free or reduced lunch. Currently JUSD has 1,631 students identified as GATE participants, and continuously works on the identification of such students. Thus, our numbers can change from day to day.

The mission of JUSD is to educate each student to the highest levels of academic achievement and prepare students to succeed in life. The district recognizes the importance of addressing every child's needs and especially those of our gifted students. We work on a constant basis in finding the best researched instructional practices to bring to our kids in a consistent basis. All schools align their GATE program activities with the district's GATE plan. Because of the district's commitment to this group of students they not only support it in instruction but financially as well. The program is under the direction of the Director of Language Services and Student Programs who is responsible to oversee the program and ensure appropriate instruction and programs are offered to our students. In addition there is a full time teacher on special assignment whose position is paid through GATE and general funds. This teacher is responsible for testing, professional development, assisting classroom teachers, and site coordinators. With the acknowledgment that the best way to serve our students is by preparing and supporting teachers to work with our gifted students, the district has a series of professional development which teachers are being provided with. There is some professional development developed by the district resource teachers, some by the Riverside Office of Education (RCOE), some by the University of California Riverside (UCR), and some by Mr. John Deelantdsheer. All of the different professional development being offered is being paid by at least three different sources: GATE, general fund, and Title II. Title I is also supporting some of the parent support group planned for the 2007-2008 school year. We are constantly researching for best practices in the area of gifted education. Thus, we have implemented blanket testing at the third grade level which assists us in identifying students who may otherwise be overlooked. At JUSD, we like to see each child reach their potential and therefore will continue to look and evaluate the program to improve wherever it is necessary.

1. Program Design

How does your district provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support?

Jurupa Unified School District provides a comprehensive continuum of services and program options that are responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. The plan was constructed with input from school site GATE coordinators, teachers, administrators, and the District GATE Advisory Committee, which meets a minimum of four times annually. The Jurupa Unified Board of Education approved the plan on June 4, 2007. Copies are disseminated to school sites and advisory committee members. They are available for inspection in the Education Services Department. Key components of the plan, upon approval by the State, will be placed on the district's website, in the GATE Program Brochure, and in individual sites' Parent Handbooks. A district GATE Coordinator oversees the implementation of the plan and its compliance with State guidelines.

All schools have aligned their GATE program activities with the district's GATE plan and the goals of their individual site's Single Plan for Student Achievement. Site plans are reviewed by their parent advisory committee, either their School Site Council at the secondary level, or their GATE Advisory Committee, for elementary schools serving a larger number of students. Sites align their available resources based upon this plan, which was informed by student achievement data, student, staff, and GATE Advisory committee input, and/or direction from their School Site Council.

Philosophy: The mission of Jurupa Unified School District 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.

The goals of our GATE program support this mission and include the following:

1. All students participating in the Gifted and Talented Education Program will meet or exceed State academic content standards.
2. Gifted and talented students should have opportunities to interact with peers with common abilities, talents, and interests as well as with peers of varying skill levels, talents, and interests.
3. Teachers of GATE students will participate in ongoing staff development and provide opportunities for students to demonstrate what they know and are able to do, particularly in their area(s) of giftedness.
4. The district plan will be reviewed annually by site and district staff and parent advisory committees and revised as needed. The plan will comply with State requirements and District assurances and include opportunities for sites to individualize components based on their students' strengths and needs.
5. The GATE program is open to any student meeting the identification criteria. Student participation is not limited by achievement barriers such as language, learning disabilities, environmental factors, or logistics.

Grades K-2

Students in grades K-2 are not formally assessed for participation into the GATE program. However, through observation of behavior and participation, and from work samples and parent input, teachers identify children who exhibit characteristics of gifted students. Schools cluster students as much as possible and given the student-teacher ratio of 20:1, teachers are able to meet the needs of exceptional students. Through professional development we will continue to address the attributes of possible gifted K-2 students to assist teachers in identifying students who are gifted along with strategies to help address their special needs.

Grades 3-6

Students in grades 3-6 are assessed through multiple measures noted in Section 2, and upon identification, they are served through clustering with teachers identified as capable of serving gifted learners (through our certification programs our goal is that soon all teachers of gifted students are either certified or working towards certification.). Grouping students with their intellectual peers avoids negative effects on self-esteem and self-criticism (Gross, 1989). Where clustering due to numbers is impractical, students are served with a part-time grouping structure and with differentiated instruction by their regular classroom teacher. Teachers differentiate instruction in core content areas of math, language arts, science, and social studies, where appropriate, based on the individual learners' strengths and needs. In addition, sites provide supplemental services in several ways: part-time classes where students are grouped for enrichment activities based on their program and needs; before and after school classes for tutoring, if needed, extended learning opportunities that provide additional complexity and novelty of state standards, or activities that develop creativity in the visual and performing arts.

Grades 7-8

In the middle schools, GATE students have advanced classes available in ELA, math, science and social studies, and may be clustered in other classes. In addition, the schools also offer after-school programs that provide extended activities in other disciplines. Some examples of these are domestic or international tours and field trips that include museums, universities, and aquariums. Middle school students and parents meet with the high school guidance coordinators in the spring to learn about high school and college requirements. GATE students are recruited into honors and advanced classes at this time.

Grades 9-12

In high school, GATE students are recruited into Algebra or Geometry, honors/AP English Language Arts, and/or Biology. The offering of advanced classes continues through each grade level to the senior year with offerings such as Honors or AP English Literature, AP World History, AP Calculus, Honors Chemistry, AP Physics, AP U.S. History, AP Foreign Language, and other honors and AP classes based upon enrollment. This includes classes such as AP Art History and AP Music Theory. Guidance coordinators and teachers are given a list of identified students in order to encourage participation and monitor progress. Other students identified as having high achievement, specific academic or intellectual ability may also be placed in these classes. The principal has discretion in scheduling to ensure fiscal accountability. Some students are selected for concurrent enrollment in community college classes, based on their interests.

In addition we are currently in the planning and recruitment stages for the piloting of a Junior Scientist Program. We are soliciting students and teachers who are interested in participating in this program. Once students and teachers are identified they will be connected with UCR's disciplinary scientists who will act as mentors and provide opportunities for students to further explore the sciences and allow students to learn in-depth material in the specific area of interest. Contact has already been made with Scientists from UCR and they have very responsive to this program. We see this program as great potential for those students whose intelligence may focus in the sciences.

All sites provide activities that involve parents and community members in their students' learning. To ensure equal opportunities, specifically designed programs are offered to gifted students district wide throughout the year. These are programs such as History Day and district wide institutes which cover art, mathematics, history, finances, and leadership skills. All GATE students are invited and encouraged to participate in the district Science Fair, Spelling Bee, Art Fair, and Music program.

2. Identification

Which of the following categories will the district use in identifying gifted and talented students, and what criteria will the district use to identify in each category? Describe how your identification procedures are equitable, comprehensive, and ongoing, and how they reflect the district's definition of giftedness and its relationship to current state criteria.

___X__Intellectual Ability (required)
___*__Creative Ability
_____Specific Academic Ability
_____Other (please describe):

___*__Leadership Ability
___X_High Achievement
___*__Performing and Visual Arts

Jurupa Unified School District uses a process to identify students for the Gifted and Talented Education Program based upon multiple criteria. All students are eligible for nomination into this process regardless of socioeconomic, linguistic, cultural background, and/or disabilities. Currently, 1,631 JUSD students are identified as GATE program participants. Of these students, 37% are white, non Hispanic; 55% are Hispanic/Latino; 2% are African American; 2% are Pacific Islander; 3% are Asian and .31% are Native American (overall there are 60 students in the district of Native American decent); 865 are females and 766 are males; 45 are English language learners (Els)and 91 are students with disabilities. We believe the newly established blanket testing will increase the number of students identified who are either Els or in special education. The district GATE Coordinator monitors the Identification process, seeking a balanced representation and helping recruit underrepresented subgroups such as students with learning disabilities or physically challenged.

In the fall, each site's GATE Coordinator trains staff on the identification process and nomination forms. Principals receive training during principals' meetings. Teachers or parents may recommend students because of their superior achievement on state tests, which include the California Standards Tests (CST), and the national norm referenced test, the California Achievement Test (CAT/6). In addition, counselors, guidance coordinators, administrators, or community members who note exceptional achievement may also refer students.

*Furthermore, teachers may nominate a student based upon observation of student behavior and work that demonstrates a student's exceptional ability in leadership, creativity, or excellence in the visual or performing arts. These last three categories are weighted on the identification forms and contribute to a student's identification in the category of High Achievement.

Besides achievement data, the identification forms include a parent survey and teacher survey, asking questions that provide a complete picture of the student's abilities, strengths, interests and needs. This multifaceted identification criterion also includes recognition of performance inhibitors caused by environment, culture, language, economic or health disadvantages, and learning disabilities. The scoring process helps to ensure students are not overlooked because of these barriers. In addition, the 2006/20007 school year was the first time JUSD implemented third grade blanket testing to ensure equity to all students.

In an effort to meet the needs of our diverse student population, JUSD researched the various assessments available and officially changed from using the RAVEN to using the Naglieri Nonverbal Ability Test (NNAT) during the school year 2006-2007. The NNAT is a brief, culture-fair, nonverbal measure which ensures fairness across gender, race, and ethnicity.

