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, AUGUST 6, 2007
EDUCATION CENTER BOARD ROOM
4850 Pedley Road, Riverside, CA - 4:00 P.M.
VIDEO/TELECONFERENCE LOCATION:
Holiday Inn Express Hotel & Suites
10985 Red Circle Drive
Minnetonka, MN 55343

OPEN PUBLIC SESSION - 4:00 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 - 4:00 P.M.

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

CLOSED SESSION - 4:00 P.M.

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

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.

CLOSED SESSION - 4:00 P.M.
(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 employeediscipline/dismissal/release/nonrenewal/reassignment/reclassification/resignation/retirement/suspension; appointment of Coordinator of Child Welfare & Attendance.

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION: Pursuant to Section 54956.9(a) - EEOC Charge No. 488-2007-00481.

PUBLIC SESSION - 6:00 p.m.

Roll Call Board Members: President Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez
Flag Salute (President Pro Tem Burns)

1. **Recognition**

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

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

4. **Administrative Reports and Written Communications**
   a. Recognize 2007 Caring Spirit Award Finalist, Jeanette Tupper-Shearer (Mrs. Elzig)
   The Caring Spirit Awards is a program administered by the Press-Enterprise to recognize and honor nurses in the Inland Southern California region who do extraordinary things and distinguish themselves each and every day as they go about their duties. It is with great pleasure that we recognize the selection of JUSD School Nurse Jeanette Tupper-Shearer as one of the 2007 Caring Spirit Awards finalists. This year, 24 finalists were chosen from a field of nearly 300 hundred nominees. Jeanette will be honored at a special recognition luncheon to be held at the Riverside Convention Center on Tuesday, August 7, 2007. School nurses are wonderful, caring individuals and we are very fortunate that Jeanette has distinguished herself as a special nurse who dedicates her life to helping create little miracles everyday with a caring heart and a "caring spirit". Information only

4. **Administrative Reports and Written Communications** (continued)

* b. Recognize Grant Award Notification – School Community Violence Prevention
(Mrs. Elzig)

The California Department of Education has recently notified the district that it has been funded for the School Community Violence Prevention program grant for a five-year period for a total amount of $500,000. The funds will be used at Pacific Avenue Elementary School and Mission Middle School to reduce and prevent violence in and around the schools and help keep our students safe. A copy of the grant award notification is included in the supporting documents. Information only

c. Other Administrative Reports and Written Communications

PUBLIC HEARING

** I. **Hold Public Hearing on Draft Preliminary Environmental Assessment for Proposed K-8 #1 School Site Located at the 3100 Block of Wallace Street, Rubidoux**
(Mrs. Lauzon-5minutes)

In accordance with the California Education Code (CDE), Jurupa Unified School District has been soliciting public comments during a 30-day public review period on the Draft Report of the Preliminary Environmental Assessment (PEA) for the proposed K-8 #1 School to be located at the 3100 block of Wallace Street, Rubidoux.

Leighton Consulting, Inc., environmental consultant, prepared a "Draft Preliminary Environmental Assessment" for the proposed school. This report has been available for review in the Office of the Director of Centralized Support Services, the Rubidoux Library and the Glen Avon Library. A CD copy of the report has been provided to the Board under separate cover.

During the public comment period, in accordance with the California Education Code, the State of California Department of Toxic Substances Control (DTSC) is currently reviewing the draft PEA report. The PEA has been prepared to evaluate if environmental conditions exist at this site that pose a threat to human health or the environment under any land use scenario.

The purpose of this public hearing is to receive any further comments from the public regarding the draft PEA.

President Carl Harris should formally open and close the Public Hearing on this matter.

ACTION SESSION

A. Approve Routine Action Items by Consent

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

* 1. Approve Minutes of July 16, 2007 Regular Meeting
* 2. Disbursement Orders (Pam Lauzon)
* 3. Purchase Orders (Pam Lauzon)
* 4. Agreements (Pam Lauzon)
5. Accept Donations (Pam Lauzon)

Pacific Avenue Elementary School PTA wishes to donate $1,043.00, with the request the funds be used to pay expenses for various field trips and instructional supplies.

Parents of fifth grade students (2006/2007) at Mission Bell Elementary School wish to donate $492.79, with the request the funds be used to pay expenses for various field trips.

Lifetouch National School Studios, through the Riverside studio, wishes to donate $1,507.73 to Stone Avenue Elementary School, with the request the funds be used for instructional supplies and student incentives.

Jeff Turner, of Materials & Construction Supplies, Inc., wishes to donate $440.00, with the request the funds be used for the Rubidoux High School Madrigal program.

An anonymous donor wishes to donate $25.00, with the request the funds be used for the Rubidoux High School Madrigal Program.
Administration recommends acceptance of these donations, with letters of appreciation to be sent.

* 6. Certify Authorized Agents for Business Functions (Mrs. Lauzon)

The County requires a list of Board members and school district employees authorized to transact various business functions for the school district. A copy of the list is included in the supporting documents. The following changes have been made to the Authorized Agents List:

- The new Director of Technology, Thomas Tan, has been added.
- The Assistant Superintendent of Education Services, Dr. Susan Jindra, has been removed.
- Student Body Accounts at Patriot High School: Vanessa Douty and Terri Foltz removed, and Michael West added.
- Student Body Accounts at Jurupa Valley High School: Tim Hopper and Vera Mahoney removed, and Joshua Lewis and Karen Martinez added.
- Student Body Accounts at Mira Loma Middle School: Laurel Fretz removed.
- Student Body Accounts at Rubidoux High School: Laurel Fretz, Neil Mercurius, Trenton Hansen and Todd Chard added.

Administration recommends the Board certify Authorized Agents for Business Functions.

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

* 7. Approve Non-Routine Student Field Trip Request (Mrs. Elzig)

Mr. Keith Chann, Rubidoux High School Head Boys' Cross Country Coach, and Ms. Shannon Robinson, Rubidoux High School Head Girls' Cross Country Coach, are requesting approval to travel to Mammoth Lakes on Sunday, August 12, 2007 through Saturday, August 18, 2007 with approximately fourteen (14) students. The purpose of this trip is for students to train at a very high altitude, which will improve their endurance and to encourage team building. Costs for the trip will be paid through various fundraisers and donations. Transportation will be by district vehicle and supervision will be by staff members. Lodging and accommodations will be in a rental condo and students will prepare their own meals. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Chann and Ms. Robinson to travel to Mammoth Lakes with approximately fourteen (14) RHS students Sunday, August 12, 2007 through Saturday, August 18, 2007.

* 8. Approve Non-Routine Student Field Trip Request (Mrs. Elzig)

Ms. Shawnette Bukarau, Head Cheerleading Coach at Patriot High School, is requesting approval to travel to Los Angeles on Thursday, August 9, 2007 through Sunday, August 12, 2007 with approximately forty-two (42) students. The purpose of this trip is for students to participate in a cheerleading camp where they will learn dance, stunt and spirit routines. Costs for the trip will be paid through Booster Club donations. Transportation will be by district vehicle; supervision will be by staff members and parent volunteers and lodging and accommodations will be provided by the cheer camp. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Student Field Trip Request from Ms. Bukarau to travel to Los Angeles with approximately forty-two (42) students on Thursday, August 9, 2007 through Sunday, August 12, 2007.

* B. **Appoint Members to the Citizens' Oversight Committee** (Mrs. Lauzon - 5 minutes)

Education Code 15278-15282 requires the governing board of a school district to establish and appoint members to an independent citizens' oversight committee to inform the public on the expenditure of bond funds. The committee must be comprised of no less than seven members. The purpose of the District's Citizens' Oversight Committee is to inform the public on the expenditure of Measure C bond funds.

Eleven members of the Jurupa Unified School District General Obligation Bond Citizens' Oversight Committee met on a regular basis through June 2006, at which time all committee member terms expired. During August and September 2006, the district solicited new membership for the Committee by advertising in the local newspaper. The district did not receive enough applications from the community to form the seven member committee required by the Education Code.

In order to meet the requirements of the Education Code to inform the public of the expenditure of Measure C bond funds, administration has asked members of last year's committee to temporarily serve until the new Committee is formed. The Jurupa Unified School District General Obligation Bond Citizens' Oversight Committee is scheduled to meet on September 12, 2007 at 5 p.m. The committee members who have volunteered to sit on the committee are as follows:

Betty Folsom	Representing senior citizens' organizations
Robert Hernandez	Representing business organizations
Stuart Long	Representing district parents
Cynthia Nakaya	Representing parent organizations
Jim Real	Representing bona-fide taxpayers' organizations
Bill Stallard	Committee member
Patricia Thompson	Committee member

The new applicants are as follows:

Steven Gutierrez
Richard Jenkins
Rhonelda Jones Lizarraga
Steven V. Russell

Previous committee members were invited to complete an application to sit on the Committee. The new members will be appointed for an initial term of one year, with subsequent terms of two years thereafter. Copiers of new member applications are included in the supporting documents. The committee serves without compensation and for no more than two consecutive terms.

Administration recommends the Board appoint Betty Folsom, Robert Hernandez, Stuart Long, Cynthia Nakaya, Jim Real, Bill Stallard, Patricia Thompson, Steven Gutierrez, Richard Jenkins, Rhonelda Jones Lizarraga and Steven V. Russell to serve on the Jurupa Unified School District General Obligation Bond Citizens' Oversight Committee.

C. **Approve Purchase of Copier for Education Center, Categorical Projects and Administrative Services** (Mrs. Lauzon - 2 minutes)

Categorical Projects and Administrative Services are requesting approval to purchase one (1) Konica-Minolta Bizhub PRO920 copier for administration and staff use. This copier will replace an older copier that cannot be repaired. 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 price was quoted as follows (including tax):

Konica-Minolta: **$21,955.14**

This item will be purchased from Unrestricted Resources, NCLB, and SIP funds. Board policy requires purchases in excess of $12,000.00 be presented to the Board for approval.

Administration recommends the Board approve the purchase of 1 copier from Konica-Minolta for the Education Center in the amount of $21,955.14 (includes tax, shipping, installation, and training).

* D. **Approve Issuance of Request for Proposal and 2008-2009 Form 470 SLD Web Site Posting for Districtwide Fiber Optic Networking Services** (Mrs. Lauzon - 2 minutes)

Administration is requesting approval to issue a Request For Proposal (RFP) and to publish an E-Rate Program Year 2008-2009 Form 470 on the Schools & Libraries Division E-Rate Web Site in order to solicit bids in conformance with the Federal Schools and Libraries Division E-rate program for a high speed districtwide fiber optic network linking all district sites with the district office. This service would provide our technology users with a network that would be 1,000 times faster than we currently have in place. A copy of the RFP is included in supporting documents.

The fiber optic networking service would be paid from a combination of three funding sources: 76% from Erate funding, 12% from California Teleconnect Funding (CTF), and 12% from district funds. This project will be entirely contingent upon available funding from the Federal E-Rate Program.

Administration recommends the Board approve issuance of Request for Proposal and 2008-2009 Form 470 SLD Web Site Posting for Districtwide Fiber Optic Networking Services.

E. **Approve Purchase of Microsoft Office 2007 Professional Licenses for Rubidoux High School** (Mrs. Lauzon - 2 minutes)

Rubidoux High School is requesting approval to purchase four hundred (400) Microsoft Office 2007 Professional Licenses for use with the Dell computers recently purchased. Three quotes were received (all include tax and shipping):

E. **Approve Purchase of Microsoft Office 2007 Professional Licenses for Rubidoux High School** (Continued)

Educational Resources	**$21,937.90**
CDW-G	$24,049.80
OfficeMax	$191,579.59

These items will be purchased using 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 approve the purchase of 400 Microsoft Office 2007 Professional Licenses for Rubidoux High School from Educational Resources in the amount of $21,937.90 (includes tax and shipping).

* F. **Approve Purchase of Football Equipment for Rubidoux High School**

(Mrs. Lauzon - 5 minutes)

Rubidoux High School is requesting approval to purchase football equipment for immediate use by its teams. The Purchasing Department solicited quotes from four vendors and received quotes from two. Of those two, only one quote included all of the items requested by the school. The vendor providing the comprehensive quote, Gunther's Athletic Service, has stated that approximately 90% of the goods on the order could be delivered within ten days. This means that with approval from the Board, Rubidoux High School will have almost all of its order, except for a few accessories, when practice begins on August 15th. A detailed list of the equipment is included in the supporting documents. Quotes were requested from the following companies:

Gunther's Athletic Service	**$67,833.45 (includes tax and shipping**
Ken's Sporting Goods	Incomplete quote provided
Chick's Sporting Goods	Unresponsive
Sport Chalet	Unresponsive

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 approve the purchase of Football Equipment for Rubidoux High School from Gunther's Athletic Service in the amount of $67,833.45 (includes tax and shipping).

* G. **Approve Purchase of Weight Room and Fitness Equipment for Rubidoux High School**
(Mrs. Lauzon - 5 minutes)

Rubidoux High School is requesting approval to purchase weight room and fitness equipment for use by student athletes and physical education classes. Pricing for this purchase was obtained from LA Gym Equipment and is based on Santa Ana Unified School District's piggy-back bid #3-07. This bid was advertised between December 26th, 2006 and January 10th, 2007, and was opened January 11th, 2007. The bid has since been extended for the 2007-2008 fiscal year by Santa Ana Unified School District. A detailed list of the equipment is included in the supporting documents. Based on the Santa Ana bid, pricing is as follows:

LA Gym Equipment **$103,367.17 (includes tax and shipping)**

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 approve the purchase of Weight Room and Fitness Equipment for Rubidoux High School from LA Gym Equipment, in the amount of $103,367.17 (includes tax and shipping).

H. **Approve Purchase of Hewlett Packard 1022n Laser Jet Printers for Rubidoux High School**
(Mrs. Lauzon - 2 minutes)

Rubidoux High School is requesting approval to purchase sixty-six (66) Hewlett Packard 1022n Laser Jet printers for use in all classrooms and in counselors' offices. These printers conform to the current standards of the Technology Department.

The Purchasing Department obtained three quotes (all include tax and shipping):

OfficeMax	**$17,952.98**
CDW-G	$20,907.10
Zones	$21,261.96

These items will be purchased using 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 approve the purchase of Hewlett Packard 1022n Laser Jet Printers for Rubidoux High School from OfficeMax in the amount of $17,952.98 (includes tax and shipping).

I. **Approve Purchase of Cafeteria Furniture for Rubidoux High School**

(Mrs. Lauzon - 2 minutes)

Rubidoux High School is requesting approval to purchase furniture for its cafeteria. Pricing for this purchase was obtained from Palmer Hamilton, and is based on Glendale Unified School District's "piggy-back" bid # P16-04/05. This bid has been extended through fiscal year 2008 (7/1/07 – 6/30/08) by Glendale Unified School District. By utilizing Glendale Unified School District's bid, we will be paying established competitive prices.

Diagrams showing placement of the new furniture in Rubidoux's cafeteria are available in the Purchasing Department, as are samples of proposed finishes for the tables, booths, chairs, and garbage receptacles. This is the same type of furniture used in the Patriot High School multipurpose room.

Based on the Glendale bid, pricing is as follows:

Palmer Hamilton: $105,722.15 (includes tax, shipping, and installation)

These items will be purchased as part of the Rubidoux High School Modernization (Furniture, Fixture and Equipment funds) from the 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 approve the purchase of Cafeteria Furniture for Rubidoux High School from Palmer Hamilton in the amount of $105,722.15 (includes tax, shipping, and installation).

* J. **Approve Purchase and Sale Agreement for Parcel 186-200-008, Peralta Elementary School**

(Mrs. Lauzon - 5 minutes)

Administration was notified by Mr. Ricardo Marconi that he purchased a 20' strip of land in a tax default sale on September 17, 1993. This strip of land is currently used by the district as a bus loop at Peralta Elementary School. After meeting with Mr. Marconi to identify the strip of land and reviewing County records, it was verified by district staff and the law firm of Best, Best, and Krieger that the district did not own the 20' strip of land as previously believed. Staff reviewed construction documents and interviewed individuals who were employed by the district during the construction of Peralta Elementary School and no one could recall why the parcel was not purchased. Mr. Marconi has agreed to sell the parcel to the district for an amount of $19,500.00 and Best, Best, and Krieger have prepared a Purchase and Sale Agreement for the conveyance. A copy of the agreement and map of the strip of land is included in the supporting documents.

Parcel 186-200-008, Peralta Elementary School, will be purchased from Redevelopment funds.

Administration recommends the Board approve the purchase and sale agreement for Parcel 186-200-008, Peralta Elementary School, from Mr. Ricardo Marconi in the amount of $19,500.00.

* K. **Approve Adult Education Course List for 2007/2008** (Mrs. Elzig - 2 minutes)

The Adult Education schedule of course offerings for the 2007/2008 school year are presented to the Board for approval. The courses offered include: English as a Second Language; Citizenship; Computers; General Studies; Basic Education for the Mentally Handicapped; Health and Physical Activity for Older Adults; Test Preparation; and Parenting. The supporting documents contain the complete schedule, listing the day(s), time, location, whether or not credit is given, and if a fee is required.

Administration recommends the Board approve Adult Education Court List for 2007/2008.

* L. **Adopt Resolution 2008/08, Authorizing Execution of Delegate Agency Agreement from the Riverside County Head Start Program for 2007-2008** (Mrs. Elzig - 2 minutes)

The Head Start program has provided comprehensive and high quality services to low-income children and families for over 40 years. This agreement will provide services for 206 Preschool age children. A copy of the agreement and the resolution is included in the supporting documents.

Administration recommends the Board adopt Resolution 2008/08, Authorizing Execution of Delegate Agency Agreement from the Riverside County Head Start Program for 2007-2008.

* M. **Approve State Preschool Program Attendance and Absence Policy**
(Mrs. Elzig - 2 minutes)

During the last Categorical Program Review, the reviewer mandated Board of Education approval of the State Preschool Program's written Attendance and Absence Policy. The policy is based on the California Department of Education Funding Terms and Conditions and Program Requirements for Child Development programs. It includes clarification of excused absences in the best interest of the child. It will also document parent receipt and agreement to comply with the policy. A copy of the policy is included in the supporting documents.

Administration recommends the Board approve the State Preschool Program Attendance and Absence Policy.

N. **Review and Approve 2007-2008 Consolidated Application School Level Plans
(Mrs. Elzig - 5 minutes)

Schools receiving categorical funds covered by the Consolidated Application are required to consolidate and submit single school plans, known as "Single Plans for Student Achievement (SPSAs)." State and federal programs included in these plans are: School Improvement (School Based Coordinated Programs), Title I (Schoolwide and Targeted), Economic Impact Aid (EIA) Compensatory Education and Bilingual, Gifted and Talented Education (GATE), Safe and Drug Free Schools and Communities (DFSC), Tobacco Use

**N. Review and Approve 2007-2008 Consolidated Application School Level Plans (Cont)

Prevention Education (TUPE), Program Improvement (PI), and School Assistance Intervention Team (SAIT). School level plans must contain a description of how sites will also serve students who are educationally disadvantaged, English Learners, special education, and gifted and talented students. School level plans have been updated and reflect data regarding student achievement and modifications to strategies based on analysis of this data.

Title I federal regulations contain a provision for developing and implementing schoolwide programs that provide greater flexibility in the use of categorical funds and instructional programs that are focused on schoolwide program improvement through the single plan process. Currently, nine schools (Granite Hill, Ina Arbuckle, Mission Bell, Pacific Avenue, Rustic Lane, Stone Avenue, Sunnyslope, Troth Street, and West Riverside) are implementing Title I schoolwide programs and one Title I targeted school (Indian Hills). In addition, there are currently seven schools receiving Economic Impact Aid (EIA)-Compensatory Education state funding (Glen Avon, Pedley, Peralta, Van Buren, Jurupa Middle, Mission Middle, and Mira Loma Middle schools). All of these schools, whether state or federally funded, are required to provide students not meeting grade level standards with intervention support in raising their academic achievement with strategies outlined in their school plans.

Copies of school level plans have been presented to Board members under separate cover. High school plans will be submitted in the fall after their School Site Councils are constituted and planning completed. The "Analysis of Current Educational Practice and School Goals" for schools is included in the supporting documents.

Administration recommends that the Board approve 2007-2008 Consolidated Application School Level Plans.

O. Approve Personnel Matters (Mrs. Elzig - 15 minutes)

* 1. Approve Personnel Report #3
Administration recommends approval of Personnel Report #3 as printed subject to corrections and changes resulting from review in Closed Session.

2. Consider Adjusting Salary Range for Supervisor of Accounting
The duties of the Supervisor of Accounting are expanding to include coordinating many of the financial aspects of the District's Workers' Compensation Program. The Supervisor of Accounting will oversee the original intake of paperwork to the Benefit's Department and ensure that the necessary paperwork from supervisors be submitted immediately following the injury. The Supervisor of Accounting will also handle first aid invoicing and will interface with supervisors, personnel, and third party administration on a regular basis. Prior to adding these duties, a benchmark salary study indicated that the current salary is 19.5% lower than surrounding districts.

Administration recommends the Board approve adjusting salary range for Supervisor of Accounting from Range VII ($5,193-$6,327) to Range VIII ($5,732-$6,984).

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

3. Consider Salary Enhancement of .5% for Certificated and Classified Management and Management/Confidential Employees

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

   Administration recommends the Board approve salary enhancement of .5% for Certificated and Classified Management and Management/Confidential Employees, retroactive to July 1, 2006.

* 4. Consider Reclassifying Job Description and Adjusting Salary Range for Personnel Specialist

   The duties of Personnel Specialist have increased in scope over the last few years to include meeting with employees to process medical leaves, assessing and applying reasonable accommodations, tracking highly qualified teacher and paraprofessional requirements and maintaining records under the Williams legislation. In addition, this position will now be coordinating many aspects of the District's Workers Compensation program.

   Prior to adding these duties, a benchmark study indicated that the salary was 10.8% lower than benchmark districts. There are currently two Personnel Specialist positions in our District. A job description has been included in the supporting documents for your review.

   Administration recommends the Board approve reclassifying the position of Personnel Specialist to Personnel Coordinator and adjusting the salary range from range V ($4,370-$5,323) to range VI ($4,824-$5,875).

P. **Board Member Committee Reports** (President Pro Tem Burns - 10 minutes)

Board President, Mr. Carl Harris, appointed Board representatives to serve on committees for 2007/2008. Individual Board Members may wish to report on committee activities.