The site's GATE coordinator initially screens nominations, acquires parent permission, and ensures information is complete and accurate. The coordinator may then recommend the student for assessment which is conducted by qualified certificated personnel. Students meet qualification for "Intellectual Ability" based upon the scores received on this assessment.

The site GATE committee reviews the results and all forms before making a final recommendation and submitting paperwork to the district GATE Coordinator for a compliance check, review, and final processing. Parents are notified of the results in writing in their primary language and of information regarding the appeal process which includes an alternate assessment. Final parent approval must be received before placement in the site's program.

Students remain identified while in the Jurupa district, although services may change from year to year, based upon individual needs, parent request, or a change in the site's goals and objectives. The site coordinator meets with parents and students before any change is initiated. Before any student would be considered for complete withdrawal from the program, the Site Coordinator must review information about the student with the parent and implement interventions. After a variety of interventions are implemented the Site Coordinator will meet once again with the parents to review the student's progress. The District Coordinator may be part of the review if necessary. A student entering Jurupa from another district's GATE program will be considered for placement upon receipt of the assessment information and review by the site's GATE committee. All students should complete the referral process no later than 45 days after request is made. Students going to another district take with them a copy of the GATE Identification Form located in the student's cum file.

3. Curriculum and Instruction

How does your district develop differentiated curriculum, instructional models and strategies that are aligned with and extend state academic content standards and frameworks? How is the differentiated curriculum offered in your district related to theories, models and practices from the recognized literature in the field? Include specific examples that illustrate how this standard is implemented in your district.

Teachers provide differentiated curriculum to GATE students by first assessing their level of mastery of the core curriculum of State content standards using both formative and summative measures. At the beginning of the year, teachers are provided with their students' CST scores, EL proficiency levels and any other applicable data to assist them in planning appropriate instruction.

In grades 2-6, students take district criterion referenced tests in English language arts and math three times a year. The Houghton Mifflin Summative Tests are administered four times a year in grades 1-6. Results are provided for individual students and the class as a whole, and give an item/standard analysis, pinpointing specific skills that are strengths or weaknesses. Middle school and high school students take a combination of school site created benchmark assessments along with our district criterion referenced tests. In addition, classroom diagnostic assessments help determine students' reading and comprehension levels. Using this information, teachers provide appropriately challenging material, literature, and activities that develop learning opportunities that involve acceleration, depth, complexity, and novelty.

As mentioned in Section 1, core instruction to GATE students occurs within the school day. Teachers have been receiving continuous training in differentiated instruction through a variety of venues. Some examples are trainings provided by Riverside County Office of Education and our own professional development presentations 'Embracing Giftedness' which are presented on a yearly basis. Teachers also have access to the GATE District Library established at the media center. Some examples of the topics available are: meeting the standards, how to differentiate, and the characteristics of gifted children. In grades 3-6, teachers us a GATE Progress Report card which besides assisting teachers in reporting to parents, it assists them in accelerating and compacting curriculum. Subject-based acceleration for gifted students produces moderate to high achievement gains, according to a study by Rogers, (as cited in Neihart, Reis, Robinson, & Moon, 2002). However, teachers consider each student individually to ensure they provide the appropriate magnitude and process of acceleration.

In addition, K-12 teachers collaborate in grade level teams or by core subject depending on grade level, to design projects and provide opportunities for GATE students to work individually or in groups, learning novel and complex concepts. Newly adopted ELA series for K-6, Houghton-Mifflin, includes a Challenge Handbook with projects and activities that extend learning for students capable of advancement. Training in using these materials has been done through AB466 and Riverside County Office of Education. Training by the county was specific to utilizing the series with gifted students. All secondary sites recently purchased new ELA textbooks by Prentice Hall and these also include supplemental materials that provide challenge activities for accelerated learners. And of course, we also provide the opportunity for our students to thrive in the many AP courses at the secondary level.

Teachers of GATE students work together to develop and share lesson/unit plans that extend learning. In order to document each GATE student's achievement levels and progress, teachers of 3-6th grade students use a GATE progress report card to document achievement. The progress of secondary students is monitored via the various assessments administered throughout the year and grade progress reports.

JUSD has required AB466 training for teachers district wide, providing all teachers with skills and strategies to differentiate instruction in every classroom. Teachers have also been trained in the Step Up to Writing program which helps teachers focus and improve student writing at every ability level.

In addition to daily instruction at their levels, GATE students are provided with opportunities to use computers for word processing, writing applications, and research. This is accomplished through the use of computer labs, wireless laptops, or classroom computers. Schools also provide GATE students opportunities to increase social skills on field trips to cultural events such as plays, lectures, and concerts. Many schools select specific field trips designed to benefit our gifted students. Last year, all elementary students participated in a field trip to hear the Riverside Philharmonic in a special daytime concert for schools throughout Riverside County. Many school sites provide an after school enrichment program that includes fine arts activities.

Counselors and Guidance coordinators at the secondary level provide academic counseling on graduation and college requirements, and work with students and parents to assure GATE students maintain appropriate classes to meet their post-secondary goals, kept by the guidance coordinator in the students working file. Orientations at the middle and high schools keep parents informed of college opportunities and financial assistance programs.

GATE coordinators are provided with A GATE Coordinator's Handbook that includes instructional models using Bloom's Taxonomy, Dr. Roger Taylor's Wheel, Learning Style Inventories, a Multiple Intelligence Assessment & corresponding activities, a copy of *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner, and/or other instructional models.

4. Social and Emotional Development

How does your district establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development?

Jurupa Unified School District recognizes the social and emotional needs of gifted learners and provides opportunities for students to increase responsibility, self-awareness, and other areas of affective development. Every fall, teachers will receive additional training on how to support the affective development of GATE students, on recruiting students into GATE, on youth development activities, and on helping GATE students engage in setting goals.

Previously, teachers from each site were trained on the 40 Developmental Assets and took the strategies back to share with their site staffs. The district will again offer this training to teachers and this time it will also be offered to parents. The Search Institute's research focuses on young people's strengths and strategies for increasing these strengths in order to develop resilient youth.

Our goal is to increase our parents' involvement by consistently providing training and support; thus, a parent support group utilizing the SENG (Supporting Emotional Needs of the Gifted) model will be implemented in the 2007/2008 school year.

GATE students may be referred to the site's Student Success Team when exhibiting at risk behavior or not meeting the expectations of their program placement. Interventions are developed in consultation with the classroom teacher, parent, and student, where appropriate. Sometimes, gifted students develop a stronger sense of perfectionism (Winnebrenner, 2001), and can experience feelings of anxiety or depression. The district's Student Assistance Program provides a therapist to work with students, upon parent permission, in crisis or recommended by their administrator due to at-risk behaviors. These therapists are also available to work with families, and they provide parenting workshops throughout the district. In addition, each site has a Caroline E. Wylie Center Outreach Counselor that is available 1-2 days per week to counsel students individually or in groups.

One area of awareness often underdeveloped for gifted students is that of recognizing their feelings and how to use them to grow (Webb, Meckstroth, & Tolan, 1994). The district prevention curriculum, *Too Good For Drugs & Too Good For Violence* in grades K-12, along with *Project Alert* and *Second Steps* as a supplement at the middle school level, teaches all students awareness of emotions, refusal skills, conflict resolution, relationship skills, and other life skills that assist students in affective development and making healthy choices. Resources are also available to teachers, parents and students through the GATE Library established at our district media center. There are various titles available on the topic of the social and emotional development of gifted students.

At the secondary level, students have opportunities to join student government, to participate in lunchtime and after-school clubs based upon their interests, and to serve on advisory groups. One of our high schools provides student support utilizing the Link Crew program which connects freshmen to qualified peer mentors. The goal of the program is to ensure a successful first year of high school for incoming freshmen. Both high schools provide community service opportunities through clubs, their economics classes, and student government. At both high schools, AP teachers facilitate clubs that provide opportunities for GATE students enrolled in those classes to socialize and support each other.

5. Professional Development

How does your district provide professional development opportunities related to gifted education to administrators, teachers and staff to support and improve educational opportunities for gifted students?

The Jurupa Unified School District provides ongoing training for teachers and administrators in strategies for working with gifted students through a wide range of professional development opportunities. All newly hired teachers are required to attend workshops including curriculum development and differentiation of instruction. Teachers new to the profession in our district participate in the Beginning Teacher Support and Assessment (BTSA) program. Through this program, teachers learn to identify gifted students and adjust instruction to meet individual

needs. As mentioned in section 3, JUSD has required training in AB466 Houghton Mifflin's English Language Arts and Mathematics, the Step Up to Writing Program. This year, training at each school site in the Marzano strategies was also implemented.

Teachers are regularly informed about and encouraged to attend a variety of other professional development opportunities throughout the year. This includes on-site staff workshops in identification, strategies and evaluation, the California Association for the Gifted (CAG) conference, AP trainings, local seminars by such presenters as Susan Winebrenner and Roger Taylor, as well as certification courses offered by UCR at our district and the in-house certification offered for teachers at all grade levels.

Staff members are surveyed annually to determine professional development needs. The results of this survey help determine focus areas, existing staff expertise and resources for future staff development. Our goal is to build district capacity in the defined competencies expected of teachers of the gifted, as identified in current research literature and effective practices. In addition, student assessment data is studied at both the site and district levels to identify trends in student achievement and areas of need by grade levels and departments. Site and district advisory councils, made up of parents, teachers, and administrators, also offer input as to professional development needs.

JUSD encourages teachers to complete professional growth hours for credential applications that focus on gifted education, such as the GATE certification program offered through the University of California Riverside at our district office. The ultimate goal of Jurupa's professional development plan is to ensure that teachers assigned to teach gifted students are qualified through available training and certification programs that develop gifted education competencies. In partnership with UCR, our teachers now have the opportunity to obtain their GATE certification by attending classes offered in our district. To make GATE certification more accessible we have now also contracted with Mr. John Delandtsheer of JD Seminars to offer an in-house certification program; which will provide professional development and certification to 35 teachers at the elementary level and 35 teachers at the secondary level, as well as additional professional development for administrators and counselors. Because at JUSD we understand the importance of gifted children receiving instruction at their level, we have made a commitment to support them in as many ways as possible. As an example, the in-house professional development and portions of the UCR program and the SENG model parent training are being paid from sources other than GATE funds.

A GATE District Library has been established for use by teachers, parents, and students. Resource books are available to teachers to support them in the appropriate instruction and social and emotional support of students.

Jurupa's GATE professional development survey serves to identify teachers who are willing to informally share their expertise and successful teaching practices with one another and/or act as peer coaches. Models of staff development that are most effective include a peer coaching structure (Guskey,1997), so site administrators will provide release time each year for GATE teachers to meet, assess their programs, share strategies and resources, and plan for future programs. Elementary teachers have opportunities to meet during minimum day collaborative

meetings and/or optional staff development days. Outside support personnel, identified through the Riverside County Office of Education GATE Coordinators' group, local universities, the California Department of Education, CAG, and experts in the field from other organizations, will continue to provide further resources and training for GATE staff.

Finally, Jurupa's professional development plan includes training for administrators, counselors, and support staff that is designed to relate specifically to their roles and responsibilities in the GATE program. Training focuses on the characteristics of gifted learners, district identification procedures, GATE curriculum and instruction, social/emotional needs, effective programs, and available resources and support systems. Non-teaching staff will be encouraged to participate with teachers in the ongoing professional development program related to gifted learners. In addition, workshops are offered for parents of GATE students such as those offered at the Parent Community Fair. Some of the topics were Advanced Placement, Challenging our GATE Students, College Requirements, and Differentiated Instruction. Our goal is to continue to offer high quality professional development and parent support for the benefit of our students.

6. Parent and Community Involvement

How does your district provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of your program for gifted students?

Parents will be informed of the district's criteria and procedures for identifying gifted and talented students through individual school's Parent Handbooks as well as the GATE Program Brochure and fall GATE meetings at each school site. Key components of the District's program will be available on the District web site, upon State approval. The District's GATE application will be available at school sites as well as at the District Office.

The Jurupa Unified School District operates the GATE program as a district program and will continue to have a GATE Advisory Committee, which will be responsible for providing input on the GATE plan. GATE meetings will be open to the public. This year, the District GATE Advisory Committee consisted of the following members:

*Dawn Brewer
*Diane Hansen
*Mike & Debbie Miklovich
*Valerie Rudolph (alternate)
*Cheryl Richards
*Ron Growsky
*Terry de la Vara (alternate)
*Patricia Lopez
*Sonia Sanchez
*Patricia Gill
*Susan Newbold (alternate)
*Laura Roughton
*Karen Vlahos
*April Rounsaville
*Tricia McMillan
*Robert Garcia (alternate)
*Paula Ford
*Sandi Stevens
*Rhonelda Lizarraga
* Maria Martinez
*Shawna Crawford (alternate)
*Magdalena Buenrostro
*Mary Teagarden

This year, the District GATE Advisory Committee met four times with the following agenda items:

October 5, 2006 • *Allocations* • *Brochures* • *GATE Institutes* • *Parent Resources and Survey* • *Call for Presenters* • *Staff Development for Sites* • *GATE Certification* • *Testing* • *Referral Forms* • *Book Lists* • *Binders*	***December 7, 2006*** • *CAG Conference* • *Parent Institutes* • *History Day* • *Student Institutes* • *Writing GATE Plan* • *GATE Newsletter* • *Staff Development Power Point*
February 22, 2007 • *Third Grade Testing Updates* • *Scheduling of Other Test Dates* • *History Day Update* • *Institute Update* • *In-house Certification Program* • *Accelerated Math* • *Parent Institute* • *Summer Programs*	***April 26, 2007*** • *Review of GATE Plan/Application* • *Resources for Parents of GATE Students* • *Update on Third Grade GATE Testing* • *Meeting Dates/Agendas for Next Year* • *SENG Model*

Agenda items for the 2007-2008 year will include the following:

- Update on the GATE Program
- Site Presentations
- Academic performance data from the previous year
- Staff development updates
- Parent input on program modification
- Evaluation planning
- Annual report
- Evaluation and budget
- SENG Model Implementation
- Testing
- Parent Site Meetings
- Review Site Plans
- Program Evaluation
- Professional Development
  - -Student Identification
  - -Differentiation
  - -Depth and Complexity Icons

Parents will be continuously involved in the planning and evaluation of the GATE Program through feedback at Parent-Teacher Conferences, surveys/inventories, and end-of-year evaluations. Parents will be involved in GATE activities at three levels: classroom (parent-teacher communication), school site (School Site Council or GATE Advisory meetings, interest inventories, program evaluation), and district (District GATE Advisory Committee). During the Parent Community Fair many seminars were offered specifically to parents of gifted students. Some examples are: Advance Placement, Challenging our GATE Students, and Differentiated Instruction for Grades Seventh through Twelfth.

Various assessment results and the GATE Progress Report (at the elementary level) will be used to keep parents informed about their student's program activities and areas of growth.

Elementary schools with more than 20 GATE students will maintain a GATE Advisory Committee made up of the principal, teachers and parents. They will meet a minimum of three times a year. The advisory committee will be informed of current research on gifted education through information from the district office and/or GATE coordinator, training sessions from GATE trained teachers, and information posted on the district's web site.

Efforts will be made to ensure GATE parents on the GATE Advisory Committees (district and site-level) are an accurate representation of the student population. Underrepresented parents of GATE students (including those with special needs such as English Language Learners or learning disabled) will be encouraged to participate. Each school will take into account cultural dimensions and linguistic differences, and be sensitive to the cultural issues. Provisions such as translators, transportation, childcare, and flexibility of meetings and times are offered to encourage broad parent participation. Parent communication is in both English and Spanish.

The district GATE Coordinator and Advisory Committee will solicit community support through options such as career field trips, guest speakers, donations, sponsorships, and judges for the school site and district Science Fairs, and History Day events. JUSD will capitalize on the talents of GATE parents by including a section on the interest inventory that will ask about hobbies, interests, and professions they might share with the students. Other resources may include financial contributions by parents or community members and volunteering time in the classroom. JUSD will attempt to establish partnerships between the GATE program and businesses/organizations. These partnerships may also include the entire school and be in the form of career mentors, teaching job skills, providing donations for school supplies and field trips, and/or similar to the adopt-a-school program.

7. Program Assessment

How does your district establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state standards)? How are the results of the data collected, including state standardized tests, used to assess the value and impact of the services provided and to improve both the program and gifted student performance?

Formal evaluation methods and instruments used to assess the performance of gifted students include the California Standards Test (CST), California Achievement Test (CAT/6), district

benchmark tests, CELDT scores, and quarter or semester grades. District assessments also include writing samples scored on a 4-point rubric. This achievement data is kept in our comprehensive student data management system and can be disaggregated by standard for individual students, classes, or by program. Thus, GATE teachers can pull up a list of their students' scores and determine progress towards achieving and exceeding State standards. In addition, the GATE Student Progress Report is required at the elementary level to help assess the effectiveness of teaching and learning for and by GATE students.

In addition to achievement data, our evaluation also includes enrollment numbers by school sites disaggregated by demographics, program implementation information, as well as informal instruments including the teacher, parent, and student surveys. In addition, each site will be required to annually submit an evaluation, a summary of how their site met compliance using the State's rubric questions.

The District's GATE Advisory Committee reviews site plans, achievement results, site input, and surveys. The matches and gaps are noted, and recommendations are made and brought back to Principals and site GATE Coordinators for modification. These recommendations are imbedded within this application. Annual results and any modifications to the plan will be shared with School Site Councils, GATE School & District Advisory Committees and the Board of Education. This application was approved by the Board on June 4, 2007.

8. Budget

How do district budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards? (EC 52209, 52212a1, 2, 3). Please be sure all itemized budget items are on page 2-3 of this application are explained. In addition, you may choose to provide a narrative.

Budget requests occur each spring based upon a calculation of anticipated revenue. The GATE budget includes 15% of a program Secretary and a teacher on special assignment (TSA) whose position is funded with 60% from GATE funds and 40% from the general fund. Some of the TSA's responsibilities are testing, professional development and teacher support. Funds are set aside for district coordinated staff development, GATE Coordinators meetings, conferences, and GATE Institutes. In addition, money for supplies includes creating and distributing the GATE Coordinators Handbook, the GATE Program Brochure, supplementing the GATE library, and third grade blanket testing. Remaining funds are allocated to school sites based upon the number of identified students at the school and in consideration of the school's needs based upon their program and student demographics. Site's GATE Advisory Committee and/or School Site Council approve their expenditures. The School Board has final approval of all plans and expenditures as they review the GATE plan, annual budget, and Sites' Single Plan for Student Achievement. The GATE program is supplemented with School Improvement funds, Title II staff development money, and other site and district money. In addition, the District GATE Coordinator monitors all expenditures for legal compliance, alignment to the District plan, and ability to meet the needs of gifted students. Please see the attached budget pages for further information.