Athletic Eligibility/GPA
Dawn Brewer, Mary Burns

Best of the Best
Mary Burns

Budget
Dawn Brewer, Mary Burns

District School Liaison Team
John Chavez

English Learner Advisory
John Chavez

Facilities
Mary Burns, Carl Harris

P. **Board Member Committee Reports** (Continued)

Charitable Purpose Foundation
Dawn Brewer, John Chavez

Communications
Mary Burns, Carl Harris

District Advisory
Dawn Brewer

RHS Blue Ribbon
Dawn Brewer, Mary Burns

Safe Schools
Dawn Brewer

ADJOURNMENT

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

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
Elliot Duchon, Superintendent Jurupa Unified School District 4850 Pedley Road Riverside, CA 92509	07	24723	6709	17

Attention	COUNTY	STANDARDIZED ACCOUNT CODE STRUCTURE	
Teresa Roman-Brunson		Resource	Revenue Object
Program Office Jurupa Unified School District	33	7391	8590
Telephone (951) 360-4191			

Name of Grant Program
School Community Violence Prevention

GRANT AMOUNT	Original/Prior Amendments	Amendment Number	Amendment Amount	Total	Index	Federal Catalog Number
	$500,000			$500,000	0604	

AWARD DATES	Starting	Ending
	July 1, 2007	June 30, 2012

Dear Superintendent Duchon:

Congratulations! I am pleased to inform you that you have been funded for the School Community Violence Prevention program grant, pursuant to California *Education Code* Section 41510 et seq.; 2006-07 Budget Item Number 6110-248-0001, for the following site(s): **Pacific Avenue Elementary School and Mission Middle School.**

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

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

Derrick Andrade, Associate Governmental Program Analyst
Safe and Healthy Kids Program Office
California Department of Education
1430 N Street, Suite 6408

California Department of Education Contact	Title	
Derrick Andrade	Associate Governmental Program Analyst	
E-mail Address dandrade@cde.ca.gov		**Telephone** (916) 319-0207
Signature of the State Superintendent of Public Instruction or Designee ▸ Jack O'Connell		**Date** June 20, 2007

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND ASSURANCES

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

Printed Name of Authorized Agent	Title	
Elliott Duchon	Superintendent	
E-mail Address educhon@jusd.k12.ca.us		**Telephone** (951) 360-4168
Signature ▸		**Date** July 17, 2007

4-b

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, JULY 16, 2007

OPEN PUBLIC SESSION

CALL TO ORDER	Mr. Carl Harris, President, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 5:00 p.m. on Monday, July 16, 2007, in the Board Room, 4850 Pedley Road, Riverside, California.
ROLL CALL	Members of the Board present were: **Carl Harris, President** **Mary Burns, Clerk** **Dawn Brewer, Member** **John Chavez, Member** **Michael Rodriguez, Member**
STAFF PRESENT	Staff Advisers present were: **Elliott Duchon, Superintendent** **Pam Lauzon, Assistant Superintendent Business Services** **Beth Connors, Director of Fiscal Services** **Mike Reynolds, Interim Director of Purchasing** **Theresa Roush, Director of Classified Personnel**
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session.
	HEARING SESSION
ADJOURN TO CLOSED SESSION	PRESIDENT HARRIS NOTED THAT THE BOARD WOULD ADJOURN TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM TO DISCUSS: PERSONNEL MATTERS AS SHOWN ON THE PERSONNEL REPORT TO INCLUDE PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ RELEASE/ NON-RENEWAL/ REASSIGNMENT/ RECLASSIFICATION/ RESIGNATION/ RETIREMENT/ SUSPENSION; APPOINTMENT OF ASSISTANT PRINCIPALS FOR HIGH SCHOOLS; ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS: NATIONAL EDUCATION ASSOCIATION-JURUPA AND CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION; STUDENT DISCIPLINE CASES #07-389, #07-392, #07-398, #07-323, #07-382, #07-399, #07-112. AT 5:01 P.M., THE BOARD RECESSED TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM. AT 5:19 P.M., THE BOARD ADJOURNED FROM CLOSED SESSION.
CALL TO ORDER	At 6:00 p.m., President Harris called the meeting to order in Public Session.
ROLL CALL BOARD	Mr. Harris, Mrs. Burns, Mrs. Brewer, Mr. Rodriguez, Mr. Chavez
FLAG SALUTE	Mrs. Lauzon led the audience in the Pledge of Allegiance.
RECOGNITION	Mrs. Theresa Roush, Director of Classified Personnel, reported that in Closed Session the Board made the following appointments: Mr. Trenton Hansen, Assistant Principal at Rubidoux High School with a 5-0 vote; Mr. Joshua Lewis, Assistant Principal at Jurupa Valley High School with a 5-0 vote; and Mr. Michael West, Assistant Principal at Patriot High School with a 5-0 vote.

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PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session. Mr. Bob Bier commented on Board involvement with intradistrict transfer requests for 2007/2008. Ms. Erika Velasquez, Rubidoux High School student, requested that the Board reconsider her denied intradistrict transfer request to Patriot High School. Ms. Tiny Monfile commended Board Members Carl Harris, Mary Burns, Dawn Brewer and Superintendent, Elliott Duchon, for doing a good job. Mr. Brian Schafer spoke on proposed changes to GPA standards for athletes.
BOARD MEMBER COMMENTS	Mr. Rodriguez reported that he attended the CSBA Curriculum Institute on July 6 & 7th. Mr. Chavez reported that he had attended the grand opening of the new Jurupa Wells Fargo Bank and requested that the Superintendent contact the Branch Manager, JoAnna Gonzales, for information on a proposed banking academy class for secondary students. He also requested that the Superintendent obtain from NEA-J the signed resolution of No Confidence submitted to administration by Sunnyslope Elementary School teachers. Mr. Chavez shared with the Board that he had received a card from former student, Angel Rubucalva, who has been accepted to West Point, thanking the Board for their support during his school years. Mr. Chavez requested that the Board consider scheduling a board member training session on the Brown Act to be conducted by the District Attorney's Office. Mrs. Brewer congratulated the newly appointed high school assistant principals and congratulated Angel Rubucalva for his acceptance to West Point. Mrs. Burns congratulated the newly appointed high school assistant principals. Mr. Harris congratulated the newly appointed high school assistant principals and remarked on the large number of applicants for the high school assistant principal positions. He stated that he sees and hears the many positives in the district, but there is room for improvement.
RECOGNIZE RECEIPT OF GRANT - PRINCIPAL TRAINING PROGRAM	Mr. Duchon informed the Board that the district has received a grant in the amount of $24,000 from the State Department of Education to support continuing costs of the Principal Training Program.
WILLIAMS SETTLEMENT QUARTERLY UNIFORM COMPLAINT REPORT	Mr. Duchon reviewed with the Board the Williams Quarterly Uniform Complaint Report.
OTHER ADMINISTRATIVE REPORTS AND WRITTEN COMMUNICATIONS	Mr. Duchon reported on the following: • 15 parent letters for the single gender classes have been received; Jurupa Middle School-8 and Mission Middle School-7. • The Ad Hoc Athletic GPA Committee will meet in the beginning of August. The initial committee will consist of 2 board members, high school principals, district administration, and athletic directors. The Superintendent requested that Coach Corridan be part of the initial committee. After the start of the school year, athletic directors will select 1-2 head coaches, 1-2 teachers from their site and 1-2 parents to also serve on the committee.

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	HEARING SESSION
HOLD PUBLIC HEARING ON NATIONAL EDUCATION ASSOCIATION-JURUPA INITIAL NEGOTIATING PROPOSAL	President Harris opened the Public Hearing on the National Education Association-Jurupa Initial Negotiating proposal. There were no comments from the public and the hearing was closed.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-7 - MOTION #13	Mr. Chavez moved the Board approve Routine Action Items A 1-7 as printed. Mrs. Brewer seconded the motion, which carried unanimously as follows: Minutes of July 2, 2007 Regular Meeting; Disbursement Orders; Purchase Orders; Payroll Report; Agreements; Donations; Non-Routine Field Trip Request for 6 Jurupa Valley High School students to participate in government training and leadership seminars at University of California, Santa Barbara July 13-17, 2007.
REQUEST APPROVAL TO ISSUE REQUEST FOR PROPOSAL FOR RETIREE HEALTH BENEFITS ACTUARIAL STUDY - MOTION #14	Mr. Rodriguez moved the Board approve the Issuance of a Request for Proposal for Retiree Health Benefits Actuarial Study. Mrs. Burns seconded the motion, which carried unanimously.
ADOPT URGENCY ORDINANCE NOS. 2008/02, 2008/03, 2008/04, 2008/05, 2008/06 LEVYING SPECIAL TAXES - MOTION #15	Mrs. Burns moved the Board adopt Ordinance Nos. 2008/02, 2008/03, 2008/04, 2008/05, and 2008/06 levying the special taxes in fiscal year 2007/2008 within each CFD for the payment of principal and interest on the outstanding bonds and the administrative expenses of the applicable CFD. Mrs. Brewer seconded the motion, which carried unanimously.
APPROVE RIGHT OF ENTRY AND TEMPORARY CONSTRUCTION AGREEMENT TO REDEVELOPMENT AGENCY FOR THE COUNTY OF RIVERSIDE, RUBIDOUX AREA 3 STREET AND SIDEWALK IMPROVEMENT PROJECTS – MOTION #16	Mr. Rodriguez moved the Board approve the Right of Entry and Temporary Construction Agreement, Rubidoux Area 3 Street and Sidewalk Improvement Projects, to the Redevelopment Agency for the County of Riverside. Mr. Chavez seconded the motion, which carried unanimously.
APPROVE AT SECOND READING ORDINANCE NO. 2008/01, LEVYING A SPECIAL TAX ON CFD NO. 7 - MOTION #17	Mrs. Burns moved the Board approve Ordinance No. 2008/01, Levying a Special Tax on Community Facilities District No. 7. Mrs. Brewer seconded the motion, which carried 4-1; Nay, Mr. Rodriguez.

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APPROVE PURCHASE OF INLET CNG DRYER FOR THE TRANSPORTATION DEPARTMENT - MOTION #18	Mrs. Burns moved the Board approve the purchase of an Inlet CNG Dryer from ANGI International in the amount of $39,013.04. Mrs. Brewer seconded the motion, which carried unanimously.
ADOPT RESOLUTION #2008/07, APPROVE CHILD DEVELOPMENT CONTRACT - MOTION #19	Mr. Chavez moved the Board adopt Resolution #2008/07, Approve Child Development Contract. Mrs. Brewer seconded the motion, which carried unanimously.
DISCUSS BOARD MEMBER TRAVEL AND RELATED EXPENSES ALLOCATION- MOTION #20	Mrs. Burns moved the Board approve Mr. Rodriguez's request to transfer any remaining 2006/2007 travel funds in his account to Mr. Chavez's account for his 2006/2007 travel expenses. Mrs. Brewer seconded the motion. With discussion, the motion carried 4-0 with 1 abstention, Mr. Chavez.
APPROVE SPECIAL MEETING TO ESTABLISH GOVERNANCE GOALS AND UTILIZE MS. LESLIE DEMERSSEMAN OF CSBA - MOTION #21	Mrs. Burns moved the Board approve holding a special meeting to establish Board governance goals and utilize Ms. Leslie DeMersseman of CSBA. Mrs. Brewer seconded the motion. With discussion, the motion carried unanimously.
ACT ON STUDENT DISCIPLINE CASES – MOTION #22	Mrs. Brewer moved the Board approve the recommendations for the discipline cases listed. Mrs. Burns seconded the motion, which carried unanimously. Expel the pupil in Discipline Case **#07-389** Violation of Education Code Sections 48900 (a)(1), (k) and 48915 (b), (e) for the Summer and Fall Semesters 2007. The expulsion is suspended for the Fall Semester and student is placed on school probation. Pupil shall be placed at Community Day School, operated at the District Learning Center. The case shall be reviewed in August for Educational placement for the Fall Semester 2007. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 22, 2008; Expel the pupil in Discipline Case **#07-392** Violation of Education Code Sections 48900 (k) and 48915 (e) for the Summer and Fall Semesters 2007. The expulsion is suspended for the Fall Semester and the student is placed on school probation. Pupil shall be placed at Community Day School, operated at the District Learning Center. The case shall be reviewed in August for educational placement for the Fall Semester 2007. This case shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 22, 2008; Expel the pupil in Discipline Case **#07-398** Violation of Education Code Sections 48900 (a)(1), (k)and 48915 (b), (e) for the Summer and Fall Semesters 2007. The expulsion is suspended for the Fall Semester and the student is placed on school probation. The pupil shall be assigned to Community Day School, operated at the District Learning Center. This case shall be reviewed in August for educational placement for the Fall Semester 2007. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 22, 2008; Expel the pupil in Discipline Case **#07-323** Violation of Education Code Sections 48900 (a)(1), (b), (k) and 48915 (b), (c)(2), (e) for one calendar year. The pupil shall be assigned to Community Day School, operated at the District Learning Center. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before July 7, 2008; Expel the pupil in Discipline Case **#07-382** Violation of Education Code Sections 48900 (i), (k) and

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ACT ON STUDENT DISCIPLINE CASES – MOTION #22 (Continued)	48915 (e) for the Summer 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; Expel the pupil in Discipline Case **#07-399** Violation of Education Code Sections 48900 (a)(1), (k) and 48915 (b), (e) for the Summer 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; Readmit pupil in Discipline Case **#07-112** to the schools of the Jurupa Unified School District.
APPROVE PERSONNEL REPORT #2 - MOTION #23	Mrs. Brewer moved the Board approve Personnel Report #2. Mr. Chavez seconded the motion, which carried unanimously. Mrs. Roush, Classified Director of Personnel, reported that during Closed Session, Item #1 on the Personnel Report was corrected to read Nathaniel Robinson, Home and Hospital Instruction.
BOARD MEMBER COMMITTEE REPORTS	Mrs. Burns requested that the Rubidoux High School Blue Ribbon Committee meet for an update on Rubidoux High School modernization. Mr. Chavez reported that he participated in the 4th of July parade and celebration at Country Village and he was glad to be there to represent the school district.
ADJOURNMENT	**ADJOURNMENT** There being no further business or reportable action, President Harris adjourned the Regular Meeting from Public Session at 8:38 p.m. **MINUTES OF THE REGULAR MEETING OF JULY 16, 2007 ARE APPROVED AS:** _____ _____ _____ **President** **Clerk** _____ **Date**

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-02-07 thru 07-13-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
1	03	000	UNCLAIMED PROPERTY	PAUL PALERMO	REISSUE PAYROLL CHECK	925.68
2	03	105	DISCRETIONARY	JOHN BLAYDES ENTERPRISES	SUPPLIES	29.04
3	03	105	STATE LOTTERY	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	662.62
4	03	115	DISCRETIONARY	NEXTEL	CELL PHONE JULY 2007	63.47
5	03	130	DONATIONS	DOUBRAVSKY, DAVE	REIMBURSE FOR STUDENT ACTIVITY	275.00
6	03	130	DISCRETIONARY	NEXTEL	CELL PHONE JULY 2007	77.02
7	03	135	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	1,708.66
8	03	155	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	1,464.77
9	03	160	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	2,628.43
10	03	165	DISCRETIONARY	NEXTEL	CELL PHONE JULY 2007	33.07
11	03	170	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	1,597.68
12	03	175	SCHOOL SITE EMPLOYEE BONUS	COSTCO	SUPPLIES	224.22
13	03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	2,272.98
14	03	200	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	47.96
15	03	205	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	5,041.07
16	03	205	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	36.68
17	03	210	DISCRETIONARY	DOUBLETREE MISSION VALLEY	LODGING-CSROA-8/07 (2)4 DAYS	404.65
18	03	210	DONATIONS	FIRST STUDENT	BUS SERVICES - FIELD TRIP	1,887.88
19	03	210	DISCRETIONARY	NEXTEL	CELL PHONE JULY 2007	27.04
20	03	210	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	36.68
21	03	300	DISCRETIONARY	HILTON HOTEL - SAN FRANCISCO	LODGING-READ 180 NAT'L SUMMER 7/07 (1)5D	866.76
22	03	300	DISCRETIONARY	HOTEL CALIFORNIA	LODGING-READ 180 NAT'L SUMMER 7/07 (1)5D	826.50
23	03	300	DONATIONS	INLAND EMPIRE TOURS AND TRANS	BUS SERVICE - FIELD TRIP	5,863.00
24	03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	8,307.39
25	03	300	DISCRETIONARY	NEXTEL	CELL PHONE JULY 2007	53.06
26	03	300	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	50.92
27	03	300	DISCRETIONARY	RCAEOP	MEMBERSHIP DUES	60.00
28	03	300	DISCRETIONARY	SERRANO HOTEL	LODGING-READ 180 NAT'L SUMMER 7/07 (2)5D	1,024.86
29	03	300	DISCRETIONARY	TURNER ASSOCIATES	CONF FEES-READ 180 NAT'L SUMMER 7/07(3)4I	2,247.00
30	03	300	DISCRETIONARY	UNITED SITE SERVICES OF CA, INC.	PORTABLE RESTROOMS - BASEBALL SEASON	194.25
31	03	305	DONATIONS	CREL TRANSPORTATION	BUS SERVICES - FIELD TRIP	3,600.00
32	03	305	UNRESTRICTED	CREL TRANSPORTATION	BUS SERVICES - FIELD TRIP	850.00
33	03	305	UNRESTRICTED	DANONE WATERS OF NORTH AMERICA, I	SUPPLIES	89.64
34	03	305	UNRESTRICTED	MOBIL BUSINESS	GASOLINE JUNE 2007	32.48
35	03	305	DISCRETIONARY	NEXTEL	CELL PHONE JULY 2007	126.40
36	03	305	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	36.68
37	03	305	DISCRETIONARY	UC RIVERSIDE EXTENSION	CONF FEES-UC COUNSELOR 9/07 (2)1 DAY	120.00
38	03	305	DISCRETIONARY	UC RIVERSIDE EXTENSION	CONF FEES-UC COUNSELOR 9/07 (1)1 DAY	60.00
39	03	310	UNRESTRICTED	INDIAN HILLS CONSERVATION CORP.	WATER BILLING APRIL 2007	2,344.60

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-02-07 thru 07-13-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
40	03	310	UNRESTRICTED	INDIAN HILLS CONSERVATION CORP.	WATER BILLING JUNE 2007	3,463.84
41	03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	8,193.43
42	03	405	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	50.97
43	03	410	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	3,095.87
44	03	500	UNRESTRICTED	AEBISCHER, LAURA	REIMBURSE MILEAGE	27.90
45	03	500	UNRESTRICTED	AIRGAS WEST	SUPPLIES	214.82
46	03	500	UNRESTRICTED	BALDWIN, DAN	REIMBURSE MILEAGE	493.73
47	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	228.55
48	03	500	UNRESTRICTED	BEST, BEST & KRIEGER	LEGAL FEES	11,054.68
49	03	500	UNRESTRICTED	CADIZ, SUSAN	REIMBURSE SUPPLIES	29.84
50	03	500	UNRESTRICTED	CADIZ, SUSAN	REIMBURSE SUPPLIES	20.36
51	03	500	UNRESTRICTED	CALIFORNIA DEPT. OF EDUCATION	REPAY INTEREST EARNED	8,947.11
52	03	500	UNRESTRICTED	CCAC	CONF FEES-CCAC 10/07 (3)4DAYS	725.00
53	03	500	SAFETY CREDIT	CENTRAL OCCUPATIONAL	FIRST AID	1,174.62
54	03	500	SAFETY CREDIT	COM SER CO	SUPPLIES	10.78
55	03	500	UNRESTRICTED	DOUBLETREE INN	LODGING-CCAC 10/07 (3)5DAYS	424.13
56	03	500	UNRESTRICTED	EWING IRRIGATION PRODUCTS	SUPPLIES	107.21
57	03	500	UNRESTRICTED	FRETHOUSE, INC.	SUPPLIES	2,805.84
58	03	500	UNRESTRICTED	HILLYARD FLOOR CARE	SUPPLIES	705.28
59	03	500	UNRESTRICTED	HILTON HOTEL	LODGING-CCAC 10/07 (3)5DAYS	423.93
60	03	500	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	768.25
61	03	500	UNRESTRICTED	JACQUELYN CORNETT	SUPPLIES	21.51
62	03	500	UNRESTRICTED	JOHN DEERE LANDSCAPES	SUPPLIES	373.30
63	03	500	UNRESTRICTED	JOHNSON, JULIUS	REIMBURSE MILEAGE	8.25
64	03	500	UNRESTRICTED	JURUPA CHAMBER OF COMMERCE	2007 ANNUAL BUSINESS MEMBERSHIP	250.00
65	03	500	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING MAY 2007	1,986.29
66	03	500	UNRESTRICTED	MARK MATCHAM	REIMBURSE WORK BOOTS	43.09
67	03	500	UNRESTRICTED	NEXTEL	CELL PHONE JULY 2007	5,597.28
68	03	500	UNRESTRICTED	NICKI VANCE	REIMBURSE SUPPLIES	30.60
69	03	500	UNRESTRICTED	PRESS ENTERPRISE COMPANY	AD SERVICES	40.30
70	03	500	UNRESTRICTED	RIVERSIDE CO. HEALTH DEPT.	HAZARDOUS FUEL TANKS FEE	1,818.00
71	03	500	UNRESTRICTED	STATE WIDE MECHANICAL, INC.	SUPPLIES	929.39
72	03	500	UNANTICIPATED CAPITAL	TANGRAM INTERIORS	SUPPLIES	75.00
73	03	500	UNRESTRICTED	TARGET	SUPPLIES	47.43
74	03	500	UNRESTRICTED	WATSON AGENCY, INC.	SUPPLIES	6,992.00
75	03	501	UNRESTRICTED	UNITED OF OMAHA	PREMIUM - INSTALLMENT #5	634,977.00
76	03	900	UNRESTRICTED	PAUL PALERMO	REISSUE PAYROLL CHECK	739.04
77					**TOTAL FUND 03**	**$ 743,092.76**
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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-02-07 thru 07-13-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
79	06	105	NCLB: TITLE I, PART A	ALBERTSON'S	SUPPLIES	56.04
80	06	105	SCHOOL AND LIBRARY IMPROV	CM SCHOOL SUPPLY CO.	SUPPLIES	99.46
81	06	105	SCHOOL AND LIBRARY IMPROV	GARY DIXON	CONF FEES/LODGING-STRATEGIC SCHOOLINC	1,018.07
82	06	105	NCLB: TITLE I, PART A	SMART & FINAL IRIS CO	SUPPLIES	61.89
83	06	105	SCHOOL AND LIBRARY IMPROV	WESTERN TROPHY MFG	AWARDS	404.06
84	06	110	SCHOOL AND LIBRARY IMPROV	FIRST STUDENT	BUS SERVICES - FIELD TRIP	653.00
85	06	110	NCLB: TITLE I, PART A	FIRST STUDENT	BUS SERVICES - FIELD TRIP	647.63
86	06	115	NCLB: TITLE I, PART A	SBCSS	CONF FEES-CESA 07/08 - (1)10 DAYS	200.00
87	06	115	SPECIAL EDUCATION	SBCSS	CONF FEES-CESA 07/08 - (1)10 DAYS	200.00
88	06	120	NCLB: TITLE I, PART A	DISNEYLAND RESORT RESERVATIONS	LODGING-PLC 10/07 (6)2 DAYS	1,646.80
89	06	120	NCLB: TITLE I, PART A	SBCSS	CONF FEES-CESA 07/08 (1)10 DAYS	400.00
90	06	120	NCLB: TITLE I, PART A	SOLUTION TREE	CONF FEES-PLC 10/07 - (5)2 DAYS	3,360.00
91	06	130	NCLB: TITLE I, PART A	DOUBRAVSKY, DAVE	REIMBURSE SUPPLIES	63.66
92	06	135	SCHOOL AND LIBRARY IMPROV	LAIDLAW TRANSIT, INC.	BUS SERVICE - FIELD TRIP	1,704.26
93	06	145	NCLB: TITLE I, PART F, COMPREHEN	CM SCHOOL SUPPLY CO.	SUPPLIES	16.28
94	06	155	NCLB: TITLE I, PART A	HUGO MAGALLON	BOOK REFUND	15.13
95	06	155	NCLB: TITLE I, PART A	WINSTON, CARON	REIMBURSE SUPPLIES	111.62
96	06	160	NCLB: TITLE I, PART A	CM SCHOOL SUPPLY CO.	SUPPLIES	150.00
97	06	160	NCLB: TITLE I, PART A	CORPORATE EXPRESS	SUPPLIES	3.32
98	06	165	NCLB: TITLE I, PART A	CM SCHOOL SUPPLY CO.	SUPPLIES	47.52
99	06	165	NCLB: TITLE I, PART A	TARGET	SUPPLIES	97.84
100	06	175	SCHOOL AND LIBRARY IMPROV	NEXTEL	CELL PHONE JULY 2007	36.85
101	06	175	SCHOOL AND LIBRARY IMPROV	RELIABLE OFFICE SOLUTIONS	COPIER REPAIRS	186.41
102	06	175	NCLB: TITLE I, PART A	SBCSS	CONF FEES-FOUNDATION OF AUTISM DISORD	40.00
103	06	175	NCLB: TITLE I, PART A	SBCSS	CONF FEES-STRUCTURED TEACHING AUTISM	80.00
104	06	175	NCLB: TITLE I, PART A	SBCSS	CONF FEES-VISUAL COMM. STRATEGIES 12/07	40.00
105	06	175	NCLB: TITLE I, PART A	SBCSS	CONF FEES-ASPERGER'S SYNDRM 1/08(1)1DAY	40.00
106	06	175	SCHOOL AND LIBRARY IMPROV	VIEHMANN, CINDY	REIMBURSE SUPPLIES	54.13
107	06	200	SCHOOL AND LIBRARY IMPROV	SBCSS	CONF FEES-SUMMER EMERGING TRENDS 8/07	275.00
108	06	300	PARTNERSHIP ACADEMIES	PARKER, JOEL	REIMB MEALS - CDE PARTNERSHIP 3/07 (5)3DA	261.81
109	06	500	NCLB: TITLE II, PART A	A P BY THE SEA	CONF/LODGING FEES-AP STUDIO ART 07/07(1)	1,110.00
110	06	500	ONGOING & MAJOR MAINT	ALL CITIES STEEL & FABRICATION	SUPPLIES	140.74
111	06	500	ONGOING & MAJOR MAINT	ALL COUNTIES GLASS DISTRIBUTORS	SUPPLIES	100.58
112	06	500	NCLB: TITLE II, PART A	ALLEN, JOHN	REIMBURSE MILEAGE	198.80
113	06	500	SPECIAL EDUCATION	AMY FOODY	REIMBURSE MILEAGE	313.39
114	06	500	HEAD START	ANA H. COVARRUBIAS	REIMBURSE MILEAGE	15.04
115	06	500	ONGOING & MAJOR MAINT	AYALA, ART	SUPPLIES	64.64
116	06	500	TRANSPORTATION: HOME TO	BERNELL HYRAULICS, INC.	SUPPLIES	9.79
117	06	500	TRANSPORTATION: SPECIAL ED	BERNELL HYRAULICS, INC.	SUPPLIES	2.01