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Webb, J. T., Meckstroth, E. A., Tolan, S. S. (1994). *Guiding the gifted child: A practical source for parents and teachers*. Scottsdale, AZ:Gifted Psychology Press,

Winebrenner, S. (2002). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented.* Minneapolis, MN:Free Spirit Publishing, Inc.

GATE Program Evaluation

Review of Student Academic Progress
Formal evaluation methods and instruments used to assess the performance of gifted students include the California Standards Test (CST), CAT/6, district benchmark tests, CELDT scores, and quarter and semester grades.

The 2006 California Standards Test results show GATE students scoring at an average of 50% advanced and 39% proficient compared to overall district student results of 9% advanced and 21% proficient in English-language arts. The results in mathematics are 57% advanced and 35% proficient for GATE students and 15% advanced and 28% proficient for overall district student results. CST science results show the GATE students at 31% advanced and 42% proficient compared to 5% advanced and 18% proficient for overall district results.

The results for the CAT/6 comparing GATE students to overall district students are as follows: Reading results show the GATE students at 46% above the 75th percentile and 88% at or above the 50th percentile. District overall results were 9% above the 75th percentile and 29% at or above the 50th percentile. Language results show the GATE students at 59% above the 75th percentile and 91% at or above the 50th percentile. District overall language results were 12% above the 75th percentile and 35% at or above the 50th percentile. Mathematics results show GATE students scored 71% above the 75th percentile and 98% at or above the 50th percentile. District overall results were 19% above the 75th percentile and 46% at or above the 50th percentile.

Student progress is consistently monitored at all sites throughout the year utilizing data available from the district's criterion test results in English language arts and mathematics, and the Houghton Mifflin Summative tests.

Review of Administration of the GATE Program
Administrators, teachers, parents and students are surveyed to help evaluate the program. Teachers provide insight as to their needs and the needs of the program when completing the Teacher Survey of GATE Services. The results of this survey guide us in planning and implementing professional development for our teachers. We are also able to enlist experts in the field due to the noted interests and expertise of our staff members. Parents complete a fall and spring GATE Parent Survey Form. Analyzing the parent surveys gives us a perspective as to how our parents foresee the efficiency of the program at their individual school sites. The results are analyzed and summarized for each individual school site. The information is than given to each site GATE coordinator to disseminate at their site and to members of the District GATE Advisory Committee. Parent workshops and training are planned according to the needs foreseen in the surveys. All sites complete a Site Program Survey. These surveys give us an overview of the program established at the sites.

Multiple criteria is used in the process of identifying students for the GATE program. All students are eligible for nomination into this process regardless of socioeconomic, linguistic, cultural background, and/or disabilities. This year for the first time at JUSD it's the implementation of third grade blanket testing to ensure equity to all students.

The District GATE Coordinator ensures that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program. GATE student backgrounds are made up of the following groups; .3% are Native American,1.2% are Asian 1% are Pacific Islander, 3% are African American, 19% are White (not Hispanic), and 75% are Hispanic or Latino. Overall district student backgrounds are of the following groups; .3% are native American, 4% are Asian, 2% are Pacific Islanders, 2.4% are African American, 37% are White, and 55% are Hispanic or Latino. There are a total of 1,631 students identified as GATE participants compared to the district's enrollment of 20,604 students. Of those identified, 766 are female and 865 are male. 45 are English language learners and 91 are GATE students with disabilities. As of October 2006, 45% of identified GATE students were on the free/reduced lunch program compared to 81% of the total student population.

Procedures for Modifying the District GATE Program Based on the Annual Review(s):

Section 1: Program Design

Jurupa Unified School District provides a comprehensive continuum of services and program options. Our mission 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. JUSD has multiple criteria which allow students to show us their giftedness. Through the process of providing high quality professional development for teachers we are targeting the daily instruction of our students. We understand students are not only gifted after school and thus they may attend enrichment programs, instead, we want their whole day of instruction to be appropriate for their level. Having a full time Teacher on Special Assignment (TSA) be part of the GATE department will make a tremendous difference next year since she will be able to make classroom visits and support/coach the teachers who are working with gifted students.

Section 2: Identification Process

The established identification procedures are equitable, comprehensive, and ongoing. Changes in identification tools and procedures are made to meet the needs of our student population. Based on research conducted on the various assessments available, this year the district officially changed from using the RAVEN to using the Naglieri Nonverbal Ability Test (NNAT). The NNAT is a brief, culture-fair, nonverbal measure which ensures fairness across gender, race, and ethnicity. Third grade blanket testing has been implemented (for the first time this year) to ensure equity throughout the district. The testing was done in the spring and after further study of the results it was decided that in

order to serve students more efficiently the blanket testing will be done in the fall of the coming year. In regards to the identification procedures the district will improve the consistency in training all personnel involved; especially with support to site GATE coordinators who will go back and train staff at their individual sites.

Section 3: Curriculum and Instruction

JUSD has provided strong support in the area of differentiated instruction. All teachers are required to have AB466 training providing them with skills and strategies to differentiate instruction in every classroom. Teachers have also been trained in the Step Up to Writing program. This training helps teachers focus and improve student writing at every ability level. The Riverside County of Education provided training specifically tied to using the Houghton Mifflin series with gifted students. The district has a variety of resources available to help support curriculum instruction in the classroom. For example, students and teachers have access to computer labs, wireless laptops, or classroom computers to be used for word processing, writing applications, and research. The district's GATE library is also available to teachers, parents and students. The district's goal for improvement is to continue the professional development programs that will assist teachers in the differentiation of instruction for gifted students.

Section 4: Social and Emotional Development

The district recognizes the social and emotional needs of gifted learners and provides opportunities for students to increase responsibility, self-awareness, and other areas of affective development. Counseling services are provided at individual school sites and at the district level. A district prevention curriculum is in place at all grade levels. Parents, students and teachers also have access to resources available through the district's GATE library. The biggest improvement goal for JUSD will be the starting of parent meetings designed to assist parents with the social and emotional development of their gifted children. The 2007-2008 school year will introduce the parent group which is designed in the SENG model. The meetings will be throughout the year and parents are already looking forward to this great opportunity.

Section 5: Professional Development

A wide range of professional development opportunities provide ongoing training for teachers and administrators in strategies for working with gifted students. All newly hired teachers are required to attend workshops including curriculum development and differentiation of instruction. The district has in place, in partnership with the University of Riverside, California (UCR), a GATE certification program where teachers can attend classes at the district office. An in-house certification program is set to be implemented in the fall of 2007 with training provided by Mr. John Delandtsheer of JD Seminars. Counselors and administrators will also be trained as part of this program. . The district has developed various presentations which will be presented to every teacher in the district through the site GATE facilitator; some of the titles are: The Identification Process, Embracing Giftedness, and The Depth and Complexity Icons. Some of these

presentations have already been presented to site GATE coordinators and the advisory committee, and some coordinators have already started presenting some of this professional development to their staff and the response has been very positive. The goal for next year is that each presentation be presented to all teachers in the district during their staff meeting or minimum day. We'd like to build district capacity in the defined competencies expected of teachers of the gifted, as identified in current research literature and effective practices.

Section 6: Parent and Community Involvement

JUSD strives to ensure consistent participation of parents and community members in the planning and evaluation of the program for gifted students. The Parent Handbooks at individual school sites and the GATE Program Brochure inform parents of the district's criteria and procedures for identifying gifted and talented students. Key components of the district's program are also available on the District web site along with the District's GATE application. The District GATE Advisory Committee meets a minimum of four times a year, is responsible for providing input on the GATE plan. Parents are continuously involved in the planning and evaluation of the GATE program through feedback at Parent-Teacher Conferences, surveys/inventories, and end-of-year evaluations. Parents are also involved in GATE activities in the classroom, at the school site, and at the district level. This year we offered the Parent and Community Fair. This "Fair" was a series of seminars/workshops designed to assist parents in working with their gifted children. The goal for the coming year is to increase the number of parent participants and we are looking into the possibility of having a parent conference day where parents can come and learn more about gifted children. We would like to have a key note speaker whose expertise lies in this area.

Section 7: Program Assessment

Formal and informal evaluation methods and instruments are in place to assess the gifted program and the performance of gifted students. The achievement data from the CST, CAT/6, district benchmark tests, CELDT scores, and quarter or semester grades are analyzed to evaluate students' progress. Teacher, parent and student surveys are summarized to evaluate the needs of the program at the district level and at the school sites. Our goal is to assess the program on a yearly basis as it is written in our plan. We want to increase the number of surveys from fall to fall and spring. This way we'll be able to evaluate the progress as the year goes on. It will also allow for parents of newly identified students to give us input that same year. We have also designed reports which will help us identify students who are not being successful.

Section 8: Budget

District budget for the gifted program supports and provides for all the components of the district's GATE program. Money budgeted for supplies includes for the following; creating and distributing the GATE Coordinators handbook, the GATE Program Brochure, supplementing the GATE library, and for third grade blanket testing materials.

A teacher on special assignment is funded with 60% coming from GATE funds and 40% from general funds. The GATE program is supplemented with School Improvement funds, Title II staff development money, and other site money. Since GATE funding is so limited, and the district has a commitment to our children,
GATE funds are supplemented with other funds where ever possible. For example, this year's Parent and Community Fair was funded through various funds and not with GATE funding at all. Also, the certification program offered through UCR has been paid through a combination of GATE funds and Title II. Next year's In-House Certification program will be fully funded through Title II and the certification program through UCR will be supplemented with these funds as well. In addition, there will be a full time teacher on special assignment (TSA) which will be paid 60% through GATE funds and 40% general funds. This full time TSA will be a great addition to the department and will assist with testing, parent outreach, and teacher support.

Jurupa Unifie hool District

H 20

PROGRAM BUDGET REQUEST

Program Name: GATE

Location Name: Education Services

Administrator and Title: Martha Gomez, Director

Request Date: May 4, 2007

Account String: 06 500 7140 0 1110 1000
Fund School Resource PY Goal Function

BUDGET: $176,209.00

Object	Object Description	2006-2007 Proposed Budget	Comments
2402	Secretary	6,520.00	15% Socorro Villanueva
3212	PERS	404.00	
3222	PD PERS	456.00	
3312	FICA	595.00	
3322	Medicare	95.00	
3402	H/W	870.00	
3502	U/I	3.00	
3602	W/C	111.00	
3802	PERS RED	254.00	
4300	Supplies	3,000.00	
5815	Consultant	2,500.00	
5725	Printing	500.00	
TOTAL		**15,308.00**	

Prepared by:Socorro Villanueva 5/4/2007

Jurupa Unifie[illegible]chool District

PROGRAM BUDGET REQUEST

Program Name: GATE

Location Name: Education Services

Administrator and Title: Martha Gomez, Director

Request Date: May 4, 2007

Account String: 06 500 7140 0 0000 3120
Fund School Resource PY Goal Function

BUDGET: $ 176,209.00

Object	Object Description	2006-2007 Proposed Budget	Comments
1202	Resource Teacher	49,430.00	60% Esther Askew
3102	STRS	4,078.00	
3322	Medicare	717.00	
3402	H/W	3,480.00	
3502	U/I	25.00	
3602	W/C	839.00	
4300	Testing Materials/Supplies	10,000.00	
5210	Mileage	450.00	
TOTAL		**69,019.00**	

Prepared by:Socorro Villanueva 5/4/2007

Jurupa Unifie[illegible]chool District

PROGRAM BUDGET REQUEST

Program Name: GATE

Location Name: Education Services

Administrator and Title: Martha Gomez, Director

Request Date: May 4, 2007

Account String: 06 500 7140 0 1110 1000
Fund School Resource PY Goal Function

BUDGET: $ 176,209.00

Object	Object Description	2006-2007 Proposed Budget	Comments
1110	Teacher Hourly	30,000.00	
1130	Teacher Sub	10,000.00	
3101	STRS	2,475.00	
3311	FICA	620.00	
3321	Medicare	580.00	
3501	U/I	20.00	
3601	W/C	679.00	
4300	Instructional Materials	36,747.00	
4410	Non-Cap. Techn.	2,000.00	
5200	Travel/Conferences	4,149.00	
5725	Printing	1,932.00	
5815	Consultants	2,680.00	
TOTAL		**91,882.00**	

Prepared by:Socorro Villanueva 5/4/2007

Jurupa Unifi[illegible]chool District

H 8.23

PROGRAM BUDGET REQUEST

176,209.00

Prepared by:Socorro Villanueva 5/4/2007

Jurupa Unified School District

Resolution No. 2007/61

Emergency Repair of CNG Fueling Station
At Transportation Bus Lot

Whereas, on May 22, 2007, the CNG fuel pump station was involved in an accident that resulted in a nonfunctioning fuel station and;

Whereas, Public Contract Code Section 20113 states that the board may in an emergency when any work is necessary to a public schools facility 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 and the conveyance of the students to those classes at our schools an emergency repair of the system is required and;

Whereas the district contracted with Greenfield to repair the CNG Fuel Station at the cost of $52,992.59.

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 repair the CNG Fuel Pump station to be an emergency.

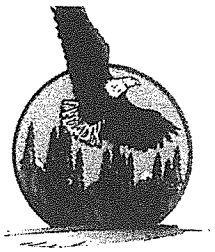
ADOPTED, SIGNED AND APPROVED this 4th day of June 2007.

_____
Carl Harris, President

ATTEST:

_____
Mary Burns, Clerk of the Board

Y



Eagles Peak
INLAND EMPIRE
CHARTER SCHOOL OF CHOICE

43466 Business Park
Drive
Temecula, CA 92590

Main Telephone
951-252-8800

Main Fax Number
951-252-8801

Assessment
951-252-8855

Counseling
951-252-8833

Enrollment
951-252-8833

Finance
951-252-8822

Human Resources
951-252-8877

Information Technology
951-252-8866

Instructional Support
951-252-8844

Parent Support
951-252-8888

Student Records
951-252-8811

RECEIVED

MAY 07 2007

Superintendents' Office
Jurupa Unified School District

May 3, 2007

Elliott Duchon, Superintendent, &
Board of Education
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Dear Jurupa Unified School District Representatives:

Pursuant to California Education Code Section 17078.53(b)(2), notice is hereby given that the Eagles Peak Charter School – Inland Empire intends to submit a Preliminary Application for new construction under the Charter Schools Facility Program.

The facility to be constructed will house approximately 400 students in grades nine through twelve, and is intended as an aviation-focused high school program in connection with the Wathen Foundation and Flabob Airport.

Pursuant to California Code of Regulations Section 1859.162.1, we hereby request that the District comply with the requirements set forth in such section, quoted below:

Section 1859.162.1. Preliminary Charter School New Construction Apportionment Eligibility Criteria.

For Charter Schools applying on their own behalf, the notification to the school district of the Charter School's intent to apply pursuant to Section 1859.162(b) must include the following:

(a) A request for the school district to provide a certification to the number of the district's unhoused pupils, pursuant to Section 1859.50, that the project will serve. Prior to submitting the certification as part of the Preliminary Charter School Application, the school board must have discussed the issue as an action item at a regularly scheduled, publicly held board meeting. The certification, in the form of a board resolution, and supporting documentation must be submitted to the OPSC within 90 days from the date the Charter School notified the school district of its intent to apply to the CSFP.

(b) A request that the school district update its current year enrollment on file with the OPSC pursuant to regulation section 1859.51(e).

Note: Authority cited: Sections 17070.35 and 17078.64, Education Code.
Reference: Section 17078.53, Education Code.

9.1



Eagles Peak
INLAND EMPIRE
CHARTER SCHOOL OF CHOICE

43466 Business Park Drive
Temecula, CA 92590

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Human Resources
951-252-8877

Information Technology
951-252-8866

Instructional Support
951-252-8844

Parent Support
951-252-8888

Student Records
951-252-8811

It is our goal to work in conjunction with the District to ensure that our planned high school facility project is aligned with the needs and goals of the District. We welcome any questions or comments regarding the planned project and the Preliminary Application.

Sincerely Yours,

Dr. Kathleen Hermsmeyer,
Executive Director

SCHOOL DISTRICT: JURUPA UNIFIED

FIVE DIGIT DISTRICT CODE NUMBER (*see California Public School Directory*): 67090

COUNTY: RIVERSIDE

HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (*if applicable*):

Part A. Enrollment Data - (districts or county superintendent of schools)

Grade	3rd Previous 2003/04	2nd Previous 2004/05	Previous 2005/06	Current 2006/07
K	1,500	1,535	1,471	1,485
1	1,608	1,550	1,570	1,512
2	1,650	1,597	1,517	1,532
3	1,606	1,671	1,589	1,524
4	1,693	1,625	1,607	1,550
5	1,692	1,710	1,606	1,576
6	1,551	1,687	1,697	1,571
7	1,684	1,572	1,653	1,653
8	1,701	1,641	1,516	1,597
9	1,522	1,702	1,631	1,505
10	1,482	1,491	1,630	1,574
11	1,179	1,338	1,357	1,492
12	993	1,099	1,160	1,140
TOTAL	**19,861**	**20,218**	**20,004**	**19,711**

Part B. Pupils Attending Schools Chartered By Another District

3rd Previous	2nd Previous	Previous	Current

Part C. Continuation High School - (districts only)

Grade	3rd Previous	2nd Previous	Previous	Current
9	23	1	30	41
10	70	24	49	32
11	125	103	102	125
12	191	193	226	258

Part D. Special Day Class Pupils - (districts or county superintendent of schools)

Elementary	Non-Severe	Severe	Secondary	Non-Severe	Severe
MR			MR		
HH			HH		
DEAF			DEAF		
HI			HI		
SLI			SLI		
VI			VI		
SED			SED		
OI			OI		
OHI			OHI		
SLD			SLD		
DB			DB		
MH	314		MH	275	
AUT			AUT		
TBI			TBI		
TOTAL	314		TOTAL	275	

Part E. Special Day Class Enrollment - (county superintendent of schools only)

3rd Previous	2nd Previous	Previous	Current

Part F. Number of New Dwelling Units 1437

Part G. District Student Yield Factor N/A

Part H. Five Year Projected Enrollment - School Facility Program Projections - (except special day class pupils only)

K-6	7-8	9-12	TOTAL
10,609	2,946	5,994	19,549

Projections - special day class pupils only

Elementary	Non-Severe	Severe	Secondary	Non-Severe	Severe
MR			MR		
HH			HH		
DEAF			DEAF		
HI			HI		
SLI			SLI		
VI			VI		
SED			SED		
OI			OI		
OHI			OHI		
SLD			SLD		
DB			DB		
MH	297		MH	249	
AUT			AUT		
TBI			TBI		
TOTAL	297		TOTAL	249	

Part I.