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-02-07 thru 07-13-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
118	06	500	GIFTED & TALENTED EDUCATION	BEST WESTERN	LODGING-AP STATISTICS 07/07(1)4DAYS	657.50
119	06	500	NCLB: TITLE II, PART A	BEST WESTERN	LODGING-AP SPANISH 8/07 (1)4 DAYS	732.48
120	06	500	SPECIAL EDUCATION	BEST, BEST & KRIEGER	LEGAL FEES	785.50
121	06	500	TRANSPORTATION: HOME TO	BUSWEST	SUPPLIES	2,870.61
122	06	500	ONGOING & MAJOR MAINT	CABLE & WIRELESS TECHNOLOGIES	SUPPLIES	202.14
123	06	500	NCLB: TITLE II, PART A	CAL STATE SAN MARCOS	CONF FEES-AP SCIENCE 07/07 (1)4 DAYS	639.00
124	06	500	NCLB: TITLE II, PART A	CAL STATE SAN MARCOS	CONF FEES-AP ENGLISH 7/07 (1)4 DAYS	639.00
125	06	500	NCLB: TITLE IV, PART A	CORPORATE EXPRESS	SUPPLIES	25.34
126	06	500	NCLB: TITLE II, PART A	COURTYARD MARRIOTT	LODGING-PLC 9/07 (5)3DAY	713.10
127	06	500	SCHOOL COMMUNITY VIOLENCE	CSROA	CONF FEES-CSROA 8/07 (1)4 DAYS	295.00
128	06	500	SCHOOL COMMUNITY VIOLENCE	CSROA	CONF FEES-CSROA 8/07 (2)4 DAYS	590.00
129	06	500	NCLB: TITLE III, LIMITED ENGLISH	DANONE WATERS OF NORTH AMERICA, I	SUPPLIES	17.17
130	06	500	HEAD START	DEANA ALVES	REIMBURSE MILEAGE	21.34
131	06	500	SCHOOL COMMUNITY VIOLENCE	DOUBLETREE MISSION VALLEY	LODGING-CSROA 08/07 (1)4 DAYS	404.65
132	06	500	ONGOING & MAJOR MAINT	ELROD FENCING CO.	SUPPLIES	19.83
133	06	500	TRANSPORTATION: HOME TO	FIRST STUDENT	BUS SERVICES - FIELD TRIP	463.50
134	06	500	ONGOING & MAJOR MAINT	FRAMCO HOME CENTER	SUPPLIES	10.94
135	06	500	TRANSPORTATION: HOME TO	FRANKLIN TRUCK PARTS	SUPPLIES	59.46
136	06	500	TRANSPORTATION: SPECIAL ED	FRANKLIN TRUCK PARTS	SUPPLIES	12.19
137	06	500	TRANSPORTATION: HOME TO	GREEN FIELD	SUPPLIES	823.66
138	06	500	TRANSPORTATION: SPECIAL ED	GREEN FIELD	SUPPLIES	52.57
139	06	500	ONGOING & MAJOR MAINT	GRILLO FILTERS SALES	SUPPLIES	2,752.02
140	06	500	NCLB: TITLE II, PART A	HAMPTON INN	LODGING-AP SCIENCE 07/07 (1)4 DAYS	577.50
141	06	500	NCLB: TITLE II, PART A	HILARY YORK	REIMBURSE MILEAGE	22.87
142	06	500	NCLB: TITLE I, PART A PART A, BAS	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	25.00
143	06	500	NCLB: TITLE III, LIMITED ENG	JURUPA UNIFIED	CONF FEES-2-WAY CABE 7/07(2)3DAY	1,040.00
144	06	500	NCLB: TITLE I, PART A PART A, BAS	KATHLEEN JOHNSON	REIMBURSE SUPPLIES	172.36
145	06	500	GIFTED & TALENTED EDUCATION	LAIDLAW TRANSIT, INC.	BUS SERVICE - FIELD TRIP	260.00
146	06	500	TRANSPORTATION: HOME TO	LAIDLAW TRANSIT, INC.	BUS SERVICE - FIELD TRIP	176.09
147	06	500	ONGOING & MAJOR MAINT	MAREZ, PAUL	REIMBURSE WORK BOOTS	80.00
148	06	500	SCHOOL READINESS PROGRAM	MAYITZA GARCIA-RUIZ	REIMBURSE MILEAGE	63.15
149	06	500	COMMUNITY-BASED TUTOR	NEXTEL	CELL PHONE JULY 2007	95.86
150	06	500	NCLB: TITLE I, PART A PART A, BAS	NEXTEL	CELL PHONE JULY 2007	568.13
151	06	500	SCHOOL READINESS PROGRAM	NEXTEL	CELL PHONE JULY 2007	95.28
152	06	500	TRANSPORTATION: HOME TO	NEXTEL	CELL PHONE JULY 2007	188.96
153	06	500	NCLB: TITLE I, PART A PART A, BAS	OFFICEMAX	SUPPLIES	480.53
154	06	500	ONGOING & MAJOR MAINT	PACIFIC AIR HEATING & COOLING, INC.	SUPPLIES	11,200.00
155	06	500	TRANSPORTATION: HOME TO	PARKHOUSE TIRE, INC.	SUPPLIES	1,337.16
156	06	500	TRANSPORTATION: SPECIAL ED	PARKHOUSE TIRE, INC.	SUPPLIES	85.36

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-02-07 thru 07-13-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
157	06	500	MEDI-CAL BILLING OPTION	PRACTI-CAL	MEDI-CAL BILLING	311.71
158	06	500	MEDI-CAL BILLING OPTION	PRACTI-CAL	MEDI-CAL BILLING	626.54
159	06	500	MEDI-CAL BILLING OPTION	PRACTI-CAL	MEDI-CAL BILLING	2,197.95
160	06	500	NCLB: TITLE II, PART A	REGENTS U.C. - RVSD	CONF FEES-AP SPANISH 7/07 (1)4 DAYS	620.00
161	06	500	NCLB: TITLE II, PART A	REGENTS U.C. - RVSD	CONF FEES-AP GOVERNMENT 7/07 (1)4 DAYS	620.00
162	06	500	ONGOING & MAJOR MAINT	RICK JAUNZEMIS	REIMBURSE WORK BOOTS	80.00
163	06	500	ECONOMIC IMPACT AID: LIMITED	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES-BILINGUAL LEADERS 07/08 - (1)11	260.00
164	06	500	TRANSPORTATION: HOME TO	SHELL	GASOLINE - JUNE 2007	44.50
165	06	500	ONGOING & MAJOR MAINT	SHORT POUR CONCRETE	SUPPLIES	221.67
166	06	500	GIFTED & TALENTED EDUCATION	SLOAN, STELLA	CONF FEES-AP INSTITUTE 7/07 (1)	660.00
167	06	500	NCLB: TITLE II, PART A	SOUTHERN CALIFORNIA A.P. , INC.	CONF FEES-AP SPANISH 8/07 (1)4 DAYS	675.00
168	06	500	GIFTED & TALENTED EDUCATION	THE COLLEGE BOARD	CONF FEES-AP ANNUAL CONF 7/07 (1)3 DAYS	350.00
169	06	500	ONGOING & MAJOR MAINT	THE TRANE COMPANY	SUPPLIES	550.35
170	06	500	TRANSPORTATION: HOME TO	TRANSTRAKS	MAINTENANCE/TECHNICAL SUPPORT 06/07	1,200.00
171	06	500	ONGOING & MAJOR MAINT	YAMAS CONTROLS SOUTHERN CALIFOR	SUPPLIES	912.50
172	06	565	SPECIAL EDUCATION	NEXTEL	CELL PHONE JULY 2007	95.64
173					**TOTAL FUND 06**	**$ 52,606.88**
174						
175	11	400	ADULT EDUCATION APPORT	B & M FOAM AND FABRIC	SUPPLIES	432.34
176	11	401	ADULT EDUCATION APPORT	GEORGE NIXON	BOOK REFUND	25.00
177					**TOTAL FUND 11**	**$ 457.34**
178						
179	13	500	CHILD NUTRITION: SCHOOL	CDW-G	SUPPLIES	2,091.51
180	13	500	CHILD NUTRITION: SCHOOL	CORPORATE EXPRESS	SUPPLIES	159.27
181	13	500	CHILD NUTRITION: SCHOOL	NEXTEL	CELL PHONE JULY 2007	324.78
182	13	500	CHILD NUTRITION: SCHOOL	RUPE, VICKI	REIMBURSE MILEAGE	586.29
183					**TOTAL FUND 13**	**$ 3,161.85**
184						
185	21	215	UNRESTRICTED	ELROD FENCING CO.	SUPPLIES	7,213.00
186	21	305	MODERNIZATION PROJECTS	AAA ELECTRIC MOTOR SALES & SERVICE	SUPPLIES	77.98
187	21	305	RHS STADIUM	ALL AMERICAN INSPECTION, INC	INSPECTION SERVICES	12,035.00
188	21	305	RHS STADIUM	AT&T	PHONE JULY 07	3,357.53
189	21	305	MODERNIZATION PROJECTS	BRITE SHEET METAL, INC.	SUPPLIES	1,458.93
190	21	305	MODERNIZATION PROJECTS	C.R. LAURENCE CO.	SUPPLIES	522.76
191	21	305	MODERNIZATION PROJECTS	COLE EQUIPMENT	SUPPLIES	796.49
192	21	305	MODERNIZATION PROJECTS	COLE EQUIPMENT	SUPPLIES	2,072.55
193	21	305	MODERNIZATION PROJECTS	CONSOLIDATED ELECTRICAL DIST.	SUPPLIES	2,362.82
194	21	305	MODERNIZATION PROJECTS	EARTHWORKS SOIL AMENDMENTS, INC.	SUPPLIES	1,722.74
195	21	305	MODERNIZATION PROJECTS	ERIC CHAMBERLAIN WEED CONTROL	RHS - WEED ABATEMENT	98.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-02-07 thru 07-13-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
196	21	305	MODERNIZATION PROJECTS	EWING IRRIGATION PRODUCTS	SUPPLIES	788.09
197	21	305	MODERNIZATION PROJECTS	EWING IRRIGATION PRODUCTS	SUPPLIES	1,133.30
198	21	305	RHS STADIUM	WLC ARCHITECTS, INC.	ARCHITECTURAL SERVICES	7,112.00
199					**TOTAL FUND 21**	**$ 40,751.19**
200						
201	25	500	DEVELOPER FEES	BEST, BEST & KRIEGER	LEGAL FEES	6,425.36
202					**TOTAL FUND 25**	**$ 6,425.36**
203						
204	35	305	MODERNIZATION - STATE SCHL	AAA ELECTRIC MOTOR SALES & SERVICE	SUPPLIES	116.95
205	35	305	MODERNIZATION - STATE SCHL	BRITE SHEET METAL, INC.	SUPPLIES	2,141.91
206	35	305	MODERNIZATION - STATE SCHL	C.R. LAURENCE CO.	SUPPLIES	784.15
207	35	305	MODERNIZATION - STATE SCHL	COLE EQUIPMENT	SUPPLIES	1,194.73
208	35	305	MODERNIZATION - STATE SCHL	COLE EQUIPMENT	SUPPLIES	3,108.84
209	35	305	MODERNIZATION - STATE SCHL	CONSOLIDATED ELECTRICAL DIST.	SUPPLIES	3,544.22
210	35	305	MODERNIZATION - STATE SCHL	EARTHWORKS SOIL AMENDMENTS, INC.	SUPPLIES	2,583.96
211	35	305	MODERNIZATION - STATE SCHL	ERIC CHAMBERLAIN WEED CONTROL	RHS - WEED ABATEMENT	147.00
212	35	305	MODERNIZATION - STATE SCHL	EWING IRRIGATION PRODUCTS	SUPPLIES	1,182.13
213	35	305	MODERNIZATION - STATE SCHL	EWING IRRIGATION PRODUCTS	SUPPLIES	1,699.95
214					**TOTAL FUND 35**	**$ 16,503.84**
215						
216	67	500	SELF INSURANCE	BEST, BEST & KRIEGER	LEGAL FEES	712.05
217	67	500	SELF INSURANCE	HUTCHINGS COURT REPORTERS, LLC	COURT REPORTING FEES	972.00
218	67	500	SELF INSURANCE	MATERIAL DAMAGE APPRAISAL	APPRAISAL COSTS	152.70
219	67	500	SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	CLAIM SERVICES JUNE 2007	207.35
220	67	500	SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	CLAIM SERVICES JUNE 2007	426.56
221	67	500	SELF INSURANCE	NOVAPRO RISK SOLUTIONS, LP	CLAIM SERVICES JUNE 2007	259.58
222	67	500	SELF INSURANCE	THOMPSON & COLEGATE	LEGAL SERVICE	2,711.73
223	67	500	SELF INSURANCE	THOMPSON & COLEGATE	LEGAL SERVICES	7,904.50
224					**TOTAL FUND 67**	**$ 13,346.47**

219 DISBURSEMENT ORDER PURCHASES FOR A GRAND TOTAL OF: **$ 876,345.69**

RECOMMENDED APPROVAL: Beth Conners
DIRECTOR OF FISCAL SERVICES

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Report of Purchases

Purchases Over $200

7-02-07 thru 7-13-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
1	P61646	03	500	0000 - UNRESTRICTED	INLAND LIGHTING	CSR-STOCK	$ 1,810.20
2	P1007810	06	145	6500 - SPECIAL EDUCATION	I.M.P.A.C. GOVERNMENT SERVICES	RL-BOOKS	233.47
3	P1007821	03	210	0600 - DONATIONS	PREMIER AGENDAS	MM-STUDENT AGENDAS-1400	1,074.33
4	P1007821	06	210	3010 - NCLB: TITLE I, PART A, BASIC GRANT	PREMIER AGENDAS	MM-STUDENT AGENDAS-1400	2,280.21
5	P1007821	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PR	PREMIER AGENDAS	MM-STUDENT AGENDAS-1400	1,030.47
6	P1008231	06	120	3010 - NCLB: TITLE I, PART A, BASIC GRANT	HOUGHTON MIFFLIN	IH-WORKBOOKS	1,870.54
7	P1008232	03	120	0600 - DONATIONS	COMPLETE BUSINESS SYSTEMS	IH-DUPLICATOR MAINTENANCE	2,065.00
8	P1008233	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	SOPRIS WEST EDUCATIONAL SERVICES	IA-BOOKS	1,786.76
9	P1008234	03	120	0001 - DISCRETIONARY	MINOLTA BUSINESS SYSTEMS, INC.	IH-COPIER MAINTENANCE	1,800.00
10	P1008235	06	425	6500 - SPECIAL EDUCATION	CANON BUSINESS SOLUTIONS	NV-COPIER MAINTENANCE	728
11	P1008236	03	310	0001 - DISCRETIONARY	MINOLTA BUSINESS SYSTEMS, INC.	PH-COPIER MAINTENANCE	2,000.
12	P1008237	03	305	0005 - FELO/SELO HRLY. PGMS.	MINOLTA BUSINESS SYSTEMS, INC.	PH-COPIER MAINTENANCE	3,400.00
13	P1008237	03	310	0001 - DISCRETIONARY	MINOLTA BUSINESS SYSTEMS, INC.	PH-COPIER MAINTENANCE	13,600.00
14	P1008238	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	MINOLTA BUSINESS SYSTEMS, INC.	TSSC-COPIER MAINTENANCE	720.00
15	P1008239	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANT	MINOLTA BUSINESS SYSTEMS, INC.	SS-COPIER MAINTENANCE	500.00
16	P1008240	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANT	MINOLTA BUSINESS SYSTEMS, INC.	ECLS-COPIER MAINTENANCE	666.68
17	P1008240	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	MINOLTA BUSINESS SYSTEMS, INC.	ECLS-COPIER MAINTENANCE	666.66
18	P1008240	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PR	MINOLTA BUSINESS SYSTEMS, INC.	ECLS-COPIER MAINTENANCE	666.66
19	P1008241	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANT	MINOLTA BUSINESS SYSTEMS, INC.	SS-COPIER MAINTENANCE	2,000.00
20	P1008242	06	135	7090 - ECONOMIC IMPACT AID (EIA)	MINOLTA BUSINESS SYSTEMS, INC.	PED-COPIER MAINTENANCE	3,200.00
21	P1008243	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANT	MINOLTA BUSINESS SYSTEMS, INC.	SS-COPIER MAINTENANCE	2,000.00
22	P1008244	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANT	BURTRONICS (MARTIN BUS. MACH)	SS-COPIER MAINTENANCE	2,300.00
23	P1008245	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANT	COMPLETE BUSINESS SYSTEMS	SS-COPIER MAINTENANCE	2,200.00
24	P1008247	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANT	CANON BUSINESS SOLUTIONS	SS-COPIER MAINTENANCE	750.00
25	P1008248	03	500	0000 - UNRESTRICTED	MINOLTA BUSINESS SYSTEMS, INC.	EC-COPIER MAINTENANCE	5,000.00
26	P1008249	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANT	INTERNATIONAL LASER GROUP	TS-OFFICE SUPPLIES	351.97
27	P1008250	06	500	7230 - TRANSPORTATION: HOME TO SCHO	ATLAS RADIATOR	TRANS-OPEN PO-DISTRICT VEHICLE REPAIRS	940.00
28	P1008251	06	500	7230 - TRANSPORTATION: HOME TO SCHO	AUTO GLASS OF AMERICA	TRANS-OPEN PO-DISTRICT VEHICLE REPAIR	7,050.00
29	P1008251	06	500	7240 - TRANSPORTATION: SPECIAL EDUCA	AUTO GLASS OF AMERICA	TRANS-OPEN PO-DISTRICT VEHICLE REPAIR	450
30	P1008252	06	500	7230 - TRANSPORTATION: HOME TO SCHO	BEST GOLF SERVICE	TRANS-OPEN PO-DISTRICT VEHICLE REPAIRS	2,820.00
31	P1008253	06	500	7230 - TRANSPORTATION: HOME TO SCHO	CORPORATE EXPRESS	TRANS-OPEN PO-SUPPLIES	3,500.00
32	P1008254	06	500	7230 - TRANSPORTATION: HOME TO SCHO	DANONE WATERS OF NORTH AMERICA	TRANS-OPEN PO-DRINKING WATER	2,500.00
33	P1008255	06	500	7230 - TRANSPORTATION: HOME TO SCHO	LUKE'S TRANSMISSIONS	TRANS-OPEN PO-DISTRICT VEHICLE REPAIRS	5,280.00
34	P1008255	06	500	7240 - TRANSPORTATION: SPECIAL EDUCA	LUKE'S TRANSMISSIONS	TRANS-OPEN PO-DISTRICT VEHICLE REPAIRS	220.00
35	P1008256	06	500	7230 - TRANSPORTATION: HOME TO SCHO	MARMOLEJO CUSTOM UPHOLSTERY	TRANS-OPEN PO-INTERIOR REPAIRS DIST VEHICLES	2,400.00
36	P1008257	06	500	7230 - TRANSPORTATION: HOME TO SCHO	PATRIOT TOWING	TRANS-OPEN PO-TOWING SERVICES	4,500.00
37	P1008258	03	500	0018 - FUEL/STORES	POMA DISTRIBUTING CO.	TRANS-OPEN PO-FUEL FOR DIST VEHICLES	250,000.00
38	P1008259	06	500	3710 - NCLB: TITLE IV, PART A, DRUG-FREE	WEST ED	EC-OPEN PO-HEALTHY KIDS SURVEY SUPPLIES	5,000.00
39	P1008260	06	500	7230 - TRANSPORTATION: HOME TO SCHO	RADIO COMMUNICATIONS SERVICE	TRANS-OPEN PO-SUPPLIES INSTALLATION SERVICES	7,680.00
40	P1008260	06	500	7240 - TRANSPORTATION: SPECIAL EDUCA	RADIO COMMUNICATIONS SERVICE	TRANS-OPEN PO-SUPPLIES INSTALLATION SERVICES	320.00
41	P1008261	06	500	3710 - NCLB: TITLE IV, PART A, DRUG-FREE	STATER BROTHERS	EC-OPEN PO-MEETING SUPPLIES	500.00