One Year Projected Enrollment - State Relocatable Program Projections - (except special day class pupils only)

K-6	7-8	9-12	TOTAL
10,588	3,140	6,228	19,956

Projections - (special day class pupils only)
(includes Severe & Non-Severe)

	Elementary	Secondary		Elementary	Secondary
MR			OI		
HH			OHI		
DEAF			SLD		
HI			DB		
SLI			MH	309	274
VI			AUT		
SED			TBI		
			TOTAL	309	274

I certify, as the District Representative, that the information reported on this form is true and correct and that:
I am designated as an authorized district representative by the governing board of the district.
If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42 (b), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction.
In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE: Sheila E. Carpenter

DATE: 5/25/2007

2 of 3

Date of Change	Baseline Adjustments Adjustments to Baseline Eligibility Plus or Minus					Type	Type of Adjustment Pursuant to Section 1859.51	Total Grant Request	Net Baseline Eligibility				
	K-6	7 thru 8	9 thru 12	non severe	severe				K-6	7 thru 8	9 thru 12	Non Severe	Severe
9/27/2000	3297	910	1987	162		E	Established Initial Eligibility/1999-2000		3155	888	1990	162	
10/5/2002	786	282	381	88		I	2000/2001 CBEDS		3941	1170	2371	250	
7/24/2002	193	-18	-293	-58		I	2001/2002 CBEDS		4134	1152	2078	192	
7/24/2002	-525			-293			Adj. For add'l c/r 50/10330-00-01		3609	1152	2078	-101	
8/28/2002	-1336		-2345	-41		A	Full Grant Adj, HS#3		2273	1152	-267	-142	
10/1/2002	-136	-113	470	54		I	2002/2003 CBEDS		2137	1039	203	-88	
10/1/2003	-223	-103	-113	94		I	2003/2004 CBEDS		1914	936	90	6	
10/1/2004	-31	-25	-25	-74		I	2004/2005 CBEDS		1883	911	65	-68	
9/16/2005	-66	-13	-108			A	Ad. For Add'l Classrooms		1817	898	-43	-68	
1/26/2006	525			208			180 Rule Adjustment		2342	898	-43	140	
2/15/2006	-1313	-376	-270	-54			2005/2006 CBEDS		1029	522	-313	86	
2/21/2006	-150						50/67090-00-02 add'l classrooms Peralta		879	522	-313	86	
10/25/2006	-150						50/67090-00-03 add'l classrooms Camino		729	522	-313	86	
10/4/2006	-100	-235	-383	-57			CBEDS 2006/07		**629**	**287**	**-696**	**29**	

* NUMBERS HAVE NOT BEEN CERTIFIED BY THE OFFICE OF PUBLIC SCHOOL CONSTRUCTION.

RESOLUTION # 2007/62

A RESOLUTION OF THE BOARD OF EDUCATION OF THE JURUPA UNIFIED SCHOOL DISTRICT CERTIFICATION OF THE DISTRICT'S UNHOUSED PUPILS

WHEREAS, the Charter School Facilities Act was enacted by AB14 to provide funding to charter schools to construct new facilities and to renovate existing facilities. The program allows charter schools which provide site based instruction in the facilities to apply for funding through the district in which it is physically located or to submit an application independent of the School District; regardless of the method of application, title to the Charter School Facility Program project is held by the school district in which it is physically located and;

WHEREAS, Eagles Peak – Inland Empire- Charter School of Choice (Charter School), has notified the Jurupa Unified School District as required by California Education Code Section 17078.53(b)(2) of its intent to submit a preliminary application for funding under the Charter Schools Facility Program and;

WHEREAS, the facility to be constructed by the Charter School will be constructed to house approximately 400 students and;

WHEREAS, the Jurupa Unified School District has updated its current year enrollment based on the October 2006 CBEDS information and;

NOW, THEREFORE, BE IT RESOLVED, the Governing Board of the Jurupa Unified School District hereby acknowledges and certifies that the Jurupa Unified School District has no unhoused students in grades 9-12 as evidenced in the supporting documents of the board agenda.

AYES:

NOES:

ABSENT:

ABSTENTIONS:

Signed and approved by the Jurupa Unified School District's Board of Education President.

June 4, 2007
Date

_____
Carl E. Harris
President of the Board of Education

ATTEST:

_____
Mary Burns
Clerk of the Board of Education

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9.5

Jurupa Unified School District

Personnel Report #21

June 4, 2007

Change of Assignment

From High School Assistant Principal to RSP Teacher — Ms. Vera Kasberger-Mahoney, 647 East Ridge Glen Rd., Anaheim, CA 92807 — Eff. August 30, 2007

Extra Compensation Assignment

Administrative Services; provide home hospital instruction; May & June 2007; not to exceed 5 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3,740 total.

Ms. Ashley Arena
Ms. Veronica Capata
Ms. Alison Cherry
Ms. Claudia Liggan

Administrative Services; provide Saturday school instruction; May & June 2007; not to exceed 4.5 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $851 total.

Ms. Debbie Tucker

Education Services; provide STAR testing to independent study student; May 17 & 21, 2007; not to exceed 12 hours; appropriate hourly rate of pay; Funding Source: STAR Testing; $217 total.

Ms. Kate Jardine

Education Services; preparation and presentation for optional staff development day; April 2007; not to exceed 12 hours; appropriate hourly rate of pay; Funding Source: Staff Development Buy Back Days; $432 total.

Mr. John Allen

Education Services; stipend to attend optional staff development day held at Camino Real; April 21, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $5,250 total.

Ms. Joan Bain	Ms. Carol Camacho	Ms. Paula Cannon
Mr. Daniel Cornejo	Ms. Kristy Doty	Ms. Paula Goldberg
Ms. Kathryn Gonzalez	Ms. Karen Gotschall	Ms. Wendy Holder
Ms. Penelope Joven	Ms. Colleen Kellar	Ms. Flo Kent
Ms. Linda Kenyon	Ms. Christina Kim	Ms. Nancy Liverman
Ms. Jennifer McDermott	Ms. Garnett Peralta	Ms. Gayle Ravenscroft
Mr. Jim Smyth	Ms. Julie Stice	Ms. Denise Turner

BB 9.1

Personnel Report #21

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; BTSA observation conferences and meetings; September 2006 through May 2007; not to exceed 2 hours per day each; appropriate hourly rate of pay; Funding Source: BTSA; $9,386 total.

Mr. Daniel Brooks	Ms. Alicia Romero	Ms. Leticia Rangel
Ms. Julie Sontag	Ms. Cara Woolweaver	Ms. Angela Vela
Mr. Nathaniel Robinson	Ms. Colleen Kellar	Ms. Kelly Keprios
Ms. Lucienne Schwendener	Ms. Heather Burnett	

Education Services; stipend to attend optional staff development day held at Rustic Lane Elementary; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $5,250 total.

Ms. Kimberly Bargas	Ms. Kathleen Blakley	Ms. Gloria Bravo-Carmona
Ms. Tonya Coats	Mr. John Dawson	Ms. Patricia Dawson
Ms. Evelyn English	Ms. Nanci Garcia	Mr. Brian Henry
Mr. Luis Hernandez	Ms. Julia Hong	Ms. Tasha Landrus
Ms. Judy Lynch	Ms. Lydia Morimoto	Ms. Tammy Patterson
Ms. Debra Sanchez	Ms. Julie Sontag	Ms. Tiffani Taylor
Mr. John Vigrass	Mr. Thomas Warner	Ms. Carole Zuloaga

Education Technology; teacher session of independent study of Technology department; May 1, 2007; not to exceed 10 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $363 total.

Mr. Larry Sturm	Mr. Brian Delameter	Mr. Steve Santiago
Ms. Denise Graham	Ms. Veronica Capata	Ms. Wendy Eccles
Mr. Keith Schumacher	Mr. Gareth Richards	Ms. Alison Cherry
Mr. Jeff Jacobs		

Education Technology; preparation and attendance for the student technology showcase; May 15 & 17, 2007; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Enhancing Education Through Technology; $1,442 total.

Ms. Terese Pisarik	Ms. Shelly Fisher	Ms. Carol Veneman
Mr. Keith Schumacher	Ms. Sally Quintana	

Granite Hill Elementary; provide supervision for extracurricular activities; September 2006 through June 2007; not to exceed 51 hours total; appropriate hourly rate of pay; Funding Sources: School Improvement Program & Title I Basic Grants Low Income; $5,797 total.