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Report of Purchases
Purchases Over $200
7-02-07 thru 7-13-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
42	P1008262	06	500	7230 - TRANSPORTATION: HOME TO SCHO	RIVERSIDE INDUSTRIAL MEDICAL	TRANS-OPEN PO-DRIVER PHYSICALS	3,008.00
43	P1008263	06	500	7230 - TRANSPORTATION: HOME TO SCHO	SAFETY-KLEEN CORPORATION	TRANS-OPEN PO-07/08 DISPOSAL SERVICES	9,000.00
44	P1008264	06	500	7230 - TRANSPORTATION: HOME TO SCHO	SUPER CARBURETORS	TRANS-OPEN PO-DISTRICT VEHICLE REPAIRS	940.00
45	P1008265	06	500	7230 - TRANSPORTATION: HOME TO SCHO	TEAGARDEN MUFFLER	TRANS-OPEN PO-DISTRICT VEHICLE REPAIRS	2,162.00
46	P1008267	06	500	7230 - TRANSPORTATION: HOME TO SCHO	DONUT TYME	TRANS-OPEN PO-MEETING SUPPLIES	600.00
47	P1008268	06	500	7230 - TRANSPORTATION: HOME TO SCHO	AMERICAN RED CROSS	TRANS-OPEN PO-FIRST AID TRAINING SUPPLIES	2,075.00
48	P1008268	06	500	7240 - TRANSPORTATION: SPECIAL EDUCA	AMERICAN RED CROSS	TRANS-OPEN PO-FIRST AID TRAINING SUPPLIES	425.00
49	P1008269	06	500	7230 - TRANSPORTATION: HOME TO SCHO	DE ANZA MOBIL	TRANS-OPEN PO-SMOG CHECKS FOR DIST VEHICLES	1,620.00
50	P1008270	03	305	0000 - UNRESTRICTED	DANONE WATERS OF NORTH AMERICA	LC-OPEN PO-DRINKING WATER FOR SCORE OFFICE	500.00
51	P1008271	03	305	0000 - UNRESTRICTED	DANONE WATERS OF NORTH AMERICA	LC-OPEN PO-DRINKING WATER	1,200.00
52	P1008272	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	ALIN PARTY SUPPLIES CO.	EC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	400.
53	P1008273	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	CM SCHOOL SUPPLY CO.	EC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	300.00
54	P1008274	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	CORPORATE EXPRESS	EC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	2,000.00
55	P1008275	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	BURTRONICS (MARTIN BUS. MACH)	SA-COPIER MAINTENANCE	1,500.00
56	P1008276	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	KONICA MINOLTA BUSINESS SOLUTIONS	SA-COPIER MAINTENANCE	1,500.00
57	P1008277	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	CANON BUSINESS SOLUTIONS	SA-COPIER MAINTENANCE	454.40
58	P1008278	06	165	7395 - SCHOOL AND LIBRARY IMPROVEMEN	BURTRONICS (MARTIN BUS. MACH)	TS-COPIER MAINTENANCE	2,500.00
59	P1008279	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	INDIAN HILLS GOLF CLUB	EC-OPEN PO-BANQUET ROOM RENTAL	2,000.00
60	P1008280	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	OFFICEMAX	EC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	600.00
61	P1008282	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	STATER BROTHERS	EC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	2,000.00
62	P1008283	06	135	7395 - SCHOOL AND LIBRARY IMPROVEMEN	STAPLES	PED-OPEN PO-INSTRUCTIONAL SUPPLIES	1,000.00
63	P1008284	06	135	7395 - SCHOOL AND LIBRARY IMPROVEMEN	WESTERN TROPHY MFG	PED-OPEN PO-STUDENT INCENTIVES	2,500.00
64	P1008285	06	135	7395 - SCHOOL AND LIBRARY IMPROVEMEN	CM SCHOOL SUPPLY	PED-OPEN PO-INSTRUCTIONAL SUPPLIES	1,000.00
65	P1008286	06	135	7395 - SCHOOL AND LIBRARY IMPROVEMEN	STATER BROTHERS	PED-OPEN PO-MEETING SUPPLIES	2,700.00
66	P1008287	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PR	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	500.00
67	P1008288	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PR	CORPORATE EXPRESS	EC-OPEN PO-OFFICE SUPPLIES	500.00
68	P1008290	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	K-MART (LIMONITE STORE)	IA-OPEN PO-INCENTIVES	300.00
69	P1008291	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	KONICA MINOLTA BUSINESS SOLUTIONS	IA-COPIER MAINTENANCE	3,000.00
70	P1008292	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	OFFICEMAX	IA-OPEN PO-SUPPLIES	750
71	P1008293	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	POSITIVE PROMOTIONS	IA-OPEN PO-STUDENT INCENTIVES	500.00
72	P1008294	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	ROUND TABLE PIZZA	IA-OPEN PO-STUDENT INCENTIVES	300.00
73	P1008295	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	STAPLES	IA-OPEN PO-SUPPLIES	450.00
74	P1008296	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	STATER BROTHERS	IA-OPEN PO-SUPPLIES & INCENTIVES	1,000.00
75	P1008297	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	SMART & FINAL IRIS CO	IA-OPEN PO-SUPPLIES & INCENTIVES	700.00
76	P1008298	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	TARGET	IA-OPEN PO-SUPPLIES & INCENTIVES	500.00
77	P1008299	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	TAYLOR PUBLISHING	IA-OPEN PO-YEARBOOK DEPOSIT & SUPPLIES	1,500.00
78	P1008300	03	410	0001 - DISCRETIONARY	STATER BROTHERS	NV-OPEN PO-SUPPLIES	475.00
79	P1008301	06	145	3010 - NCLB: TITLE I, PART A, BASIC GRANT	K-MART (LIMONITE STORE)	RL-OPEN PO-INSTRUCTIONAL SUPPLIES	300.00
80	P1008302	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	WESTERN TROPHY MFG	IA-OPEN PO-STUDENT INCENTIVES	2,000.00
81	P1008304	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	CORPORATE EXPRESS	IA-OPEN PO-SUPPLIES	750.00
82	P1008311	03	410	0001 - DISCRETIONARY	INTERNATIONAL LASER GROUP	NVHS-OFFICE SUPPLIES	287.70

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Report of Purchases
Purchases Over $200
7-02-07 thru 7-13-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
83	P1008313	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	KONICA MINOLTA BUSINESS SOLUTIONS	MAINT-COPIER MAINTENANCE	250.00
84	P1008318	03	165	0001 - DISCRETIONARY	CM SCHOOL SUPPLY CO.	TS-OPEN PO-INSTRUCTIONAL SUPPLIES	255.00
85	P1008319	03	165	0001 - DISCRETIONARY	LAKESHORE	TS-OPEN PO-INSTRUCTIONAL SUPPLIES	210.00
86	P1008320	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANT	CORPORATE EXPRESS	TS-OPEN PO-SUPPLIES	1,000.00
87	P1008322	03	500	0000 - UNRESTRICTED	ENVIRONMENTAL MANAGEMENT TECH	MAINT-HAZARDOUS WASTE REMOVAL	489.50
88	P1008323	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANT	STATER BROTHERS	TS-OPEN PO-INSTRUCTIONAL SUPPLIES	500.00
89	P1008324	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANT	CM SCHOOL SUPPLY CO.	TS-OPEN PO-INSTRUCTIONAL SUPPLIES	500.00
90	P1008326	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANT	COSTCO	TS-OPEN PO-SUPPLIES & INCENTIVES	1,000.00
91	P1008328	06	115	3010 - NCLB: TITLE I, PART A, BASIC GRANT	PC & MACEXCHANGE	IA-TONER CARTRIDGES	2,754.90
92	P1008329	06	135	7090 - ECONOMIC IMPACT AID (EIA)	SOPRIS WEST EDUCATIONAL SERVICES	PED-BOOKS	695
93	P1008330	21	130	0204 - MODERNIZATION PROJECTS	DEMCO SUPPLY INC	PA-INSTRUCTIONAL MATERIALS	306.
94	P1008331	03	500	0000 - UNRESTRICTED	CORPORATE EXPRESS	EC-OPEN PO-OFFICE SUPPLIES	3,000.00
95	P1008332	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANT	I.M.P.A.C. GOVERNMENT SERVICES	SA-BOOKS	435.96
96	P1008333	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	AAA ELECTRIC MOTOR SALES & SERVICE	MAINT-ELECTRICAL MOTORS & HVAC SUPPLIES	6,000.00
97	P1008334	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ACE HARDWARE RIVERSIDE	MAINT-OPEN PO-MAINTENANCE SUPPLIES	10,000.00
98	P1008335	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ADI	MAINT-OPEN PO-ELECTRICAL SUPPLIES	500.00
99	P1008336	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	AMERICAN PLUMBING PARTSMASTER	MAINT-OPEN PO-PLUMBING SUPPLIES	2,000.00
100	P1008337	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	AIRGAS	MAINT-OPEN PO-WELDING TANKS & SUPPLIES	1,500.00
101	P1008338	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ALL CITIES STEEL & FABRICATION	MAINT-OPEN PO-METAL & SUPPLIES	3,500.00
102	P1008339	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ALL COUNTIES GLASS DISTRIBUTORS	MAINT-OPEN PO-GLASS & GLAZING SUPPLIES	2,000.00
103	P1008340	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	A.L.L. ROOFING & BUILDING MATERIALS	MAINT-OPEN PO-ROOFING SUPPLIES & MATERIALS	500.00
104	P1008341	03	500	0000 - UNRESTRICTED	ARCH WIRELESS	MAINT-OPEN PO-PAGER SERVICE	1,350.00
105	P1008341	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ARCH WIRELESS	MAINT-OPEN PO-PAGER SERVICE	650.00
106	P1008342	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	BRITE SHEET METAL, INC.	MAINT-OPEN PO-SHEET METAL & HVAC DUCTWORK	300.00
107	P1008343	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CAMERON WELDING SUPPLY	MAINT-OPEN PO-WELDING SUPPLIES & TANK RENTAL	1,500.00
108	P1008344	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CHATFIELD-CLARKE COMPANY	MAINT-OPEN PO-WHITE BOARDS & SUPPLIES	500.00
109	P1008345	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CLARK SECURITY PRODUCTS	MAINT-OPEN PO-LOCKS & SUPPLIES	1,000.00
110	P1008346	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CONSOLIDATED ELECTRICAL DIST.	MAINT-OPEN PO-ELECTRICAL SUPPLIES	7,000.00
111	P1008347	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CORPORATE EXPRESS	MAINT-OPEN PO-OFFICE SUPPLIES	1,000
112	P1008348	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	DE ANZA HARDWARE BUILDING SUP.	MAINT-OPEN PO-SUPPLIES	1,000.00
113	P1008349	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ELECTRONICS WAREHOUSE	MAINT-OPEN PO-ELECTRONIC SUPPLIES	1,000.00
114	P1008350	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ELROD FENCING CO.	MAINT-OPEN PO-FENCING MATERIALS	2,500.00
115	P1008351	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	FERGUSON ENTERPRISES	MAINT-OPEN PO-PLUMBING SUPPLIES	7,000.00
116	P1008352	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	FRAZEE PAINT & WALLCOVERING	MAINT-OPEN PO-PAINT SUPPLIES	1,000.00
117	P1008353	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	GRAINGER W W INC	MAINT-OPEN PO-MAINT & HVAC SUPPLIES	2,000.00
118	P1008354	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	GRILLO FILTERS SALES	MAINT-OPEN PO-HVAC FILTERS	8,000.00
119	P1008355	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CABLE & WIRELESS TECHNOLOGIES	EC-OPEN PO-SUPPLIES	2,500.00
120	P1008356	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	GROVE LUMBER	MAINT-OPEN PO-LUMBER & SUPPLIES	1,000.00
121	P1008357	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	THE HOME DEPOT- MIRA LOMA	MAINT-OPEN PO-SUPPLIES	6,000.00
122	P1008358	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	CLEARCOM NETWORKS	EC-OPEN PO-SUPPLIES	5,000.00
123	P1008359	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	HOWARD INDUSTRIES	MAINT-OPEN PO-HVAC SUPPLIES	1,000.00

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	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
124	P1008360	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	INLAND LIGHTING	MAINT-OPEN PO-LAMPS & BALLASTS	3,500.00
125	P1008364	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANT	PROMOTE MARKETING CONCEPTS	IH-INSTRUCTIONAL SUPPLIES	1,163.70
126	P1008365	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	INLAND PUMPING COMPANY	MAINT-TS-OPEN PO-SEPTIC TANK PUMPING	10,000.00
127	P1008366	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	INLAND PUMPING COMPANY	MAINT-RH-SEPTIC TANK PUMPING FOR AG DEPT.	3,000.00
128	P1008367	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	JACK LINDGREN BUILDERS HARDWARE	MAINT-OPEN PO-HARDWARE SUPPLIES	500.00
129	P1008368	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	KEN'S TOOL & SUPPLY	MAINT-OPEN PO-SUPPLIES	750.00
130	P1008369	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	KH METALS & SUPPLY	MAINT-OPEN PO-SUPPLIES	750.00
131	P1008370	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	MCFADDEN-DALE HARDWARE	MAINT-OPEN PO-SUPPLIES	1,000.00
132	P1008371	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	MTS HARDWARE & WOODWORKERS'	MAINT-OPEN PO-HARDWARE & SUPPLIES	500.00
133	P1008372	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	PEDLEY EQUIPMENT RENTAL	MAINT-OPEN PO-PROPANE & SUPPLIES	500
134	P1008373	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	RADIO SHACK	MAINT-OPEN PO-ELECTRONIC SUPPLIES	250.
135	P1008374	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	REFRIGERATION SUPPLIES DIST	MAINT-OPEN PO-HVAC SUPPLIES	4,000.00
136	P1008375	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	RIVERSIDE WINNELSON COMPANY	MAINT-OPEN PO-PLUMBING SUPPLIES	2,000.00
137	P1008376	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	ROYAL WHOLESALE ELECTRIC	MAINT-OPEN PO-ELECTRICAL SUPPLIES	1,000.00
138	P1008377	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	REBEL RENTS	MAINT-OPEN PO-EQUIPMENT	3,000.00
139	P1008378	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	SIERRA WHOLESALE HARDWARE	MAINT-OPEN PO-DOORS & HARDWARE	1,000.00
140	P1008379	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	DANONE WATERS OF NORTH AMERICA	MAINT-OPEN PO-DRINKING WATER & COOLER RENTAL	2,750.00
141	P1008380	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	SPECTRA-TONE PAINT CORPORATION	MAINT-OPEN PO-PAINT SUPPLIES	1,500.00
142	P1008381	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	TRANE PARTS CENTER	MAINT-OPEN PO-HVAC PARTS	4,000.00
143	P1008382	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	VISTA PAINT	MAINT-OPEN PO-PAINT SUPPLIES	1,500.00
144	P1008383	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	WASTE MANAGEMENT	MAINT-OPEN PO-ROLL OFF CHARGES	5,000.00
145	P1008384	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	WESTERN ENTERPRISES	MAINT-OPEN PO-ELECTRICAL SUPPLIES	500.00
146	P1008385	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	WESTERN WATER WORKS SUPPLY CO.	MAINT-OPEN PO-PLUMBING SUPPLIES	750.00
147	P1008386	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	WHITE CAP CONSTRUCTION SUPPLY	MAINT-OPEN PO-SUPPLIES	1,000.00
148	P1008387	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	WOLVERINE BRASS, INC.	MAINT-PH-OPEN PO-PLUMBING SUPPLIES & MATERIAL	500.00
149	P1008389	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	NORTHERN SAFETY CO., INC.	MAINT-OPEN PO-SAFETY SUPPLIES	500.00
150	P1008390	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	RAINBOW BOLT & SUPPLY	MAINT-OPEN PO-SUPPLIES	250.00
151	P1008392	03	500	0000 - UNRESTRICTED	ARROWHEAD MOUNTAIN SPRING WATER	EC-OPEN PO-DRINKING WATER	700.00
152	P1008393	03	170	0001 - DISCRETIONARY	CM SCHOOL SUPPLY CO.	VB-OPEN PO-INSTRUCTIONAL SUPPLIES	500
153	P1008394	03	170	0001 - DISCRETIONARY	STAPLES	VB-OPEN PO-SUPPLIES	500.00
154	P1008395	03	170	0001 - DISCRETIONARY	TARGET	VB-OPEN PO-SUPPLIES	500.00
155	P1008396	03	170	0001 - DISCRETIONARY	SMART & FINAL	VB-OPEN PO-SUPPLIES	500.00
156	P1008398	03	170	0001 - DISCRETIONARY	OFFICEMAX	VB-OPEN PO-SUPPLIES	500.00
157	P1008399	03	170	0001 - DISCRETIONARY	WESTERN TROPHY MFG	VB-OPEN PO-AWARDS & INCENTIVES	500.00
158	P1008400	03	170	0001 - DISCRETIONARY	STATER BROTHERS	VB-OPEN PO-SUPPLIES	500.00
159	P1008401	03	155	0001 - DISCRETIONARY	SHAKEY'S PIZZA	SA-OPEN PO-STUDENT INCENTIVES	750.00
160	P1008402	03	140	0001 - DISCRETIONARY	CORPORATE EXPRESS	PER-OPEN PO-SUPPLIES	4,500.00
161	P1008403	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	HORIZON SOFTWARE INTERNATIONAL	FOOD-OPEN PO-SOFTWARE SUPPORT & SUPPLIES	20,000.00
162	P1008404	03	500	0000 - UNRESTRICTED	KELLY PAPER COMPANY	PS-OPEN PO-PRINTING SUPPLIES	5,000.00
163	P1008405	03	500	0013 - SAFETY CREDIT	TELEMATION	EC-OPEN PO-TELECOMMUNICATION EQUIPMENT	5,000.00
164	P1008406	06	120	3010 - NCLB: TITLE I, PART A, BASIC GRANT	STAPLES	IH-OPEN PO-SUPPLIES	250.00

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165	P1008407	06	120	3010 - NCLB: TITLE I, PART A, BASIC GRANT	STATER BROTHERS	IH-OPEN PO-SUPPLIES	400.00
166	P1008408	06	120	3010 - NCLB: TITLE I, PART A, BASIC GRANT	SMART & FINAL	IH-OPEN PO-SUPPLIES	500.00
167	P1008413	03	500	0000 - UNRESTRICTED	STERICYCLE	EC-OPEN PO-SHARP PICK-UP & DISPOSAL	700.00
168	P1008414	21	130	0204 - MODERNIZATION PROJECTS	CULVER-NEWLIN INC	PA-FILING CABINET	926.22
169	P1008415	03	500	0000 - UNRESTRICTED	SHRED-IT	EC-OPEN PO-SHREDDING SERVICES	2,500.00
170	P1008419	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	SMART & FINAL	SA-OPEN PO-STUDENT INCENTIVES	500.00
171	P1008420	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	STATER BROTHERS	SA-OPEN PO-STUDENT INCENTIVES	250.00
172	P1008421	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	ALBERTSON'S	SA-OPEN PO-STUDENT INCENTIVES	250.00
173	P1008422	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANT	CM SCHOOL SUPPLY CO.	SA-OPEN PO-INSTRUCTIONAL SUPPLIES	300.00
174	P1008424	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	WESTERN TROPHY MFG	SA-OPEN PO-STUDENT INCENTIVES	3,000
175	P1008426	06	175	7395 - SCHOOL AND LIBRARY IMPROVEMEN	CORPORATE EXPRESS	WR-OPEN PO-SUPPLIES	700.
176	P1008427	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	SUN-E-TEC INC.	MAINT-OPEN PO-PORTABLE RESTROOM SERVICE	900.00
177	P1008428	06	500	7230 - TRANSPORTATION: HOME TO SCHO	VALLEY SPEEDOMETER AND	TRANS-OPEN PO-DISTRICT VEHICLES REPAIRS	2,350.00
178	P1008429	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	HOSE MAN, INC.	MAINT-OPEN PO-HOSE FITTINGS & SUPPLIES	250.00
179	P1008430	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	MIRA LOMA TRAILER SUPPLIES	MAINT-OPEN PO-TRAILER SUPPLIES	250.00
180	P1008431	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	FRAMCO HOME CENTER	EC-OPEN PO-TELECOMMUNICATION EQUIPMENT	500.00
181	P1008432	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	GRAYBAR ELECTRIC COMPANY	EC-OPEN PO-TELECOMMUNICATION EQUIPMENT	1,500.00
182	P1008433	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	COMATRIX	EC-OPEN PO-TELECOMMUNICATION EQUIP & REPAIRS	300.00
183	P1008434	06	500	8150 - ONGOING & MAJOR MAINTENANCE A	BARCLAY ENTERPRISES, INC.	EC-OPEN PO-TELECOMMUNICATION EQUIPMENT	1,000.00
184	P1008436	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	AAA ELECTRIC MOTOR SALES & SERVICE	FOOD-OPEN PO-SUPPLIES	2,500.00
185	P1008437	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	ACE HARDWARE RIVERSIDE	FOOD-OPEN PO-SUPPLIES	500.00
186	P1008438	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	ALL PLASTICS DISTRIBUTORS	FOOD-OPEN PO-SUPPLIES	5,000.00
187	P1008439	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	CALJEN SALES COMPANY	FOOD-OPEN PO-SUPPLIES	5,000.00
188	P1008440	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	CORPORATE EXPRESS	FOOD-OPEN PO-SUPPLIES	7,500.00
189	P1008441	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	DE ANZA HARDWARE BUILDING SUP.	FOOD-OPEN PO-SUPPLIES	500.00
190	P1008442	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	D.J.INKERS, INC.	FOOD-OPEN PO-SUPPLIES	500.00
191	P1008443	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	GOLDEN WEST DISTRIBUTING	FOOD-OPEN PO-SUPPLIES	5,000.00
192	P1008444	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	GRAINGER W W INC	FOOD-OPEN PO-SUPPLIES	500.00
193	P1008445	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	HUBERT COMPANY	FOOD-OPEN PO-SUPPLIES	2,000
194	P1008446	06	500	7230 - TRANSPORTATION: HOME TO SCHO	GREEN FIELD	TRANS-OPEN PO-FUELING STATION REPAIRS	23,030.00
195	P1008446	06	500	7240 - TRANSPORTATION: SPECIAL EDUCA	GREEN FIELD	TRANS-OPEN PO-FUELING STATION REPAIRS	1,470.00
196	P1008447	06	500	6405 - SCHOOL SAFETY & VIOLENCE PREV	STATER BROTHERS	EC-OPEN PO-MEETING SUPPLIES	750.00
197	P1008448	06	500	6405 - SCHOOL SAFETY & VIOLENCE PREV	BARNES & NOBLE	EC-OPEN PO-COUNSELING MATERIAL & SUPPLIES	500.00
198	P1008449	06	500	6405 - SCHOOL SAFETY & VIOLENCE PREV	TARGET	EC-OPEN PO-SUPPLIES	500.00
199	P1008450	06	500	6405 - SCHOOL SAFETY & VIOLENCE PREV	CORPORATE EXPRESS	EC-OPEN PO-SUPPLIES	750.00
200	P1008451	03	400	0000 - UNRESTRICTED	ALBERTSON'S	LC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	247.50
201	P1008451	03	405	0000 - UNRESTRICTED	ALBERTSON'S	LC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	247.50
202	P1008451	06	405	2430 - COMMUNITY DAY SCHOOLS	ALBERTSON'S	LC-OPEN PO-STAFF DEVELOPMENT SUPPLIES	255.00
203	P1008452	11	400	6390 - ADULT EDUCATION APPORTIONMEN	B & M FOAM AND FABRIC	LC-OPEN PO-AE UPHOLSTERY CLASS SUPPLIES	1,000.00
204	P1008453	03	400	0000 - UNRESTRICTED	OFFICE DEPOT	LC-OPEN PO-SUPPLIES	1,500.00
205	P1008454	03	405	0000 - UNRESTRICTED	OFFICE DEPOT	LC-OPEN PO-SUPPLIES	625.00