Mr. Sean Edwards	Ms. Marilyn Robinson	Ms. Kristin Alkire
Ms. Kathleen Brooks	Ms. Maria Gadsden	Ms. Kelly Keprios
Ms. Maria McCollum	Mr. Steve Santiago	

Pacific Avenue Elementary; provide Family Math Night; April 24-26, 2007; not to exceed 55 hours total; appropriate hourly rate of pay; Funding Source: Englis Language Acquisition Program; $1983 total.

Ms. Robyn Anderson	Ms. Kristin Bernier	Ms. Myra Esteban
Ms. Ann Marie Farias	Ms. Mary Kahlefent	Ms. Janice Kidd
Ms. Jennifer Lester	Ms. Karen Morales	Ms. Judee Pronovost
Ms. Lisa Rodriguez	Ms. Marisol Stokes	

Personnel Report #21

CERTIFICATED PERSONNEL

Extra Compensation Assignment

West Riverside Elementary; provide CBET classes; April 16, 2007 through May 31, 2007; not to exceed 100 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $3,605 total.

Ms. Jodi Archibald	Ms. Dolores Hernandez	Ms. Martha Rodriguez
Ms. Barbara Godoy	Ms. Elsa Buenrostro	Ms. Jessie Alaniz

West Riverside Elementary; meet with GATE students; April 18, 2007 through June 13, 2007; not to exceed 11 hours total; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; $417 total.

Ms. Carole Patty

Mira Loma Middle School; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; $24,810 total.

Yearbook Advisor	Mr. Todd Beasley
Department Chair	Mr. Todd Beasley
Technology Coordinator	Mr. Keith Schumacher
Department Chair	Ms. Anne Cox
Department Chair	Mr. Antonio Lopez
Choral Music Coordinator	Ms. Patricia Cruz
Choral Music Coordinator	Ms. Karen Kimmell
Head Grade Sponsor	Ms. Sharon Lynn Hill
Head Grade Sponsor	Ms. Sharon Lynn Hill
Safe School Site Coordinator	Ms. Sharon Lynn Hill
Department Chair	Mr. Robert Berghorn
Student Study Team Leader	Ms. Roxane Winemiller
Testing Coordinator	Ms. Roxane Winemiller
ASB Advisor	Mr. Rudy Monge
Department Chair	Ms. Carol Veneman
Department Chair	Ms. Mary Ward
Department Chair	Ms. Wendy Eccles
Department Chair	Ms. Toni Fletcher
Department Chair	Ms. Danielle Richardson
Spelling Bee Coordinator	Ms. Terese Pisarik
Department Chair	Mr. Rick Grogan
EL Facilitator	Ms. Martha Estrella-Gutierrez

Mission Middle School; extra period daily teaching assignment; March through June 2007; appropriate rate of pay; Funding Source: Unrestricted Resources; $19,893 total.

Ms. Laura Lewis-McKay	Ms. Pamela Ogden	Mr. Daniel Poelstra

Jurupa Valley High School; support the collaborative process and corrective actions; September 2006 through April 2007; not to exceed 315 hours total; appropriate hourly rate of pay; Funding Source: SAIT Corrective; $11,356 total.

Ms. Jenelle Benson	Ms. Keri Colgan	Ms. Deb George
Mr. Robert Green	Mr. Paul Janeway	Mr. Brady Kocher
Ms. Karen Martinez	Ms. Pasqualita Olguin	Ms. Diana Pine
Mr. George Ramos	Ms. Julie Rosa	Mr. Craig Sevey
Mr. Paul Wakefield		

BB 9.3

Personnel Report #21

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Patriot High School; set up and assist with new student registration; June 25, 2007 through August 31, 2007; not to exceed 80 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $2,884 total.

Ms. Vanessa Douty

Rubidoux High School; extra period daily teaching assignment; March 27, 2007 through June 20, 2007; not to exceed 1 hour per day; appropriate rate of pay; Funding Source: Unrestricted Resources; $4,000 total.

Mr. Mark McFerren

Rubidoux High School; provide specialized tutoring to students; May 10, 2007 through June 18, 2007; not to exceed 1 hour per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,082 total.

Mr. Bob Santiago	Mr. Paul Binns	Ms. Julia Sanzberro
Mr. Paul Van Lent	Ms. Silvia Pascu	Mr. Dan Weatherford
Ms. Alison Cherry	Mr. Eric Hammond	Mr. John Hill
Mr. Frank Marmolejo	Mr. Al Martinez	Ms. Shawna Stockberger

Leave of Absence

Teacher	Ms. Elizabeth Einecke 7543 West Liberty Pkwy. #646 Fontana, CA 92336	Unpaid Special Leave July 1, 2007 through June 30, 2008 without compensation, health & welfare benefits or increment advancement.
Teacher	Ms. Maureen Thurman 7579 Hillhurst Dr. Riverside, CA 92508	Maternity Leave May 9, 2007 through June 19, 2007 with use of sick leave and Unpaid Special Leave June 20, 2007 without compensation.

Resignation

Teacher	Ms. Brooke Beese 520 E. 14th St. Apt. 25 New York, NY 10009	Eff. May 15, 2007
Teacher	Ms. Sally Beese 21114 Hansen Nuevo, CA 92567	Eff. June 30, 2007
Teacher	Ms. Irene Espinoza 1759 S. Jasmine Ct. Ontario, CA 91762	Eff. June 30, 2007

BB pg. 4

Personnel Report #21

CERTIFICATED PERSONNEL

Resignation

Teacher	Ms. Laura Lewis-McKay 17980 Spring View Dr. Riverside, CA 92503	Eff. June 30, 2007
Teacher	Ms. MyLinh Nguyen 2113 Winterwood Dr. Fullerton, CA 92833	Eff. August 16, 2007
Teacher	Ms. Christy Nichols 20265 Newton St. Corona, CA 92881	Eff. June 30, 2007
Teacher	Ms. Danielle Richardson 8066 Haven View Riverside, CA 92509	Eff. June 30, 2007
Teacher	Ms. Marilyn Wior 7866 Silver Hills Dr. Riverside, CA 92506	Eff. July 2, 2007
Teacher	Ms. Caren Wittkop 891 Tia Juana St. Laguna Beach, CA 92651	Eff. June 30, 2007

Substitute Assignment

Teacher	Ms. Brooke Beese 9650 Milliken Ave. #8309 Rancho Cucamonga, CA 91730	As needed Clear Single Subject
Teacher	Mr. Michael Coppers 10444 Charleston Dr. Riverside, CA 92503	As needed Emergency 30-Day Permit
Teacher	Mr. Ante Dundov 285 W. Big Springs #K Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Ms. Courtney Gaynor 4364 Larkspur Rd.	As needed Prospective Teacher Permit
Teacher	Mr. Jonathan Gonzalez 1345 Alder St. Rialto, CA 92376	As needed CBEST Waiver
Teacher	Ms. Cynthia Guzman 17004 La Vida Ct. Fontana, CA 92337	As needed Prospective Teacher Permit
Teacher	Ms. Susan Holt 4710 Foxborough Ct. Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Gina McGroarty 12695 2nd St. Yucaipa, CA 92399	As needed Prospective Teacher Permit

BB 9.5

Personnel Report #21

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Angela McInroe 22491 De Berry St. #H96 Grand Terrace, CA 92313	As needed Prospective Teacher Permit
Teacher	Mr. Steven Miller, Jr. 8879 North Martin St. Rialto, CA 92376	As needed Prospective Teacher Permit
Teacher	Ms. Kellie Rykbos 2154 Oak Crest Dr. Riverside, CA 92506	As needed Prospective Teacher Permit

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Education Technology; preparation and attendance for the Student Technology Showcase; May 15 & 17, 2007; not to exceed 8 hours; appropriate hourly rate of pay; Funding Source: Enhancing Education Through Technology; $110 total.

Instructional Aide	Ms. Yvette Kruse

Food Services; process lunch applications, perform accounting duties and cash deposits during summer months; June 23, 2007 through August 31, 2007; not to exceed 40 hours per week each; appropriate hourly rate of pay; Funding Source: Child Nutrition School Programs; 18,126 total.

Food Service Clerk	Ms. LeeAnne DeSmidt
Senior Fiscal Clerk	Ms. Penny Tavis
Secretary/Account Clerk	Ms. Cyndie Churilla

Language Services and Student Programs; assist the Assessment Center with clerical support; July through September 2007; not to exceed 40 hours per week; appropriate hourly rate of pay; Funding Source: Title III, LEP; $6,336 total.

Translator Clerk Typist	Ms. Rita Sanchez
Bilingual Language Tutor	Ms. Amelia Raya

Granite Hill Elementary; attend First Aid and CPR classes; May 2-23, 2007; not to exceed 8 hours each; appropriate hourly rate of pay; Funding Source: School Improvement Plan; $2,971 total.

Activity Supervisor	Ms. Jacquelyn Banuelos
Activity Supervisor	Ms. Jessie Garcia
Activity Supervisor	Ms. Carmela Kolpin
Activity Supervisor	Ms. Joanne Lopez
Activity Supervisor	Ms. Carmen Medina
Activity Supervisor	Ms. April Rounsaville

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Personnel Report #21

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Indian Hills Elementary; provide supervision as needed for the 2007-2008 school year; not to exceed 13 hours; appropriate hourly rate of pay; Funding Source: Discretionary-Allocations; $155 total.

Activity Supervisor	Ms. Elvira Escamilla
Activity Supervisor	Ms. Belinda Aguilar
Activity Supervisor	Ms. Cindy Rineer

Indian Hills Elementary; provide assistance to parents at Family Literacy Night; April 27, 2007; not to exceed 4 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $51 total.

Bilingual Language Tutor	Ms. Melina Garcia

Pacific Avenue Elementary; provide assistance with Family Math Night; April 26, 2007; not to exceed 3 hours; appropriate hourly rate of pay; Funding Source: English Language Acquisition Program; $90 total.

Preschool Teacher w/ BA	Ms. Cindy Rodriguez

Pacific Avenue Elementary; provide childcare for Parent Academy Training; April & May 2007; not to exceed 33 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $403 total.

Activity Supervisor	Ms. Vivian Gonzales
Activity Supervisor	Ms. Jenna Schwartz
Activity Supervisor	Ms. Debra Jones
Activity Supervisor	Ms. Rita Prado
Activity Supervisor	Ms. Blanca Blanco

Rustic Lane Elementary; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; $326 total.

Bilingual Language Tutor	Ms. Soccoro Avila

Stone Avenue Elementary; provide assistance and translation for kindergarten registration; May 29, 2007 through June 1, 2007; not to exceed 20 hours total; appropriate hourly rate of pay; Funding Source: Title III, LEP; $258 total.

Bilingual Language Tutor	Ms. Miriam Hesselgrave

West Riverside Elementary; provide assistance and instructional support to CBET classes; April 16, 2007 through May 31, 2007; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $1,082 total.

Activity Supervisor	Ms. Gaby Kerklin
Activity Supervisor	Ms. Kikuko McDaniel
Activity Supervisor	Ms. Silvia Garcia

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Personnel Report #21

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rubidoux High School; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; $326 total.

Bilingual Language Tutor — Ms. Patty Griffin

Learning Center; assist with CASAS testing at off-site classes; May and June 2007; not to exceed 30 hours total; appropriate hourly rate of pay; Funding Source: Adult Education; $406 total.

Bilingual Language Tutor — Ms. Marbely Villalobos

Leave of Absence

Campus Supervisor	Ms. Patti Hopson 5635 Falling Leaf Lane Riverside, CA 92509	Amend Unpaid Special Leave to February 13, 2007 through May 7, 2007 without compensation.

Promotion

From Café Asst. III To Café Asst. Mgr. Multi Site	Ms. Joann Brokar 1293 Autumnwood Ln. Perris, CA 92571	Eff. August 31, 2007 Work Year E1
From Café Mgr. Middle School To Café Mgr. High School	Ms. Toni Estrada 8429 Bellmore Riverside, CA 92509	Eff. August 31, 2007 Work Year E1

Reclassification

From Clerk Typist To Translator Clerk Typist	Ms. Yolanda Ortega 6661 DeAnza Ave. Riverside, CA 92506	Eff. May 11, 2007 Work Year E1

Regular Assignment

Bus Driver Special Students	Ms. Anna Alcantar 15168 Mojave St. Hesperia, CA 92345	Eff. May 16, 2007 Work Year F
Bus Driver Special Students	Ms. Elizabeth Asa 8386 Leucrite Ave. Rancho Cucamonga, CA 91730	Eff. May 16, 2007 Work Year F

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Personnel Report #21

CLASSIFIED PERSONNEL

Regular Assignment

Clerk Typist	Ms. Sylvia Blaksher 9822 Greenwood Ct. Fontana, CA 92335	Eff. May 17, 2007 Work Year E1
Bus Driver Special Students	Ms. Maria Herrera 5241 Rigel Way Mira Loma, CA 91752	Eff. May 16, 2007 Work Year F
Bus Driver	Ms. Jamie Salazar 4635 Warren St. Riverside, CA 92503	Eff. May 16, 2007 Work Year F
Crossing Guard	Ms. Denise Vasquez 4309 Guild Circle Riverside, CA 92509	Eff. May 17, 2007 Work Year F1

Resignation

Café Asst. II	Ms. Rebecca Carmona 6487 Via Florencia Riverside, CA 92509	Eff. May 1, 2007
Instructional Aide	Ms. Crystal Gibson 4995 Central Ave. Riverside, CA 92504	Eff. June 1, 2007
Activity Supervisor	Mr. Jose Lopez 3608 Packard St. Riverside, CA 92509	Eff. May 18, 2007
Secretary-Elementary & NVHS Principal	Ms. Joanne Scott 6040 Moraga Ave. Riverside, CA 92509	Eff. August 8, 2007
Opportunity School Asst.	Ms. Virginia Valenzuela 11456 Geyser Dr. Mira Loma, CA 91752	Eff. May 30, 2007

Return to Former Position

From Instructional Aide HS/PS To Café Asst. I	Ms. Lisa Miramontes 10831 Holmes Ave. Mira Loma, CA 91752	Eff. May 9, 2007 Work Year F

Substitute Assignment

Bus Driver	Ms. Anna Cota 5527 Appaloosa Riverside, CA 92509	As needed

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Personnel Report #21

CLASSIFIED PERSONNEL

Substitute Assignment

Clerk Typist	Ms. Susan Fierro 6321 Candlelight Dr. Riverside, CA 92509	As needed
Activity Supervisor	Ms. Margarita Guzman de Garcia 6348 Stobbs Way Riverside, CA 92509	As needed
Bus Driver	Mr. Reyna Hernandez 15613 Iris Dr. Fontana, CA 92335	As needed
Activity Supervisor	Mr. Jose Lopez 3608 Packard St. Riverside, CA 92509	As needed
Clerk Typist	Ms. Sonia Salto 6041 42nd St. Riverside, CA 92509	As needed

Termination

Probationary Instructional Aide	Employee #199906	Eff. May 10, 2007

Title Change

From Bus Driver Special Students To Bus Driver	Ms. Clarissa Montoya 5327 Paloma Rd. Riverside, CA 92509	Eff. May 16, 2007 Work Year F

MANAGEMENT/CONFIDENTIAL PERSONNEL

Resignation

Senior Executive Assistant	Ms. Colleen Munds 10189 Coral Lane Moreno Valley, CA 92557	Eff. July 31, 2007

OTHER PERSONNEL

Short-Term/Extra Work

Grounds; assist with various landscape projects; April 2-30, 2007; not to exceed 40 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $9,959 total.

Short-Term Grounds Worker	Mr. Mike Crawford
Short-Term Grounds Worker	Mr. Brian Parham

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Personnel Report #21

OTHER PERSONNEL

Short-Term/Extra Work

Jurupa Valley High School; stipends for coaching of spring sports; appropriate rate of pay; Funding Sources: Unrestricted Resources & Discretionary Allocations; $60,695 total.

Head Golf Coach	Mr. William Pine
Head Swim Coach	Mr. Tim Peterson
Head Tennis Coach	Mr. John Gunty
Asst. Tennis Coach	Mr. Jarrod Hesler
Head Track & Field Coach	Mr. David Pierson
Head Baseball Coach	Mr. Chuck Armenta
Head Baseball Coach	Mr. Tim Hopper
Asst. Baseball Coach	Mr. Paul Janeway
Asst. Baseball Coach	Mr. Pete McGowan
Head Baseball Coach	Mr. Mark Saugstad
Head Softball Coach	Ms. Sheri Shiflett
Asst. Swim Coach	Mr. Jennifer Robinson
Asst. Track & Field Coach	Ms. Dawn Goldsmith
Asst. Baseball Coach	Mr. Anthony Bravo
Asst. Softball Coach	Mr. Tony Martinez
Asst. Swim Coach	Ms. Rachel Tapia
Asst. Track & Field Coach	Mr. Pat Lord
Asst. Softball Coach	Ms. Anita Cross
Asst. Softball Coach	Mr. Raymond Flores

Jurupa Valley High School; provide assistance with registering of students; March & April 2007; appropriate rate of pay; Funding Source: Unrestricted Resources; $2,193 total.

Retired Guidance Coordinator	Ms. Karen Murphy

Rubidoux High School; stipends for coaching of spring sports; appropriate rate of pay; Funding Sources: Unrestricted Resources & Discretionary Allocations; $45,500 total.

Head Baseball Coach	Mr. Tim Kleveno
Asst. Baseball Coach	Mr. Johnny Mosher
Asst. Baseball Coach	Mr. Chet Edmonds
Head Swim Coach	Mr. Daniel Weatherford
Asst. Swim Coach	Mr. Jorge Zaragoza
Asst. Swim Coach	Ms. Arienne Gachupin
Head Softball Coach	Ms. Irene Garcia
Asst. Softball Coach	Ms. Dana Rey
Asst. Softball Coach	Ms. Candace Vasquez
Head Tennis Coach	Mr. Sam Drapiza
Head Track Coach	Mr. Jay Hammer
Asst. Track Coach	Mr. Dave Jackson
Asst. Track Coach	Ms. Shannon Robinson
Asst. Track Coach	Mr. Michael Hernandez
Asst. Track Coach	Ms. Patty Abraham
Head Golf Coach	Mr. Charles Meyerett

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Personnel Report #21

OTHER PERSONNEL

Short-Term/Extra Work

Rubidoux High School; extra compensation duties for the 2006-2007 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; $7,210 total.

Color Guard Advisor	Mr. Matt Regua
Drill Team Advisor	Mr. Jason Morton

The above actions are recommended for approval:

Tamara Elzig, Assistant Superintendent-Personnel Services

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