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206	P1008454	06	405	2430 - COMMUNITY DAY SCHOOLS	OFFICE DEPOT	LC-OPEN PO-SUPPLIES	625.00
207	P1008455	03	500	0000 - UNRESTRICTED	AA EQUIPMENT	MAINT-OPEN PO-GROUNDS EQUIP REPAIR PARTS	2,000.00
208	P1008456	03	500	0000 - UNRESTRICTED	ACE HARDWARE RIVERSIDE	MAINT-OPEN PO-OPERATIONS & GROUNDS SUPPLIES	1,000.00
209	P1008457	03	500	0000 - UNRESTRICTED	AGUA MANSA MFG., LLC	MAINT-OPEN PO-DISTRICTWIDE WASTE DISPOSAL	2,000.00
210	P1008458	03	500	0000 - UNRESTRICTED	BABCOCK & SONS, INC. (EDWARD)	MAINT-GA-OPEN PO-WATER TESTING SAMPLES	3,500.00
211	P1008459	03	500	0000 - UNRESTRICTED	DE ANZA HARDWARE BUILDING SUP.	MAINT-OPEN PO-OPERATIONS & GROUNDS SUPPLIES	500.00
212	P1008460	03	500	0000 - UNRESTRICTED	EARTHWORKS SOIL AMENDMENTS, INC.	MAINT-OPEN PO-GROUNDS SUPPLIES	1,500.00
213	P1008462	03	500	0000 - UNRESTRICTED	EMPIRE MOWERS	MAINT-OPEN PO-GROUNDS EQUIPMENT & REPAIR	1,000.00
214	P1008463	03	500	0000 - UNRESTRICTED	EMPIRE OFFICE MACHINES	MAINT-OPEN PO-TYPEWRITER REPAIRS	250.00
215	P1008463	03	501	0000 - UNRESTRICTED	EMPIRE OFFICE MACHINES	MAINT-OPEN PO-TYPEWRITER REPAIRS	750.00
216	P1008464	03	500	0000 - UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-OPEN PO-IRRIGATION SUPPLIES	2,500.
217	P1008465	03	500	0000 - UNRESTRICTED	THE HOME DEPOT- MIRA LOMA	MAINT-OPEN PO-OPERATIONAL & GROUNDS SUPPLIES	2,000.00
218	P1008466	03	500	0000 - UNRESTRICTED	JOHN DEERE LANDSCAPES	MAINT-OPEN PO-IRRIGATION SUPPLIES	3,000.00
219	P1008467	03	500	0000 - UNRESTRICTED	LAWN TECH EQUIPMENT	MAINT-OPEN PO-GROUNDS EQUIPMENT & REPAIR	3,000.00
220	P1008468	03	500	0000 - UNRESTRICTED	PIONEER CHEMICAL COMPANY	MAINT-OPEN PO-SUPPLIES & EQUIPMENT REPAIR	4,000.00
221	P1008469	03	500	0000 - UNRESTRICTED	SONITROL OF SAN BERNARDINO	MAINT-OPEN PO-REPAIRS TO DIST SECURITY SYS	8,000.00
222	P1008470	03	500	0000 - UNRESTRICTED	WESTERN FARM SERVICE, INC.	MAINT-OPEN PO-GROUNDS SUPPLIES	500.00
223	P1008471	03	500	0000 - UNRESTRICTED	WESTERN EXTERMINATOR COMPANY	MAINT-OPEN PO-PEST CONTROL SERVICES	3,500.00
224	P1008472	03	500	0000 - UNRESTRICTED	WILDLIFE PEST MANAGEMENT	MAINT-OPEN PO-DISTRICTWIDE PEST CONTROL	10,000.00
225	P1008473	03	500	0000 - UNRESTRICTED	ACT RESEARCH SERVICES	EC-TESTING MATERIALS	255.14
226	P1008474	03	500	0000 - UNRESTRICTED	AMERICAN FIRE SAFETY	MAINT-OPEN PO-FIRE EXTINGUISHER REPAIRS & SUPPLIE	500.00
227	P1008475	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	A & A WIPING CLOTH	FOOD-OPEN PO-SUPPLIES	20,000.00
228	P1008476	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	A & R WHOLESALE DISTRIBUTORS	FOOD-OPEN PO-SUPPLIES	175,000.00
229	P1008477	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	CAMPUS FOODS	FOOD-OPEN PO-SUPPLIES	300,000.00
230	P1008478	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	D.J. CO-OPS	FOOD-OPEN PO-SUPPLIES	15,000.00
231	P1008479	06	170	7395 - SCHOOL AND LIBRARY IMPROVEMEN	MINOLTA BUSINESS SYSTEMS, INC.	VB-COPIER MAINTENANCE	2,487.50
232	P1008480	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	DON LEE FARMS	FOOD-OPEN PO-SUPPLIES	100,000.00
233	P1008481	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	DRIFTWOOD DAIRY	FOOD-OPEN PO-SUPPLIES	575,000.00
234	P1008482	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	ENJOY FOODS INTERNATIONAL	FOOD-OPEN PO-SUPPLIES	15,000
235	P1008483	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	GALASSO BAKERY	FOOD-OPEN PO-SUPPLIES	115,000.00
236	P1008484	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	GOLD STAR FOODS	FOOD-OPEN PO-SUPPLIES	400,000.00
237	P1008485	03	500	0000 - UNRESTRICTED	ARROWHEAD MOUNTAIN SPRING WATER	PS-OPEN PO-BOTTLED WATER	800.00
238	P1008486	03	500	0000 - UNRESTRICTED	DOMESTIC LINEN SUPPLY CO	PS-OPEN PO-SUPPLIES	1,500.00
239	P1008487	03	500	0000 - UNRESTRICTED	ADVANTAGE GRAPHICS/STP	PS-OPEN PO-PRINTING SERVICES	3,000.00
240	P1008488	03	500	0000 - UNRESTRICTED	SYSTEM ONE BUSINESS PRODUCTS	PS-OPEN PO-SUPPLIES	3,000.00
241	P1008489	03	500	0000 - UNRESTRICTED	PRESSTEK	PS-OPEN PO-SUPPLIES	1,200.00
242	P1008491	03	400	0000 - UNRESTRICTED	KONICA MINOLTA BUSINESS SOLUTIONS	LC-COPIER MAINTENANCE	2,160.00
243	P1008492	06	500	6405 - SCHOOL SAFETY & VIOLENCE PREV	KONICA MINOLTA BUSINESS SOLUTIONS	EC-COPIER MAINTENANCE	1,000.00
244	P1008493	03	500	0990 - HEALTH & WELFARE CLEARING	REEP KAISER	EC-07/08 HEALTH & WELFARE BENEFITS-CERTIFICATED	3,064,667.52
245	P1008494	03	500	0990 - HEALTH & WELFARE CLEARING	VISION SERVICE PLAN - (CA)	EC-07/08 HEALTH & WELFARE BENEFITS-CLASS & MGMT	32,043.30
246	P1008495	03	500	0990 - HEALTH & WELFARE CLEARING	REEP KAISER	EC-07/08 HEALTH & WELFARE BENEFITS-CLASSIFIED	1,402,836.96

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Report of Purchases
Purchases Over $200
7-02-07 thru 7-13-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
247	P1008496	03	500	0990 - HEALTH & WELFARE CLEARING	VISION SERVICE PLAN - (CA)	EC-07/08 HEALTH & WELFARE BENEFITS-CLASS MGMT	32,043.30
248	P1008497	03	500	0990 - HEALTH & WELFARE CLEARING	REEP KAISER	EC-07/08 HEALTH & WELFARE BENEFITS-CERTIFICATED	3,064,667.52
249	P1008498	03	500	0990 - HEALTH & WELFARE CLEARING	SAFEGUARD HEALTH PLANS	EC-07/08 HEALTH & WELFARE BENEFITS-CLASS MGMT	4,938.72
250	P1008499	03	500	0990 - HEALTH & WELFARE CLEARING	REEP KAISER	EC-07/08 HEALTH & WELFARE BENEFITS-MANAGEMENT	217,065.60
251	P1008500	06	500	7230 - TRANSPORTATION: HOME TO SCHO	QUALITY POWER, INC.	TRANS-OPEN PO-SUPPLIES & PARTS FOR DIST VEHICLES	5,810.00
252	P1008500	06	500	7240 - TRANSPORTATION: SPECIAL EDUCA	QUALITY POWER, INC.	TRANS-OPEN PO-SUPPLIES & PARTS FOR DIST VEHICLES	1,190.00
253	P1008501	03	500	0990 - HEALTH & WELFARE CLEARING	EYE MED - 'REEP' FOR BENEFITS	EC-07/08 HEALTH & WELFARE BENEFITS-CERTIFICATED	25,011.12
254	P1008502	03	500	0990 - HEALTH & WELFARE CLEARING	MET LIFE DENTAL	EC-07/08 HEALTH & WELFARE BENEFITS-MANAGEMENT	52,300.44
255	P1008503	03	500	0990 - HEALTH & WELFARE CLEARING	EYE MED - 'REEP' FOR BENEFITS	EC-07/08 HEALTH & WELFARE BENEFITS-CLASS MGMT	21,097.92
256	P1008504	03	500	0990 - HEALTH & WELFARE CLEARING	'REEP' BLUE CROSS	EC-07/08 HEALTH & WELFARE BENEFITS-CERTIFICATED	2,993,829
257	P1008505	03	500	0990 - HEALTH & WELFARE CLEARING	REEP MES	EC-07/08 HEALTH & WELFARE BENEFITS-CERTIFICATED	101,046.
258	P1008506	03	500	0990 - HEALTH & WELFARE CLEARING	'REEP' BLUE CROSS	EC-07/08 HEALTH & WELFARE BENEFITS-CLASSIFIED	1,065,029.88
259	P1008507	03	500	0990 - HEALTH & WELFARE CLEARING	'REEP' BLUE CROSS	EC-07/08 HEALTH & WELFARE BENEFITS-CLASSIFIED	3,000,000.00
260	P1008508	03	500	0000 - UNRESTRICTED	MBM	TSSC-MEDICAL SUPPLIES	7,814.56
261	P1008509	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	AMERICAN FIRE SAFETY	FOOD-OPEN PO-FIRE EXTINGUISHER EQUIPMENT	3,500.00
262	P1008510	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	ACTION DUCT CLEANING CO. INC	FOOD-OPEN PO-AIR DUCT CLEANING	3,500.00
263	P1008511	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	CALIFORNIA RESTAURANT ASSOCIATION	FOOD-OPEN PO-SERVE SAFE MATERIALS	2,000.00
264	P1008512	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	INLAND PUMPING COMPANY	FOOD-OPEN PO-GREASE TRAP REPAIR	6,500.00
265	P1008513	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	JOHNSTONE SUPPLY	FOOD-OPEN PO-SUPPLIES	5,000.00
266	P1008514	03	500	0000 - UNRESTRICTED	MACGILL	TSSC-MEDICAL SUPPLIES	3,006.12
267	P1008515	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	KING T'S	FOOD-OPEN PO-UNIFORM SHIRTS	3,000.00
268	P1008516	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	PERFORMANCE/RIVERSIDE	SA-FIELD TRIP ADMISSIONS-110	880.00
269	P1008517	03	500	0000 - UNRESTRICTED	SCHOOL HEALTH SUPPLY CO	TSSC-MEDICAL SUPPLIES	1,048.29
270	P1008518	03	500	0000 - UNRESTRICTED	ZEE MEDICAL SERVICE	TSSC-MEDICAL SUPPLIES	579.74
271	P1008520	03	155	0001 - DISCRETIONARY	CORPORATE EXPRESS	SA-OPEN PO-SUPPLIES	300.00
272	P1008521	03	500	0000 - UNRESTRICTED	WESTERN EXTERMINATOR COMPANY	MAINT-OPEN PO-MONTHLY DISTRICT PEST CONTROL	11,000.00
273	P1008522	03	500	0000 - UNRESTRICTED	AGUA MANSA MFG., LLC	MAINT-OPEN PO-DISTRICTWIDE WASTE DISPOSAL	70,000.00
274	P1008523	03	500	0000 - UNRESTRICTED	SAN MANUEL BOTTLED WATER GROUP	EC-PERSONNEL-BOTTLED DRINKING WATER	600.00
275	P1008524	03	300	0001 - DISCRETIONARY	J.W. PEPPER & SON, INC.	JVH-OPEN PO-BAND MUSIC	500
276	P1008526	03	400	0000 - UNRESTRICTED	NCS PEARSON	LC-REGISTRATION FORMS	453.63
277	P1008527	03	500	0000 - UNRESTRICTED	CDT, INC.	EC-PERSONNEL-OPEN PO-07/08 DRUG TESTING	4,000.00
278	P1008528	03	500	0000 - UNRESTRICTED	DEPARTMENT OF JUSTICE	EC-PERSONNEL-OPEN PO-07/08 FINGERPRINTING	600.00
279	P1008529	06	300	7256 - II/USP: SAIT CORRECTIVE ACTION GI	DELL	JVHS-LAPTOP COMPUTERS-2	3,200.11
280	P1008530	03	400	0000 - UNRESTRICTED	YOUM-TZIB SOFTWARE SOLUTIONS	LC-SOFTWARE	4,202.25
281	P1008531	03	400	0000 - UNRESTRICTED	YOUM-TZIB SOFTWARE SOLUTIONS	LC-SOFTWARE	2,155.00
282	P1008532	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QU	CORPORATE EXPRESS	EC-EASELS	2,917.53
283	P1008533	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	LEABO FOODS, INC.	FOOD-OPEN PO-GROCERIES	500,000.00
284	P1008534	03	500	0000 - UNRESTRICTED	RIVERSIDE CO. HEALTH DEPT.	EC-PERSONNEL-OPEN PO-07/08 TB TESTING	1,000.00
285	P1008535	03	300	0001 - DISCRETIONARY	DATA CONTROL, INC.	JVH-OFFICE SUPPLIES	458.13
286	P1008536	03	500	0000 - UNRESTRICTED	ACSA FOUNDATION FOR	EC-PERSONNEL-07/08 ADVERTISING	3,000.00
287	P1008538	03	500	0990 - HEALTH & WELFARE CLEARING	AMERICAN FIDELITY ASSURANCE	EC-BENEFITS-OPEN PO-07/08 CANCER PLAN	2,000.00

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Att. 2

Report of Purchases
Purchases Over $200
7-02-07 thru 7-13-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
288	P1008539	03	500	0000 - UNRESTRICTED	COUNTY SCHOOL SERVICE FUND	EC-PERSONNEL-OPEN PO-07/08 ADVERTISING	2,000.00
289	P1008541	03	500	0000 - UNRESTRICTED	DAILY BULLETIN	EC-PERSONNEL-OPEN PO-07/08 ADVERTISING	5,000.00
290	P1008542	03	500	0000 - UNRESTRICTED	CRS, INC.	EC-PERSONNEL-OPEN PO-07/08 SUBFINDER LICENSE FEE	10,000.00
291	P1008543	03	500	0000 - UNRESTRICTED	PRESS ENTERPRISE COMPANY	EC-PERSONNEL-OPEN PO-07/08 ADVERTISING	10,000.00
292	P1008544	03	500	0000 - UNRESTRICTED	RIVERSIDE CO. RECORD	EC-PERSONNEL-OPEN PO-07/08 ADVERTISING	1,000.00
293	P1008546	03	500	0000 - UNRESTRICTED	SUN NEWSPAPER, THE	EC-PERSONNEL-OPEN PO-07/08 ADVERTISING	5,000.00
294	P1008547	06	500	7230 - TRANSPORTATION: HOME TO SCHO	TRANSTRAKS	TRANS-OPEN PO-COMPUTER UPDATES	1,080.00
295	P1008548	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	GLOBAL EQUIPMENT COMPANY	FOOD-CAFETERIA SUPPLIES	1,000.00
296	P1008549	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	RAYMOND HANDLING SOLUTIONS	FOOD-OPEN PO-FORKLIFT REPAIRS & SERVICE	500.00
297	P1008550	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	MULTI-PAK PACKAGING PRODUCTS	FOOD-OPEN PO-PAPER PRODUCTS	5,000
298	P1008551	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	REFRIGERATION HARDWARE SUPPLY	FOOD-OPEN PO-REPLACEMENT REFRIGERATION PARTS	1,000.
299	P1008552	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	SAN MANUEL BOTTLED WATER GROUP	FOOD-OPEN PO-BOTTLED DRINKING WATER	1,000.00
300	P1008553	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	SPARKLETTS/MCKESSON WATER PROD	FOOD-OPEN PO-WATER PURIFICATION SYSTEM	500.00
301	P1008554	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	SUNNY FRESH FOODS	FOOD-OPEN PO-GROCERIES	3,000.00
302	P1008555	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	THE MONTAGUE COMPANY	FOOD-OPEN PO-REFRIGERATION REPLACEMENT PARTS	1,500.00
303	P1008556	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	TRANE PARTS CENTER	FOOD-OPEN PO-REFRIGERATION REPLACEMENT PARTS	7,500.00
304	P1008557	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	VIA NUEVA FOODS	FOOD-OPEN PO-GROCERIES	750.00
305	P1008558	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	WAXIE SANITARY SUPPLY	FOOD-OPEN PO-PAPER PRODUCTS	1,000.00
306	P1008559	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	MORENO BROTHERS DIST.	FOOD-OPEN PO-GROCERIES	12,000.00
307	P1008560	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	P & R PAPER SUPPLY CO	FOOD-OPEN PO-PAPER SUPPLIES	230,000.00
308	P1008561	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	PEPSI-COLA COMPANY	FOOD-OPEN PO-BEVERAGES & GROCERIES	150,000.00
309	P1008562	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	RSD	FOOD-OPEN PO-REFRIGERATION REPAIR PARTS	20,000.00
310	P1008563	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	SWIFT PRODUCE	FOOD-OPEN PO-GROCERIES	230,000.00
311	P1008564	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	SWIRL OF SAN DIEGO	FOOD-OPEN PO-GROCERIES	15,000.00
312	P1008565	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	SYSCO FOOD SERVICES OF L.A.	FOOD-OPEN PO-GROCERIES	375,000.00
313	P1008566	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	THE POPCORN MAN	FOOD-OPEN PO-GROCERIES	15,000.00
314	P1008567	03	500	0000 - UNRESTRICTED	ARROWHEAD MOUNTAIN SPRING WATER	CSR-OPEN PO-DRINKING WATER	500.00
315	P1008568	03	500	0000 - UNRESTRICTED	ASSOCIATION OF LOW WEALTH SCHOOLS	EC-07/08 MEMBERSHIP FEES	2,500.00
316	P1008569	03	500	0000 - UNRESTRICTED	CSBA	EC-07-08 MEMBERSHIP FEES	15,049
317	P1008570	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	DEMCO SUPPLY INC	SA-UTILITY CART	419.42
318	P1008571	06	501	6500 - SPECIAL EDUCATION	SPORTIME	ECSPED-INSTRUCTIONAL MATERIAL	300.78
319	P1008574	03	110	0001 - DISCRETIONARY	CORPORATE EXPRESS	GH-OFFICE SUPPLIES	284.91
320	P1008575	03	500	0000 - UNRESTRICTED	OCE' NORTH AMERICA, INC.	PRINT SHOP-OPEN PO-SUPPLIES	300.00
321	P1008580	06	500	7140 - GIFTED & TALENTED EDUCATION (G/	CORPORATE EXPRESS	EC-LANG SERV-OPEN PO-SUPPLIES	500.00
322	P1008581	03	500	0990 - HEALTH & WELFARE CLEARING	TRANSAMERICA - 'REEP' FOR BENEFITS	EC-BENEFITS-OPEN PO-07/08 VOLUNTARY LIFE	36,000.00
323	P1008582	06	120	3010 - NCLB: TITLE I, PART A, BASIC GRANT	SBCSS	IH-CONFERENCE REGISTRATION FEES	400.00
324	P1008583	03	500	0000 - UNRESTRICTED	ALBERTSON'S	EC-PERSONNEL-OPEN PO-BEST OF THE BEST SUPPLIES	1,000.00
325	P1008584	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRA	GOV CONNECTION, INC.	FOOD-OPEN PO-COMPUTER REPLACEMENT PARTS	1,500.00
326	P1008586	03	500	0000 - UNRESTRICTED	COOPERATIVE ORGANIZATION FOR	EC-PERSONNEL-CODESP MEMBERSHIP FEE	1,750.00
327	P1008587	03	500	0000 - UNRESTRICTED	SCANTRON	EC-PERSONNEL-SCANTRON FORMS	654.71
328	P1008588	14	500	6205 - DEFERRED MAINTENANCE APPORTI	REBEL RENTS	MAINT-VB-EQUIPMENT RENTAL	773.71

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Report of Purchases
Purchases Over $200
7-02-07 thru 7-13-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
329	P1008590	03	300	0001 - DISCRETIONARY	COSTCO	JVH-OPEN PO-SUPPLIES	500.00
330	P1008591	03	300	0005 - FELO/SELO HRLY. PGMS.	PC & MACEXCHANGE	JVH-TONER CARTRIDGES	499.50
331	P1008592	06	110	3010 - NCLB: TITLE I, PART A, BASIC GRANT	PC & MACEXCHANGE	GH-TONER CARTRIDGES	2,560.96
332	P1008593	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMEN	PREMIER AGENDAS	SA-STUDENT AGENDAS	674.35
333	P1008594	03	140	0600 - DONATIONS	JAMES DOHERTY, INC.	PER-INSTRUCTIONAL SUPPLIES	845.35
334	P1008595	06	110	3010 - NCLB: TITLE I, PART A, BASIC GRANT	SPINITAR	GH-INSTRUCTIONAL MATERIAL	700.10
335	P1008596	03	305	0001 - DISCRETIONARY	KONICA MINOLTA BUSINESS SOLUTIONS	RH-COPIER MAINTENANCE	1,440.00
						325 P.O.'s over $200	**$ 19,340,473**
						395 P.O.'s $200 or less	**6,937.37**
						720 TOTAL PURCHASE ORDERS	**$ 19,347,410.64**
				RECOMMEND APPROVAL:			
				Assistant Superintendent of Business Services			

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B-9

Jurupa Unified School District

2006-2007

Contract Number	Contractor	Amount	Fund/Program to be Charged	Purpose
C-1000027	Academic Accelerator, LLC	NTE $1,800.00	NCLB - Title 1 Basic Grants Low Income and Neglected	Increase contract to provide the web based Academic Accelerator School Plan tool for Patriot High School. **TERM**: 5/31/2007-5/31/2009
C-1000109	Elizabeth Clark	NTE $3,000.00	Special Education	Increase contract to provide consulting services for special education student at Pyramid Autism - specifically for behavior and tolerance programs. *2006/2007 contract that requires additional funds to pay for services.* **TERM:** 6/6/2006-12/31/2006
C-1000332	Clover Enterprises	NTE $58,500.00	Discretionary Allocation Funds	Contract to provide athletic trainer and training duties for all sports in the interscholastic Athletic Program, for both Men and women at Rubidoux, Jurupa Valley and Patriot High Schools. Not to exceed 20 hours per week per school per trainer. Services shall be billed in ten (10) equal installments of $1,950 for each trainer o the twentieth (20th) of each month. **TERM:** 08/20/2007-06/20/2008
C-1000349	Laurie Lewis	NTE $23,000.00	Special Education	Agreement to provide Occupational Therapy and supervision on an as needed basis. Consultant will provide invoices at a rate of $80.00 per hour. **TERM:** 07/01/2007-06/30/2008

A-4 8.1

The Assistant Superintendent of Business Services will have copies of agremeents available for review by the Board. SC/dl 08/6/2007

Jurupa Unified School District
2006-2007

R-0009209	Autism Behavior Consultants	NTE $100,000.00	Special Education	Contract to provide applied behavioral therapy for students with identified disabilities. Service based on age and specific learning needs, and available personnel. Previously, this contract amount was paid to RCOE for Non-Public Agencies. TERM: 07/01/2007 - 6/30/2008
R-0009210	Playworks	NTE $100,000.00	Special Education	Contract to provide applied behavioral therapy for students with identified disabilities. Service based on age and specific learning needs, and available personnel. Previously, this contract amount was paid to RCOE for Non-Public Agencies. TERM: 07/01/2007 - 6/30/2008
R-0009211	Seek Education, Inc	NTE $100,000.00	Special Education	Contract to provide applied behavioral therapy for students with identified disabilities. Service based on age and specific learning needs, and available personnel. Previously, this contract amount was paid to RCOE for Non-Public Agencies. TERM: 07/01/2007 - 6/30/2008
R-0009266	Riverside County Sheriff's Department	NTE $575,900.00	Unrestricted Resources	Agreement to provide Resource Officers at District secondary education sites. **TERM:** 07/01/2007-06/30/2008
R-0009268	Riverside County Office of Education	NTE $4,540,135.00	Special Education	Agreement for Intra-Selpa contract with RCOE to provide special education and/or related services to students with exceptional needs. **TERM:**07/01/2007-06/30/2008

Jurupa Unified School District
2006-2007

R-0009315	School Services of California	NTE $5,500.00	Business Services	SSC to evaluate the fiscal impact and appropriateness of Jurupa Unified School District and Alvord Unified School District taking special education programs back from RCOE. Cost of study is $11,000. JUSD is responsible for 50% of study proposal. **TERM:** July 1, 2007 - September 30, 2007
R-0009317	School Services of California	NTE 5,000.00	Business Services	SSC to evaluate the fiscal impact and appropriateness of Jurupa Unified School District and Alvord Unified School District forming a separate SELPA. Cost of study is $10,000. JUSD is responsible for 50% of study proposal. **TERM:** July 1, 2007 - October 31, 2007

A-4 8b.3

The Assistant Superintendent of Business Services will have copies of agremeents available for review by the Board. SC/dl 08/6/2007

JURUPA UNIFIED SCHOOL DISTRICT

AUTHORIZED AGENTS

Superintendent, Elliott Duchon; Assistant Superintendent Business Services, Pam Lauzon; and Assistant Superintendent Education Services, are authorized agents for all District processes. In addition, the specific names listed below for each account are authorized signatures. The number in parentheses indicates the number of signatures required on the particular account.

Clearing Account - General Fund (2)		Elizabeth Connors	Karen Russell
Tax Sheltered Annuities (1)		Elizabeth Connors	------
Revolving Cash Fund (2)		Elizabeth Connors	Karen Russell
School Accounting Division (1)		Elizabeth Connors	Karen Russell
Purchase Orders (1)	Thomas Tan (Technolgy) Mike Bynum (Cafeteria)	Elizabeth Connors Eric David	Shelia Carpenter Stella Pacheco
Maintenance Agreements (1)		Shelia Carpenter	Elizabeth Connors
Contracts - Consultant Agreements (1)		Shelia Carpenter	Elizabeth Connors
Cafeteria Account (2)		Mike Bynum	Elizabeth Connors
State School Building Program [OPSC & others] (1)		Shelia Carpenter	Elizabeth Connors
Purchase of State Surplus Property (1)		Shelia Carpenter	Bill Elzig Elizabeth Connors
State/Federal Supplemental Education Projects (1)		Art Sanchez	Ellen Kinnear
Student Body Account - Jurupa Middle School (2)		Walt Lancaster Stan Rowland	Nicholas Blake Sara Reynolds
Student Body Account - Mission Middle School (2)		Luz Mendez Lori Pardon	Amy Weidman Susan Ridder
Student Body Account - Mira Loma Middle School (2)		Cindy Freeman	Rudy Monge
Student Body Account - Patriot High (2)		Jay Trujillo Michael West	Roberta Pace Kathy Schroeder
Student Body Account - Jurupa Valley High (2)		Ilsa Garza-Gonzalez Dennis Kroeger	Ben Bunz Karen Martinez Joshua Lewis
Student Body Account – Rubidoux High (2)		Laurel Fretz Todd Chard	Neil Mercurius Trenton Hansen

Approved by the Board of Education at the Regular Meeting of August 6, 2007

Clerk of the Board

A-6

Jurupa Unified School District

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

DATE(S): Aug. 12th-18th

LOCATION: Mammoth Lakes, Ca

TYPE OF ACTIVITY: Cross Country TrAINING Camp

PURPOSE/OBJECTIVE: Cross Country Training Camp and team building

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

~~Keith Chan, boys cross country~~ and Shannon Robinson
Girls cross coach

EXPENSES:

Transportation	$ 0
Lodging	$ 1,800
Meals	$ 800.00
All Other	$ 200.00
TOTAL EXPENSE	$ 2,800

Number of Students 14

Cost Per Student 200.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Sponsorships	2,000.00	0
Fundraising	1,000.00	
TOTAL:	$ 3,000.00	

Arrangements for Transportation: District Van

Arrangements for Accommodations and Meals: Condo rentals/students will cook meals

Planned Disposition of Unexpended Funds: Extra money will be returned to account

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: 6/7/07 School: RHS

Keith Chan 6/7/07

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: 6/13/07

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): August 9th thru August 12, 2007

LOCATION: U.C.L.A., Los Angeles

TYPE OF ACTIVITY: Cheer Camp

PURPOSE/OBJECTIVE: Cheer Instruction, camp cheers, dance, stunt and spirit routines.

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)
Shawnette Bukarau, Coach/Teacher; Heather Haber, Asst. Coach; Kelly Weakly, Parent Volunteer

EXPENSES:

Transportation	$ 250.00
Lodging	$
Meals	$
All Other	$
TOTAL EXPENSE	$ 14,995.00

Number of Students 42

Cost Per Student 450.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
PHS Cheer Program and Booster Donations.		3,312.00
TOTAL:	$	3,312.00

Arrangements for Transportation: School Bus to drop off and Parents to pick up.

Arrangements for Accommodations and Meals: $14,745 already paid for by the Pep Trust.

Planned Disposition of Unexpended Funds:

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

Signature: Shawnette K Bukarau (Instructor) Date: 7/25/07 School:

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

Approvals: Principal: Date: 7/25/07

Date approved by the Board of Education Date:

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

No. TS4

A-8

JURUPA UNIFIED SCHOOL DISTRICT

Application for Citizens' Oversight Committee

Please return application to Jurupa Unified School District, Business Manager's Office, at 4850 Pedley Road, Riverside, no later than 4:30 p.m. by Friday, April 28th, 2006. Applications may also be faxed to 951/360-4163.

Name: Steven P. Gutierrez Date: 4/28

Address: [redacted]

Phone: (Day) [redacted] (Evening) [redacted]

1. Please explain why you wish to be a member of the Jurupa Unified School District Citizens' Oversight Committee.
As a parent and resident of this area, I am concerned about the welfare of the students. I see being part of the Oversight committee as being a way for me to contribute and help all of the children, not just my own. As a member of the Oversight Committee, I can use my background as a contractor and my experience working with engineers, planners, etc. for the benefit of the community I live in.

2. Please explain what activities you have been involved in the Jurupa Community.
I have been a coach for JYSO for several years and I have assisted the wrestling coaches here at JUSD. I am currently a board member for Jurupa AYSO.

3. How long have you lived in Jurupa?
14 years

4. Please indicate other qualities that you posses that may be important for the committee to consider in making its decision.
I am an experienced contractor, negotiator and business manager. I feel that these elements will allow me to provide a service to the district and the community. My family is here because we love it here and we want to help it thrive and continue to grow.

B
Pg. 1

Please check any of the boxes below that apply to you and write a brief description.

☐ I am active in a business organization representing the business community located within the district.

☐ I am active in a senior citizens' organization.

☐ I am active in a bona fide taxpayers' organization.

☐ I am a parent or guardian of a child enrolled in the Jurupa Unified School District and I am active in a parent-teacher organization.

☑ I am a parent or guardian of a child enrolled in the Jurupa Unified School District.
I have 3 children attending elementary in JUSD and I want to help ensure that all of the children in our district have a good environment in which to learn

B
pg. 2

APR 28 2006

JURUPA UNIFIED SCHOOL DISTRICT

Application for Citizens' Oversight Committee

Please return application to Jurupa Unified School District, Business Manager's Office, at 4850 Pedley Road, Riverside, no later than 4:30 p.m. by Friday, April 28th, 2006. Applications may also be faxed to 951/360-4163.

Name: RICHARD D JENKINS Date: 4-28-06

Address: [redacted]

Phone: (Day) [redacted] (Evening) [redacted]

1. Please explain why you wish to be a member of the Jurupa Unified School District Citizens' Oversight Committee. I HAVE BEEN A MEMBER OF THIS COMMUNITY SINCE 1965. I HAVE BEEN ACTIVELY EMPLOYED THROUGH APRIL 28, 06. DURING MY CAREERS I HAVE HELD NUMEROUS MANAGEMENT & EXECUTIVE POSITIONS. THE KEY WORDS HERE ARE "EMPLOYED." THERE HASN'T BEEN A LOT OF TIME FOR ME TO SERVE IN ANYTHING. I AM NOW RETIRED FOR THE SECOND TIME AND I WANT TO BE INVOLVED IN MY COMMUNITY THROUGH THE VOLUNTEER PROCESS. THIS SEEMS TO BE TOBE THE RIGHT PLACE TO START.

2. Please explain what activities you have been involved in the Jurupa Community. BOTH MY WIFE AND MYSELF HAVE BEEN INVOLVED, BOTH THROUGH OUR EMPLOYMENT AND OUR PRIVATE LIVES, WITH THE JURUPA UNIFIED SCHOOL DISTRICT. THIS IN-CLUDES MANY YEARS OF VOLUNTEER SERVICE AT VARIOUS SCHOOLS THROUGHOUT OUR DAUGHTERS EDUCATIONAL EXPERIENCE AND NOW THROUGH THE SAME PROCESS WITH BOTH OF MY GRANDAUGHTERS. I HAVE BEEN BOTH A MEMBER AS WELL AS AN OFFICER OF THE PTA. I WAS A MEMBER OF THE "SCHOOL SITE COUNCIL" FOR MISSION BELL ELEMENTARY SCHOOL. AND, ALTHOUGH NOT AT JURUPA, I WAS A MEMBER OF THE HACIENDA-LA PUENTE UNIFIED SCHOOL

3. How long have you lived in Jurupa? 41 YEARS PLEASE SEE ATTACHMENT

4. Please indicate other qualities that you posses that may be important for the committee to consider in making its decision. I HAVE 33 YEARS OF SERVICE WITH GTE - CALIFORNIA AS A MAJOR ACCOUNT EXECUTIVE, DEPARTMENT MANAGER AND ASSISTANT TO A VICE PRESIDENT. I AM RETIRED FROM THE JURUPA UNIFIED SCHOOL DISTRICT AS A CUSTODIAN. AS A RESULT I FEEL I AM UNIQUELY QUALIFIED IN THE MANY FACETS OF MAINTAINING A SCHOOL CAMPUS. DURING MY TIME AT JURUPA I HAVE WORKED MANY TIME OVER AT ALL CAMPUSES. I AM VERY AWARE OF THE MANY UNIQUE NEEDS OF THESE SCHOOLS.

B 9.3

DISTRICTS "ADULT EDUCATION CURRICULUM COMMITTEE". ADDITIONALLY, THROUGH MY EMPLOYMENT, I HAVE BEEN A STUDENT ADVISOR FOR "TUTOR ACHIEVEMENT" WITHIN THE WHITTIER UNIFIED SCHOOL DISTRICT AREA.

RICHARD JENKINS

Please check any of the boxes below that apply to you and write a brief description.

☐ I am active in a business organization representing the business community located within the district.

☐ I am active in a senior citizens' organization.

☐ I am active in a bona fide taxpayers' organization.

☐ I am a parent or guardian of a child enrolled in the Jurupa Unified School District and I am active in a parent-teacher organization.

☒ I am a GRAND parent or guardian of a child enrolled in the Jurupa Unified School District.
AS A GRANDPARENT AND TAXPAYER IN THIS SCHOOL DISTRICT, I WOULD ASK THAT YOU CONSIDER MY APPLICATION FOR APPOINTMENT TO THE CITIZENS OVERSIGHT COMMITTEE.

B
D4.5

APR 28 2006

JURUPA UNIFIED SCHOOL DISTRICT

Application for Citizens' Oversight Committee

Please return application to Jurupa Unified School District, Business Manager's Office, at 4850 Pedley Road, Riverside, no later than 4:30 p.m. by Friday, April 28th, 2006. Applications may also be faxed to 951/360-4163.

Name: Rhonelda Jones Lizarraga
Address: [redacted]
Phone: (Day) [redacted] (Evening) [redacted]
Date: 4/28/06

1. Please explain why you wish to be a member of the Jurupa Unified School District Citizens' Oversight Committee.
With three children attending school in the district, I have a vested interest in working with the district to ensure that services and needs are being met in an expedient and efficient manner. I want to help by using my engineering and real estate backgrounds as resources for evaluation and information for the Oversight Committee. I want to help ensure that JUSD has the best school environment available for our children.

2. Please explain what activities you have been involved in the Jurupa Community.
For the past 7 years, I have been actively involved in the PTA at my children's school, serving in various capacities, including Vice President. I have also served as a member of the school site council and the GATE program parent committee. I have also been involved with the Jurupa AYSO serving as board member as well as coach and referee for several years.

3. How long have you lived in Jurupa?
Since June 1993 - 13 yrs

4. Please indicate other qualities that you posses that may be important for the committee to consider in making its decision.
My background is in engineering. I have a B.S. in Industrial / Mechanical Engineering and worked as a design, mechanical and facilities engineer for several years with Hughes Aircraft prior to moving to Jurupa. I am also a Real Estate Broker and having worked with contractors, [redacted] planners etc, I feel that I have a good understanding of the process and I can use my experience as a teacher, to help evaluate what works for the school.

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Pg. 6

Please check any of the boxes below that apply to you and write a brief description.

☐ I am active in a business organization representing the business community located within the district.

☐ I am active in a senior citizens' organization.

☐ I am active in a bona fide taxpayers' organization.

☑ I am a parent or guardian of a child enrolled in the Jurupa Unified School District and I am active in a parent-teacher organization.
I am active in our school PTA.

☑ I am a parent or guardian of a child enrolled in the Jurupa Unified School District.
I have 3 children currently attending elementary school in the district, with the eldest to be attending middle school in the fall. I am concerned about future facilities and expansion of the district and I want to help.

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JURUPA UNIFIED SCHOOL DISTRICT

Application for Citizens' Oversight Committee

Please return application to Jurupa Unified School District, Director of Centralized Support Service's Office, at 4850 Pedley Road, Riverside, no later than 4:30 p.m. by Thursday, June 28th, 2007. Applications may also be faxed to 951/360-4190.

Name: STEVE RUSSELL Date: 6/27/07
Address: [redacted]
Phone: (Day) [redacted] (Evening) [redacted]

1. Please explain why you wish to be a member of the Jurupa Unified School District Citizens' Oversight Committee.
My understanding is that JUSD needs community volunteers to participate on certain oversight committees. I feel that my background qualifies me for those functions and I am willing to volunteer my time to the JUSD.

2. Please explain what activities you have been involved in the Jurupa Community.
I have been mainly involved in youth sports activities, including over 10 years of coaching, refereeing and administration work with local youth soccer organizations.

3. How long have you lived in Jurupa?
20 years

4. Please indicate other qualities that you posses that may be important for the committee to consider in making its decision.
Master of Science degree in accounting from Texas A&M Univ
Certified Public Accountant in the State of Texas
Work experience includes 18 years with Homebuilders and land developers in financial management positions.

B
9.8

Please check any of the boxes below that apply to you and write a brief description.

☐ I am active in a business organization representing the business community located within the district.

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☐ I am active in a senior citizens' organization.

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☐ I am active in a bona fide taxpayers' organization.

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☐ I am a parent or guardian of a child enrolled in the Jurupa Unified School District and I am active in a parent-teacher organization.

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☐ I am a parent or guardian of a child enrolled in the Jurupa Unified School District.

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B
Pg. 9

TECHNICAL SPECIFICATIONS FOR HIGH SPEED DATA INFRASTRUCTURE PROJECT REQUEST FOR PROPOSAL (RFP)

WIDE AREA NETWORK

D
19.1

INTRODUCTION

Jurupa Unified School District desires to provide a high speed state of the art digital data network system between its various sites. This connectivity is designed to accommodate both the present and future digital application needs. The intent is to achieve an industry standard based infrastructure which will enhance educational and administrative activities at all sites with the flexibility and support of future needs and activities.

Jurupa Unified School District is soliciting qualified contractors to submit an installation and ongoing service bid for (including, but not limited to) equipment racks, digital equipment, data cabling, and associated termination equipment as required. All equipment included in this request will be owned and maintained by the awarded service provider with no option for transfer of ownership to the lessee.

This project is entirely contingent upon available funding from the federal E-Rate program (Schools and Libraries Division) and the Jurupa Unified District and may or may not be undertaken at its sole discretion. In addition, Jurupa Unified School District will require that the awarded service provider ensure that all eligible components of service are filed with the California Public Utilities Commission (CPUC) and are eligible for the California Teleconnect Fund (CTF) discount.

This project encompasses the following:

- The installation of secure and dedicated point-to-point (no cloud) terrestrial based fiber optic connectivity between the Jurupa Unified School District Campus (1) and (27) remote locations.

- All Jurupa Unified School District remote school sites shall aggregate to the District Office. Each of the 27 sites shall be connected directly to the Jurupa Unified School District Office (no cloud).

- All remote school sites (27) shall have a minimum data connection to the Jurupa Unified School District Office of 1 Gigabit (1000Mbs), full duplex capability.

- There will be no additional monthly cost for bandwidth upgrades throughout the term of the contract except equipment costs to the District (GBIC Only).

- The vendor is responsible to obtain all necessary right of ways necessary to this project.

- During the term of this contract, any changes in the routing of the fiber cable due to city infrastructure changes and/or requirements (street widening, new underground cabling requirements, etc.) will be the responsibility of the vendor at no expense to the District.

- The vendor will guarantee a 99.95% uptime with a maximum 4 hour response time on all network outages.

- The minimum of a five (5) year contract shall be provided. Future contracts and/or renewals will be at the discretion of the Jurupa Unified School District

- No billing will take place prior to July 1, 2008.

- Although this is a five (5) year contract, include the monthly costs beginning in year six (6).

SCOPE OF PROJECT

Please provide the installation (one time) and monthly (ongoing) cost bids for this 5 year project as follows:

A. A terrestrial based 1 gigabit (1000Mbs full duplex) fiber optic (ethernet capable) connectivity (minimum) directly from the Jurupa Unified School District main District Office campus to each of the following sites:

1.	**Camino Real Elementary** *Jose Campos, Principal* 4655 Camino Real Riverside,CA 92509 951-360-2714
2.	**Glen Avon Elementary** *Gary Dixon, Principal* 4352 Pyrite St. Riverside,CA 92509 951-360-2764
3.	**Granite Hill Elementary** *Michelle Johnson, Principal* 9371 Granite Hill Riverside,CA 92509 951-360-2725
4.	**Ina Arbuckle Elementary** *Juan Penaloza, Principal* 3600 Packard Street Riverside,CA 92509 951-222-7788
5.	**Indian Hills Elementary** *Maureen Dalimot, Principal* 7750 Linares Riverside,CA 92509 951-360-2724

6.	**Mission Bell Elementary** *Andy Huben, Principal* 4020 Conning Street Riverside,CA 92509 951-360-2748
7.	**Pacific Avenue Elementary** *Dave Doubravsky, Principal* 6110 45th Street Riverside,CA 92509 951-222-7877
8.	**Pedley Elementary** *Victoria Jobe, Principal* 5871 Hudson Street Riverside,CA 92509 951-360-2793
9.	**Peralta Elementary** *Marcy Hale, Principal* 6450 Peralta Place Riverside,CA 92509 951-222-7701
10.	**Rustic Lane Elementary** *Sandra Amatriain, Interim Principal* 6420 Rustic Lane Riverside,CA 92509 951-222-7837
11.	**Sky Country Elementary** *Joan Lauritzen, Principal* 5520 Lucretia Ave. Mira Loma,CA 91752 951-360-2816
12.	**Stone Avenue Elementary** *Caron Winston, Principal* 5111 Stone Avenue Riverside,CA 92509 951-360-2859
13.	**Sunnyslope Elementary** *Maritza Ruano, Principal* 7050 38th Street Riverside,CA 92509 951-360-2781
14.	**Troth Street Elementary** *Laz Barreiro, Principal* 5565 Troth Street Mira Loma,CA 91752 951-360-2866
15.	**Van Buren Elementary**

	Paul DeFoe, Principal 9501 Jurupa Road Riverside,CA 92509 951-360-2865
16.	**West Riverside Elementary** *Sonia Porter, Principal* 3972 Riverview Drive Riverside,CA 92509 951-222-7759
17.	**Jurupa Middle School** *Walt Lancaster, Principal* 8700 Galena Street Riverside,CA 92509 951-360-2846
18.	**Mira Loma Middle School** *Cindy Freeman, Principal* 5051 Steve Street Riverside,CA 92509 951-360-2883
19.	**Mission Middle School** *Luz Mendez, Principal* 5961 Mustang Lane Riverside,CA 92509 951-222-7842
20.	**Jurupa Valley High School** *Ilsa Garza-Gonzalez, Principal* 10551 Bellgrave Avenue Mira Loma,CA 91752 951-360-2600
21.	**Patriot High School** *Jay Trujillo, Principal* 4355 Camino Real Riverside,CA 92509 951-361-6500
22.	**Rubidoux High School** *Laurel Fretz, Principal* 4250 Opal Street Riverside, CA 92509
23.	**Learning Center** *The Learning Center is home to the STEPS Community Day School, Jurupa Adult Education, Independent Study and other district alternative education programs.* 4041 Pacific Ave Riverside,CA 92509 951-222-7739
24.	**Nueva Vista Continuation High School**

	6836 34th Street Riverside,CA 92509 951-360-2802
25.	**Jurupa Training and Support Services Center** 3924 Riverview Dr Riverside, CA 92509
26.	**Jurupa Training and Support Services Center South** 5769 42nd Street Riverside, CA 92509
27.	**Maintenance, Operations and Transportation** 4740 Pedley Rd Riverside, CA 92509

1. The Jurupa Unified School District main District Office campus is to serve as the aggregate point for the network. **4850 Pedley Rd Riverside, CA 92509**

2. Please include the installation (one time) costs and monthly (ongoing) costs for all sites.

3. All sites shall terminate on an RJ45 standard ethernet jack or Gigabit handoff (or fiber equivalent). The site demark shall be determined by Jurupa Unified School District technical staff.

4. Vendor shall provide six (6) strands of fiber EXCLUSIVELY for District use.

5. The configuration MUST be direct building to building connections emanating from the Jurupa Unified School District main District Office campus to each one of the 27 sites with no 'cloud'.

6. Network outage resolution should be coordinated with Jurupa Unified School District technical staff.

7. An uptime guarantee of 99.95% or better shall be provided.

8. The circuits shall be capable of carrying multiple data services such as computer networks, voice over IP, digital video, etc

9. All equipment necessary to provide this connectivity shall be provided by the vendor.

10. All vendor equipment installed shall be under repair maintenance at no cost to Jurupa Unified School District for the life of the contract agreement.

11. The project is 100% contingent on receipt of an approved Funding Commitment Decision Letter (FCDL) from USAC.

12. The vendor shall proved three (3) references consisting of similar work and scope.

13. The bid closing date/time will be insert date and time here.

D
RFP 7

Rubidoux High School Football Equipment

		Quantity	Price	Extended	Tax
SCHUTT DNA Facemask hardware kit	ea.	25	$3.90	$97.50	$ 105.06
SCHUTT DNA Lateral air liner	ea.	20	$24.00	$480.00	$ 517.20
SCHUTT DNA Crown liner	ea.	20	$18.25	$365.00	$ 393.29
SCHUTT DNA Jaw pads-Gold or Black	pair	30	$4.75	$142.50	$ 153.54
SCHUTT DNA Softcup Chinstrap-White	ea.	24	$5.95	$142.80	$ 153.87
SCHUUT DNA Hardcup Chinstrap White	ea.	24	$5.95	$142.80	$ 153.87
GUNTHER -SCHUTT Pro air II Helmets; Custom Color: Gunther Metallic Rubidoux	ea.	60	$128.00	$7,680.00	$ 8,275.20
SCHUTT Armour Guard Facemask: ROPO -DW	ea.	15	$18.50	$277.50	$ 299.01
SCHUTT Armour Guard Facemask: Black RJOP-DW	ea.	5	$18.50	$92.50	$ 99.67
SCHUTT Armour Guard Facemask: Black RJOP-UB-DW	ea.	10	$18.50	$185.00	$ 199.34
SCHUTT Armour Guard Facemask: Black EGOP	ea.	15	$18.50	$277.50	$ 299.01
SCHUTT T- NUT TOOL	ea.	5	$4.87	$24.35	$ 26.24
SCHUTT S.S. WASHER (BAG OF 50)	set	5	$3.50	$17.50	$ 18.86
SCHUTT SHORT STUD SCREW (BAG OF 50)	set	5	$3.00	$15.00	$ 16.16
SCHUTT COMBO HEAD SCREW (BAG OF 50)	set	5	$3.00	$15.00	$ 16.16
SCHUTT UNIVERSAL JAW PADS 1/2", 5/8", 1", 1 1/8", 1 1/4"	ea.	50	$2.48	$124.00	$ 133.61
SCHUTT FRONT SIZER: 18-1,18-3/4"	ea.	18	$7.38	$132.84	$ 143.14
SCHUTT BACK SIZER: 18-1", 93/4", 91/2	ea.	18	$7.38	$132.84	$ 143.14
SCHUTT PRO AIR II BLADDERS: 12/M, 12/L	ea.	12	$33.00	$396.00	$ 426.69
METAL CHINSTRAP BUCKLE (BAG OF 50)	ea.	5	$5.00	$25.00	$ 26.94
GUNTHER - DIAMOND SHOULDER PAD: SOBI	ea.	10	$55.00	$550.00	$ 592.63
GUNTHER - DIAMOND SHOULDER PAD: SOBII	ea.	10	$65.00	$650.00	$ 700.38
GUNTHER - DIAMOND SHOULDER PAD; QB-WR	ea.	20	$85.00	$1,700.00	$ 1,831.75
GUNTHER - DIAMOND SHOULDER PAD: SKILL	ea.	30	$95.00	$2,850.00	$ 3,070.88
GUNTHER - DIAMOND SHOULDER PAD: FG-LB	ea.	10	$99.00	$990.00	$ 1,066.73
GUNTHER - DIAMOND SHOULDER OL-DL	ea.	20	$99.00	$1,980.00	$ 2,133.45
GUNTHER - DIAMOND DELUXE SHULDER PAD ELASTIC	ea.	2	$25.00	$50.00	$ 53.88
GUNTHER - DIAMOND T-CLIPS-BLACK	dozen	5	$6.50	$32.50	$ 35.02
GUNTHER- DIAMOND REPLACEMENT BELTS	pair	15	$15.00	$225.00	$ 242.44
GUNTHER - DIAMOND CLOTH NECK ROLL	ea.	5	$21.00	$105.00	$ 113.14
GUNTHER - DIAMOND HANGING RIB VEST	ea.	10	$24.50	$245.00	$ 263.99
GUNTHER - DIAMOND BICEP PAD	pair	6	$16.00	$96.00	$ 103.44
GUNTHER - DIAMOND S.I.P.	ea.	20	$14.00	$280.00	$ 301.70
GUNTHER - DIAMOND BLACK LACES	gross	1	$16.00	$16.00	$ 17.24
DIAMOND COLLARS: BLACK	ea.	24	$35.00	$840.00	$ 905.10
GUNTHER-DIAMOND WRAP AROUND RIB PADS	ea.	6	$34.00	$204.00	$ 219.81

Rubidoux High School Football Equipment

GUNTHER-DIAMOND BACK PLATES	ea.	24	$15.00	$360.00	$ 387.90
GUNTHER LT.WT. GIRDLE INSERTS 3 PC.	set	100	$6.05	$605.00	$ 651.89
GUNTHER - T1 THIGH PADS	pair	100	$7.60	$760.00	$ 818.90
GUNTHER - KY1 KNEE PADS	pair	50	$5.85	$292.50	$ 315.17
GUNTHER - UAS - 5 POCKER GIRDLE :	ea.	24	$18.45	$442.80	$ 477.12
WITH DOUBLE KNEES, ROUGHRIDER	ea.	75	$19.75	$1,481.25	$ 1,596.05
WITH DOUBLE KNEES, ROUGHRIDER	ea.	25	$21.25	$531.25	$ 572.42
WITH DOUBLE KNEES, ROUGHRIDER	ea.	5	$23.00	$115.00	$ 123.91
SIZES:150/LRG, 50/XLRG	ea.	75	$1.00	$75.00	$ 80.81
NUMBERS BACK, COLOR: VEGAS GOLD	ea.	200	$17.05	$3,410.00	$ 3,674.28
GATORADE WATER KIT	ea.	6	$12.00	$72.00	$ 77.58
GATORADE WATER BOTTLE	ea.	24	$1.75	$42.00	$ 45.26
CRAMER VARSITY EQUIPPED FIRST AIDE KIT	ea.	3	$132.54	$397.62	$ 428.44
BOOMER KICK OFF T'S	ea.	5	$2.25	$11.25	$ 12.12
SIDEWINDER KICK OFF T'S	ea.	5	$4.75	$23.75	$ 25.59
2" PAT PADS	ea.	5	$2.25	$11.25	$ 12.12
1/2" CLEATS	ea.	1000	$0.15	$150.00	$ 161.63
SPALDING J5V ADVANCE FOOTBALL STAMPED W/SCHOOL NAME & LOGO	ea.	30	$54.00	$1,620.00	$ 1,745.55
CLEAT WRENCH	ea.	3	$20.00	$60.00	$ 64.65
ACME WHISTLES	ea.	12	$5.27	$63.24	$ 68.14
BLACK LANYARDS	ea.	12	$1.00	$12.00	$ 12.93
G.A.S. GMAE SOCKS - PINE HOSIERY	dozen	20	$71.40	$1,428.00	$ 1,538.67
CUSTOM COLOR: 3/COLOR HELMET DECALS	pair	75	$3.50	$262.50	$ 282.84
VEGAS GOLD PANTLACES	gross	2	$19.00	$38.00	$ 40.95
WHITE PANTLACES	gross	2	$18.00	$36.00	$ 38.79
RUBIDOUX GOLD SIZES 30/L, 134/XL, 30-XXL, 6/XXXL	ea.	100	$6.50	$650.00	$ 700.38
GUNTHER STAND UP DUMMY BLACK GOLD	ea.	10	$160.00	$1,600.00	$ 1,724.00
GUNTHER LINE BACKER SHIELD	ea.	10	$50.00	$500.00	$ 538.75
GUNTHER L - RIPPERS	ea.	10	$65.00	$650.00	$ 700.38
GUNTHER CUSTOM SCRIMMAGE VEST: GOLD	ea.	44	$11.50	$506.00	$ 545.22
GUNTHER CUSTOM SCRIMMAGE LINE : BLACK	ea.	2	$130.00	$260.00	$ 280.15
GUNTHER CUSTOM RUNNING MAZE	ea.	1	$120.00	$120.00	$ 129.30
GUNTHER FABRICATORS KICKING NET W/ BAG M1	ea.	1	$495.00	$495.00	$ 533.36
GUNTHER 1/2 ROUND STEPOVER BAGS	ea.	3	$140.00	$420.00	$ 452.55
ROGERS J-MAN LEV SLED: GOLD SURGE PADS	ea.	1	$5,588.00	$5,588.00	$ 6,021.07
ROGERS 2-MAN POWERLINE SLED:GOLD PADS	ea.	1	$1,888.00	$1,888.00	$ 2,034.32
GUNTHERS VINYL ORANGE SPOTS	ea.	36	$3.65	$131.40	$ 141.58

Rubidoux High School Football Equipment

GUNTHER FOOTBALL TRAVEL BAG: , 18X18X42	ea.	50	$42.00	$2,100.00	$ 2,262.75
PRO DOWN INDICATOR - PD1	ea.	2	$312.00	$624.00	$ 672.36
PRO COMPLETE CHAIN SET PDCS	ea.	2	$163.00	$326.00	$ 351.27
GUNTHER END ZONE PYLONS (WEIGHED) (12)	set	4	$45.00	$180.00	$ 193.95
GOLD NUMBERS: SCHOOL NAME & CARRY CASE	set	1	$425.00	$425.00	$ 457.94
CHAIN GANG VESTS	set	1	$60.00	$60.00	$ 64.65
DIGICOM HCX-5000 DIGITAL WIRELESS HEADPHONES	set	1	$4,095.00	$4,095.00	$ 4,412.36
GUNTHER GOAL POST PADS: W TWO COLOR PRINT	ea.	2	$400.00	$800.00	$ 862.00
CUSTOM FABRICATORS: 100 SHOULDER PAD CART W/HANDLE	ea.	2	$331.00	$662.00	$ 713.31
CUSTOM FABRICATORS: 60 HELMETS STORAGE RACK	ea.	4	$412.00	$1,648.00	$ 1,775.72
			Subtotal	$57,607.94	$ 62,072.56
				Shipping	$ 5,760.79
					$ 67,833.35

Rubidoux High School Football Equipment

		Quantity	Price	Extended	Tax
SCHUTT DNA Facemask hardware kit	ea.	25	$3.90	$97.50	$ 105.06
SCHUTT DNA Lateral air liner	ea.	20	$24.00	$480.00	$ 517.20
SCHUTT DNA Crown liner	ea.	20	$18.25	$365.00	$ 393.29
SCHUTT DNA Jaw pads-Gold or Black	pair	30	$4.75	$142.50	$ 153.54
SCHUTT DNA Softcup Chinstrap-White	ea.	24	$5.95	$142.80	$ 153.87
SCHUUT DNA Hardcup Chinstrap White	ea.	24	$5.95	$142.80	$ 153.87
GUNTHER -SCHUTT Pro air II Helmets; Custom Color: Gunther Metallic Rubidoux	ea.	60	$128.00	$7,680.00	$ 8,275.20
SCHUTT Armour Guard Facemask: ROPO -DW	ea.	15	$18.50	$277.50	$ 299.01
SCHUTT Armour Guard Facemask: Black RJOP-DW	ea.	5	$18.50	$92.50	$ 99.67
SCHUTT Armour Guard Facemask: Black RJOP-UB-DW	ea.	10	$18.50	$185.00	$ 199.34
SCHUTT Armour Guard Facemask: Black EGOP	ea.	15	$18.50	$277.50	$ 299.01
SCHUTT T- NUT TOOL	ea.	5	$4.87	$24.35	$ 26.24
SCHUTT S.S. WASHER (BAG OF 50)	set	5	$3.50	$17.50	$ 18.86
SCHUTT SHORT STUD SCREW (BAG OF 50)	set	5	$3.00	$15.00	$ 16.16
SCHUTT COMBO HEAD SCREW (BAG OF 50)	set	5	$3.00	$15.00	$ 16.16
SCHUTT UNIVERSAL JAW PADS 1/2", 5/8", 1", 1 1/8", 1 1/4"	ea.	50	$2.48	$124.00	$ 133.61
SCHUTT FRONT SIZER: 18-1,18-3/4"	ea.	18	$7.38	$132.84	$ 143.14
SCHUTT BACK SIZER: 18-1", 93/4", 91/2	ea.	18	$7.38	$132.84	$ 143.14
SCHUTT PRO AIR II BLADDERS: 12/M, 12/L	ea.	12	$33.00	$396.00	$ 426.69
METAL CHINSTRAP BUCKLE (BAG OF 50)	ea.	5	$5.00	$25.00	$ 26.94
GUNTHER - DIAMOND SHOULDER PAD: SOBI	ea.	10	$55.00	$550.00	$ 592.63
GUNTHER - DIAMOND SHOULDER PAD: SOBII	ea.	10	$65.00	$650.00	$ 700.38
GUNTHER - DIAMOND SHOULDER PAD; QB-WR	ea.	20	$85.00	$1,700.00	$ 1,831.75
GUNTHER - DIAMOND SHOULDER PAD: SKILL	ea.	30	$95.00	$2,850.00	$ 3,070.88
GUNTHER - DIAMOND SHOULDER PAD: FG-LB	ea.	10	$99.00	$990.00	$ 1,066.73
GUNTHER - DIAMOND SHOULDER OL-DL	ea.	20	$99.00	$1,980.00	$ 2,133.45
GUNTHER - DIAMOND DELUXE SHULDER PAD ELASTIC	ea.	2	$25.00	$50.00	$ 53.88
GUNTHER - DIAMOND T-CLIPS-BLACK	dozen	5	$6.50	$32.50	$ 35.02
GUNTHER- DIAMOND REPLACEMENT BELTS	pair	15	$15.00	$225.00	$ 242.44
GUNTHER - DIAMOND CLOTH NECK ROLL	ea.	5	$21.00	$105.00	$ 113.14
GUNTHER - DIAMOND HANGING RIB VEST	ea.	10	$24.50	$245.00	$ 263.99
GUNTHER - DIAMOND BICEP PAD	pair	6	$16.00	$96.00	$ 103.44
GUNTHER - DIAMOND S.I.P.	ea.	20	$14.00	$280.00	$ 301.70
GUNTHER - DIAMOND BLACK LACES	gross	1	$16.00	$16.00	$ 17.24
DIAMOND COLLARS: BLACK	ea.	24	$35.00	$840.00	$ 905.10
GUNTHER-DIAMOND WRAP AROUND RIB PADS	ea.	6	$34.00	$204.00	$ 219.81

Rubidoux High School Football Equipment

GUNTHER-DIAMOND BACK PLATES	ea.	24	$15.00	$360.00	$ 387.90
GUNTHER LT.WT. GIRDLE INSERTS 3 PC.	set	100	$6.05	$605.00	$ 651.89
GUNTHER - T1 THIGH PADS	pair	100	$7.60	$760.00	$ 818.90
GUNTHER - KY1 KNEE PADS	pair	50	$5.85	$292.50	$ 315.17
GUNTHER - UAS - 5 POCKER GIRDLE :	ea.	24	$18.45	$442.80	$ 477.12
WITH DOUBLE KNEES, ROUGHRIDER	ea.	75	$19.75	$1,481.25	$ 1,596.05
WITH DOUBLE KNEES, ROUGHRIDER	ea.	25	$21.25	$531.25	$ 572.42
WITH DOUBLE KNEES, ROUGHRIDER	ea.	5	$23.00	$115.00	$ 123.91
SIZES:150/LRG, 50/XLRG	ea.	75	$1.00	$75.00	$ 80.81
NUMBERS BACK, COLOR: VEGAS GOLD	ea.	200	$17.05	$3,410.00	$ 3,674.28
GATORADE WATER KIT	ea.	6	$12.00	$72.00	$ 77.58
GATORADE WATER BOTTLE	ea.	24	$1.75	$42.00	$ 45.26
CRAMER VARSITY EQUIPPED FIRST AIDE KIT	ea.	3	$132.54	$397.62	$ 428.44
BOOMER KICK OFF T'S	ea.	5	$2.25	$11.25	$ 12.12
SIDEWINDER KICK OFF T'S	ea.	5	$4.75	$23.75	$ 25.59
2" PAT PADS	ea.	5	$2.25	$11.25	$ 12.12
1/2" CLEATS	ea.	1000	$0.15	$150.00	$ 161.63
SPALDING J5V ADVANCE FOOTBALL STAMPED W/SCHOOL NAME & LOGO	ea.	30	$54.00	$1,620.00	$ 1,745.55
CLEAT WRENCH	ea.	3	$20.00	$60.00	$ 64.65
ACME WHISTLES	ea.	12	$5.27	$63.24	$ 68.14
BLACK LANYARDS	ea.	12	$1.00	$12.00	$ 12.93
G.A.S. GMAE SOCKS - PINE HOSIERY	dozen	20	$71.40	$1,428.00	$ 1,538.67
CUSTOM COLOR: 3/COLOR HELMET DECALS	pair	75	$3.50	$262.50	$ 282.84
VEGAS GOLD PANTLACES	gross	2	$19.00	$38.00	$ 40.95
WHITE PANTLACES	gross	2	$18.00	$36.00	$ 38.79
RUBIDOUX GOLD SIZES 30/L, 134/XL, 30-XXL, 6/XXXL	ea.	100	$6.50	$650.00	$ 700.38
GUNTHER STAND UP DUMMY BLACK GOLD	ea.	10	$160.00	$1,600.00	$ 1,724.00
GUNTHER LINE BACKER SHIELD	ea.	10	$50.00	$500.00	$ 538.75
GUNTHER L - RIPPERS	ea.	10	$65.00	$650.00	$ 700.38
GUNTHER CUSTOM SCRIMMAGE VEST: GOLD	ea.	44	$11.50	$506.00	$ 545.22
GUNTHER CUSTOM SCRIMMAGE LINE : BLACK	ea.	2	$130.00	$260.00	$ 280.15
GUNTHER CUSTOM RUNNING MAZE	ea.	1	$120.00	$120.00	$ 129.30
GUNTHER FABRICATORS KICKING NET W/ BAG M1	ea.	1	$495.00	$495.00	$ 533.36
GUNTHER 1/2 ROUND STEPOVER BAGS	ea.	3	$140.00	$420.00	$ 452.55
ROGERS J-MAN LEV SLED: GOLD SURGE PADS	ea.	1	$5,588.00	$5,588.00	$ 6,021.07
ROGERS 2-MAN POWERLINE SLED:GOLD PADS	ea.	1	$1,888.00	$1,888.00	$ 2,034.32
GUNTHERS VINYL ORANGE SPOTS	ea.	36	$3.65	$131.40	$ 141.58

Rubidoux High School Football Equipment

GUNTHER FOOTBALL TRAVEL BAG: , 18X18X42	ea.	50	$42.00	$2,100.00	$ 2,262.75
PRO DOWN INDICATOR - PD1	ea.	2	$312.00	$624.00	$ 672.36
PRO COMPLETE CHAIN SET PDCS	ea.	2	$163.00	$326.00	$ 351.27
GUNTHER END ZONE PYLONS (WEIGHED) (12)	set	4	$45.00	$180.00	$ 193.95
GOLD NUMBERS: SCHOOL NAME & CARRY CASE	set	1	$425.00	$425.00	$ 457.94
CHAIN GANG VESTS	set	1	$60.00	$60.00	$ 64.65
DIGICOM HCX-5000 DIGITAL WIRELESS HEADPHONES	set	1	$4,095.00	$4,095.00	$ 4,412.36
GUNTHER GOAL POST PADS: W TWO COLOR PRINT	ea.	2	$400.00	$800.00	$ 862.00
CUSTOM FABRICATORS: 100 SHOULDER PAD CART W/HANDLE	ea.	2	$331.00	$662.00	$ 713.31
CUSTOM FABRICATORS: 60 HELMETS STORAGE RACK	ea.	4	$412.00	$1,648.00	$ 1,775.72
			Subtotal	$57,607.94	$ 62,072.56
				Shipping	$ 5,760.79
					$ 67,833.35

Rubidoux High School

Fitness and Exercise Equipment

Item Name	Quantity	Price	Extended	With Tax
Life Fitness Certified Pre-Owned Rear-Drive Crosstrainer	4	$ 3,730.00	$ 14,920.00	$ 16,076.30
Life Fitness Certified Pre-Owned Lifecycle Reumbent Bike	4	$ 1,866.00	$ 7,464.00	$ 8,042.46
Life Fitness Certified Pre-Owned Lifecycle Upright Bike	4	$ 1,766.00	$ 7,064.00	$ 7,611.46
Hammer Strength Iso-Lateral Leg Press	1	$ 2,499.00	$ 2,499.00	$ 2,692.67
Hammer Strength Heavy-Duty Half Rack	5	$ 1,313.00	$ 6,565.00	$ 7,073.79
Hammer Strength Olympic Heavy-Duty Adjustable Bench	5	$ 762.00	$ 3,810.00	$ 4,105.28
Hammer Strength Heavy-Duty Power Rack	5	$ 1,738.00	$ 8,690.00	$ 9,363.48
Hammer Strength Power and Multi-Rack Insert with 6' x 8' Platform	5	$ 1,999.00	$ 9,995.00	$ 10,769.61
Hammer Strength Custom Logo 1 and 2 Colors	5	$ 275.00	$ 1,375.00	$ 1,481.56
Hammer Strength Glute/Ham Bench	5	$ 1,199.00	$ 5,995.00	$ 6,459.61
Life Fitness Dual Adjustable Pulley	2	$ 4,099.00	$ 8,198.00	$ 8,833.35
45 lb. Grey Oly Plate	40	$ 22.00	$ 880.00	$ 948.20
35 lb. Grey Oly Plate	20	$ 17.00	$ 340.00	$ 366.35
25 lb. Grey Oly Plate	20	$ 12.00	$ 240.00	$ 258.60
10 lb. Grey Oly Plate	30	$ 5.00	$ 150.00	$ 161.63
5 lb. Grey Oly Plate	30	$ 2.00	$ 60.00	$ 64.65
2.5 lb. Grey Oly Plate	20	$ 1.00	$ 20.00	$ 21.55
45 lb. Rubber Bumper Plate	12	$ 79.00	$ 948.00	$ 1,021.47
35 lb. Rubber Bumper Plate	16	$ 59.00	$ 944.00	$ 1,017.16
25 lb. Rubber Bumper Plate	12	$ 45.00	$ 540.00	$ 581.85
10 lb. Rubber Bumper Plate	10	$ 17.00	$ 170.00	$ 183.18
Oly Spring Collar	20	$ 3.95	$ 79.00	$ 85.12
Cap Olympic 7' 1500 lb. Test Zinc Bar	10	$ 152.00	$ 1,520.00	$ 1,637.80
Ivanko Power Bar	5	$ 385.00	$ 1,925.00	$ 2,074.19
Large Bumper Plate Storage	4	$ 179.00	$ 716.00	$ 771.49
Small Bumper Plate Storage	2	$ 149.00	$ 298.00	$ 321.10
Lemond Revmaster Indoor Cycling Bike	5	$ 850.00	$ 4,250.00	$ 4,579.38
Aluminum Training Bar	2	$ 225.00	$ 450.00	$ 484.88
			Shipping	$ 6,279.00
			Total	$ 103,367.14

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AGREEMENT
FOR PURCHASE AND SALE

This AGREEMENT FOR PURCHASE AND SALE (**"Agreement"**) is entered into by and between the JURUPA UNIFIED SCHOOL DISTRICT, a California unified school district (**"Buyer"**) and RICARDO MARCONI, an unmarried man (**"Seller"**). Buyer and Seller are sometimes individually referred to herein as **"Party"** and collectively as **"Parties."** The Parties hereto have executed this Agreement on the dates set forth below next to their respective signatures. This Agreement shall be effective as of the date executed by all Parties. (**"Effective Date"**).

RECITALS

A. Seller is the owner in fee of certain real Property situated adjacent to Peralta Elementary School in the County of Riverside, California bearing Assessor Parcel No.186-200-008-3 and more fully described in EXHIBIT "A" attached hereto and made a part hereof (**"Property"**).

B. Buyer desires to purchase the Property from Seller and Seller desires to sell the Property to Buyer upon the terms and conditions set froth herein.

NOW, THEREFORE, in consideration of the above facts and for the covenants and agreements contained herein, the Parties agree as follows:

TERMS

1. PURCHASE AND SALE.

1.1 Property. Seller agrees to sell the Property to Buyer, and Buyer agrees to purchase the Property from Seller, upon the terms and conditions set forth herein.

1.2 Purchase Price. The total purchase price for the Property is Nineteen Thousand Five Hundred Dollars ($19,500.00) (**"Purchase Price"**). The Purchase Price shall be paid by Buyer to Seller in cash at the close of escrow. Buyer shall deposit prior to close of escrow the funds required to be deposited by it in order to allow the Escrow to close.

2. ESCROW.

2.1 Opening of Escrow. Upon execution of this Agreement by all parties, the parties shall open an escrow (**"Escrow"**) with Chicago Title Company (**"Escrow Holder"**), for the purpose of consummating the purchase and sale of the Property pursuant to this Agreement. The parties hereto shall execute and deliver to Escrow Holder such escrow instructions and other instruments as may be reasonably required by Escrow holder to consummate the transaction

contemplated by this Agreement. Any such instructions shall not conflict with, amend, or supersede any provisions of this Agreement. If there is any inconsistency between such instructions and this Agreement, this Agreement shall control unless the parties expressly agree in writing otherwise.

2.2 Close of Escrow. For purposes of this Agreement, "**Close of Escrow**" or "**Closing**" means the recordation of the grant deed conveying the Property to Buyer ("**Grant Deed**") in the Official Records of Riverside County, California, and the disbursement of funds and distribution of any other documents by Escrow Holder, all as described herein. Close of Escrow shall occur on the 30th day after that that date Escrow is open ("**Closing Date**"), provided that Seller and Buyer may, but shall not be obligated to, close the Escrow upon such earlier date as the Seller and Buyer mutually agree to in writing. Buyer and Seller may mutually agree to change the Closing Date by joint written notice to Escrow Holder. If Escrow is not closed by the Closing Date, it shall be closed as soon as possible thereafter.

2.3 Condition of Title to Property. Seller shall cause the conveyance of the Property to Buyer as evidenced by a CLTA Standard Form Policy or Binder of Title Insurance ("**Title Policy**") issued by Chicago Title Company ("**Title Company**") in an amount equal to the purchase price. Buyer agrees to purchase Property in "as is" condition. The Title Policy shall show as exceptions with respect to the Property only matters approved in writing by Buyer.

2.4 Escrow and Closing Costs.

A. Because of Buyer's status as a public agency, no documentary transfer tax will be payable with respect to this conveyance, pursuant to California Revenue and Taxation Code Section 11922. Similarly, no recording fees will be payable with respect to the recording of the Grant Deed, pursuant to Government Code Section 27383. Buyer shall pay the cost of the Title Policy, the Escrow fees, and all other costs and expenses incurred herein.

B. To the extent that Seller has prepaid any taxes or assessments attributable to the Property, Seller shall be solely responsible for obtaining any refund due thereon from the taxing authority. Upon written request, Buyer shall assist Seller, at Seller's sole cost, in obtaining said refund, if any; however, in no case shall Buyer credit or otherwise pay Seller for that refund, if any, through or outside of Escrow.

2.5 Deposit of Funds and Documents.

A. Prior to Close of Escrow, Buyer shall deposit into Escrow (i) all Escrow and Closing Costs as described above; (ii) the purchase price to be paid to Seller through Escrow; (iii) such other documentation as is necessary to close Escrow.

B. Prior to the Close of Escrow, Seller shall deposit into Escrow (i) the properly executed Grant Deed for conveyance of their interests in the Property to Buyer; and (ii) such other documents and sums, if any, as are necessary to close Escrow in conformance herewith.

2.6 Property Taxes and Assessments.

All Property taxes and assessments levied and assessed against the Property shall have been paid by Seller before delinquency and shall be current as of Close of Escrow, including, without limitation, second installment Property taxes and assessments for the 2006-2007 fiscal year for the Property ("2006-2007 Second Installment Taxes"). The payment by Seller of 2006-2007 Second Installment Taxes has been taken into consideration in determining the Purchase Price and there shall be no proration of the 2006-2007 Second Installment Taxes or any other Property taxes and assessments attributable to the Property. Buyer shall be entitled to and solely responsible for obtaining any refund that may be due for prepayment by Seller of any portion of the 2006-2007 Second Installment Taxes. Upon written request, Seller shall assist Buyer, at Buyer's sole cost, in obtaining such refund, if any; however, in no case shall Buyer or Seller credit or otherwise pay the other Party for such refund, if any, through or outside of Escrow.

The Parties acknowledge that supplemental Property taxes and assessments are expected to be assessed with respect to the Property for the period from March 13, 2006 (date Seller acquired fee title to the Property) through Close of Escrow. Upon receipt by Seller of statements for payment of such supplemental Property taxes and assessments ("Supplemental Tax Statements"), Seller shall deliver such Supplemental Tax Statements to Buyer. Upon receipt by Buyer of such Supplemental Tax Statements, Buyer shall promptly pay all appropriate sums due thereunder directly to the taxing authority to whom such payments are payable. Notwithstanding the foregoing, Buyer may, at its sole discretion, take action to cancel or reduce the sums claimed to be due and payable pursuant to such Supplemental Tax Statements; however, such action shall not diminish Buyer's obligation hereunder to pay the sums claimed to be due and payable pursuant to such Supplemental Tax Statements.

2.7 Buyer's Conditions Precedent to Close of Escrow.

The Close of Escrow is subject to the following conditions:

(a) All representations and warranties of Seller set forth in this Agreement shall be true and correct as of the date of the Close of Escrow; and

(b) Seller shall timely perform all obligations required by the terms of this Agreement to be performed by it; and

(c) Escrow Holder shall have received an irrevocable commitment from the Title Company to issue the Title Policy required pursuant to this Agreement, subject only to the Permitted Exceptions, as set forth in more detail in Article 3.

(d) All representations and warranties of the Seller hereunder shall be true as of the Effective Date and as of the Close of Escrow and shall continue thereafter for the full statutory period.

(e) Buyer shall have approved Escrow Holder's estimated closing costs statement.

2.8 Seller's Conditions Precedent to Close of Escrow.

For the benefit of Seller, the Close of Escrow shall be conditioned upon the timely performance by Buyer of all obligations required by the terms of this Agreement.

3. REPRESENTATIONS AND WARRANTIES OF SELLER.

Seller makes the following representations and warranties with respect to the Property, each of which shall survive Close of Escrow:

(a) The execution and delivery of this Agreement by Seller, Seller's performance hereunder, and the consummation of the transaction contemplated hereby will not constitute a violation of any order or decree or result in the breach of any contract or agreement to which Seller is at present a party or by which Seller is bound;

(b) To Seller's knowledge, no litigation and no governmental, administrative or regulatory act or proceeding regarding the environmental, health and safety aspects of the Property is pending, proposed or threatened;

(c) Seller will not enter into any agreements or undertake any new obligations prior to Close of Escrow which will in any way burden, encumber or otherwise affect her interest in the Property without the prior written consent of Buyer;

4. ACKNOWLEDGMENT OF FULL BENEFITS AND RELEASE.

A. By execution of this Agreement, Seller, on behalf of himself, his successors and assigns, hereby acknowledge that this Agreement provides full payment for the acquisition of the Property by Buyer, and Seller hereby expressly and unconditionally waives any claim for damages, relocation assistance benefits, interest, loss of goodwill, severance damages, claims for inverse condemnation or unreasonable precondemnation conduct, or any other compensation, benefits, or monetary payments, other than as already expressly provided for in this Agreement, it being understood that this is a complete and full settlement of all

acquisition claims, liabilities, or benefits of any type or nature whatsoever relating to or in connection with the acquisition of the Property by Buyer.

B. Seller hereby acknowledges that he either has consulted with legal counsel, or had an opportunity to consult with legal counsel, regarding the provisions of the California Civil Code section 1542, which provides as follows:

> "A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor."

Seller acknowledges that he may have sustained damage, loss, costs or expenses which are presently unknown and unsuspected, and such damage, loss, costs or expenses which may have been sustained, may give rise to additional damage, loss, costs or expenses in the future. Nevertheless, Seller hereby acknowledges that this Agreement has been negotiated and agreed upon in light of that situation, and hereby expressly waives any and all rights which he may have under California Civil Code section 1542, or under any statute or common law or equitable principal of similar effect.

This acknowledgment and release shall survive the Close of Escrow.

5. REMEDIES.

If Seller defaults under this Agreement, then Buyer may, at Buyer's option, terminate the Escrow or initiate an action for specific performance of this Agreement, in addition to pursuing any other rights or remedies that Buyer may have at law or in equity. If Buyer defaults under this Agreement, then Seller may, at Seller's option, terminate the Escrow or pursue any rights or remedies that Seller may have at law or in equity.

6. MISCELLANEOUS.

A. Notice. Any notice to be given or other document or documents to be delivered to either party by the other hereunder may be delivered in person or may be deposited in the United States Mail in the State of California, duly registered or certified, with postage prepaid, and addressed as follows:

Seller: Ricardo Marconi
P.O. Box 374
South Pasadena, CA 91031

Buyer: Jurupa Unified School District
c/o Steven DeBaun
Best Best & Krieger LLP
3750 University Avenue, Ste 400

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P. O. Box 1028
Riverside, CA 92502
(951) 686-1450

Any notice or other document sent by registered or certified mail as aforesaid shall be deemed to have been effectively served or delivered at the expiration of twenty-four (24) hours following the deposit of said notice or other document in the United States mail.

B. Time of Essence. Time is of the essence with respect to each and every provision hereof.

C. Assignment. Neither this Agreement, nor any interest herein, shall be assignable by any party without prior written consent of the other parties.

D. Governing Law. All questions with respect to this Agreement, and the rights and liabilities of the parties hereto, shall be governed by the laws of the State of California.

E. Inurement. Subject to the restrictions against assignment as herein contained, this Agreement shall inure to the benefit of, and shall be binding upon, the assigns, successors in interest, personal representatives, estates, heirs and legatees of each of the parties hereto.

F. Attorney Fees. In the event of any controversy, claim or dispute between the parties hereto, arising out of or relating to this Agreement or the breach thereof, the prevailing party shall be entitled to recover from the other party reasonable expenses, attorney fees and costs.

G. Entire Agreement. This Agreement contains the entire Agreement of the parties hereto, and supersedes any prior written or oral agreements between them concerning the subject matter contained herein. There are no representations, agreements, arrangements, or understandings, oral or written, between the parties hereto, relating to the subject matter contained in this Agreement which are not fully expressed herein.

H. Additional Documents. All parties hereto agree to execute any and all additional documents and instruments necessary to carry out the terms of this Agreement.

I. No Merger. All warranties, representations, acknowledgments, releases, covenants and obligations contained in this Agreement shall survive delivery and recordation of the Grant Deed.

J. Authority to Execute on Behalf of Buyer. Pam Lauzon represents to Seller that she is the Assistant Superintendent of Business Services of the Jurupa Unified School District and that she is authorized by Buyer to execute this Agreement on its behalf.

K. Ratification. This Agreement is subject to approval and ratification by the District' s Board of Trustees of the Jurupa Unified School District.

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L. Counterparts. This Agreement may be signed in counterpart or duplicate copies, and any signed counterpart or duplicate copy shall be equivalent to a signed original for all purposes.

EXECUTED on the date or dates set forth below. This Agreement shall be effective as of the date signed by all parties.

DATE:_____

BUYER:

JURUPA UNIFIED SCHOOL DISTRICT

By: _____
Elliott Duchon
Superintendent

DATE:_____

Seller:

_____
Ricardo Marconi

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RECORDING REQUESTED BY:
Chicago Title Company
560 East Hospitality Lane
San Bernardino, CA 92408

WHEN RECORDED MAIL TO:
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Assessor's Parcel No. 186-200-008-3

Exempt from Recording Fees per G ovt. Code §27383
Exempt from Documentary Transfer Tax per Calif. Rev. & Tax. Code §11922

GRANT DEED

FOR VALUABLE CONSIDERATION, receipt of which is hereby acknowledged,

RICARDO MARCONI, an unmarried man

hereby grants to

JURUPA UNIFIED SCHOOL DISTRICT, a California unified school district ("Grantee")

all that certain real property located in the County of Riverside, State of California as more fully described in the attached EXHIBIT A attached hereto and incorporated herein by reference.

Date: _____

_____
Ricardo Marconi

RVPUB\CRAVEN\725355.1

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EXHIBIT A
TO GRANT DEED

LEGAL DESCRIPTION OF PROPERTY
[APN: 186-200-008-3]

THAT PORTION OF LOT 5 OF AMENDED MAP OF RIVERVIEW TRACT, AS SHOWN BY MAP ON FILE IN BOOK 4, PAGE 58 OF MAPS, RECORDS OF RIVERSIDE COUNTY. DESCRIBED AS FOLLOWS:

COMMENCING AT THE MOST EASTERLY LINE OF PARCEL 2 OF RECORDS OF SURVEY ON FILE IN BOOK 35, PAGES 19 AND 20 OF RECORDS OF SURVEY, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA; THENCE ALONG THE SOUTHEASTERLY LINE THEREOF SOUTH 54° 40' 45" WEST 484.27 FEET TO THE TRUE POINT OF BEGINNING; THENCE SOUTH 48° 44'15" WEST (RECORD SOUTH 48° 47' 05" WEST [PER SAID RECORD OF SURVEY), 20.48 FEET TO THE MOST NORTHERLY CORNER OF LOT 24 OF TRACT NO. 4328, AS SHOWN BY MAP ON FILE IN BOOK 70, PAGES 13. 14, AND 15 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA; THENCE ALONG THE NORTHEASTERLY LINE OF SAID TRACT NO. 4328, SOUTH 28° 45' 45" EAST 400.98 FEET; THENCE SOUTH 09° 58'20" EAST 8.12 FEET TO THE BEGINNING OF A TANGENT 333.00 FOOT RADIUS CURVE CONCAVE SOUTHERLY; THENCE EASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 09° 06' 3" A DISTANCE OF 52.89 FEET; THENCE NON-TANGENT TO SAID CURVE NORTH 58° 04' 50" WEST 68.83 FEET; THENCE NORTH 28° 45' 45" WEST 382.71 FEET TO THE TRUE POINT OF BEGINNING.

Comment [A1]:

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JURUPA UNIFIED SCHOOL DISTRICT

CERTIFICATE OF ACCEPTANCE OF

GRANT DEED

[APN 186-200-008-3]

This Certificate of Acceptance pertains to the interest in certain real property conveyed by the Grant Deed dated _____, to which this Certificate of Acceptance is attached,

from: **RICARDO MARCONI, an unmarried man**

to: **JURUPA UNIFIED SCHOOL DISTRICT, a California unified school district ("Grantee")**

Said Grant Deed is hereby accepted by the undersigned officer on behalf of Grantee pursuant to authority conferred by the Grantee's Governing Board, and Grantee hereby consents to recordation of said Grant Deed.

Date: _____

JURUPA UNIFIED SCHOOL DISTRICT,
California unified school district

By: _____
Elliott Duchon
Superintendent

ATTEST:

_____

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NOTARY ACKNOWLEDGMENT

(California All-Purpose Acknowledgment)

STATE OF CALIFORNIA)
) ss.
COUNTY OF _____)

On _____, 2007 before me, _____, notary public, personally appeared _____, personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

_____
Signature of Notary Public

ATTACHED TO: GRANT DEED
[APN 186-200-008-3]

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Jurupa Adult Education Program 2007-08

The following is the Adult Education Program recommended for the 2007-08 school year. All courses in this program have been previously approved by the Board of Education.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language is designed for the non-English or limited-English Speaking student. Emphasis is placed on speaking and understanding English.

Level	Instructor	Days	Time	Location	Credit/Fee
0	TBA	M-R	4:00 - 6:00 p.m.	Learning Center	None
0	TBA	M-R	6:00 - 9:00 p.m.	Learning Center	None
1	TBA	M-R	6:00 - 9:00 p.m.	Learning Center	None
2	TBA	M-R	6:00 - 9:00 p.m.	Learning Center	None
3-6	TBA	M-R	6:00 - 9:00 p.m.	Learning Center	None
0-3	TBA	M-R	9:00 - 12:00 p.m.	St. John's Catholic Church	None
0-3	TBA	M-R	9:00 - 11:00 a.m.	Riverside Community Resource Center	None
0-3	TBA	TWR	9:00 - 11:00 a.m.	Pacific Avenue Elementary	None
0-3	TBS	TWR	4:00 - 7:00 p.m.	Troth Street Elementary	None

(Additional course offerings depending on enrollment will be offered at other sites and locations to support district demand)

CITIZENSHIP

Instructor	Days	Time	Location	Credit/Fee
TBA	MW	6:00 – 9:00 p.m.	Learning Center	None

(Other classes will be offered based on student demand)

COMPUTERS

This course will offer hands-on instruction in basic computer use, data processing, beginning/intermediate word processing, literacy, software applications, and introduction to the Internet. Courses will be offered in 4-6 week modules based on student experience and ability.

Instructor	Days	Time	Location	Credit/Fee
TBA	TBA	TBA	TBA	No/TBA

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GENERAL STUDIES

Designed for students who want to work at their own speed. Class format will include discussion and teacher presentations, as well as individual study. Students may choose to enroll in one or more of the subjects listed. This program is recommended for those people wishing to earn a high school diploma or prepare for the GED test. The number of credits issued is dependent on course content.

English Review
English 1
English 2
English 3
English 4
Life Science
Physical Science
Earth Science

Math Review
General Math, Basic
Algebra
Geometry
Business Math
U. S. History
U. S. Government
World History
Economics

Art
Photography
Math Electives
English Electives
Social Studies Electives
Electives

GED Test Preparation
CAHSEE Test Preparation

Instructor	Days	Time	Location	Credit/Fee
Patterson, Tammy	M	6:00 - 9:00 p.m.	Learning Center	Yes/None
Radovich, John	TWR	6:00 - 9:00 p.m.	Learning Center	Yes/None
Thompson, Pat	M	6:30 - 8:30 p.m.	Learning Center	Yes/None
Cushing, Donn	W	6:00 - 9:00 p.m.	Learning Center	Yes/None
Nevarez, Hugo	TR	6:00 - 9:00 p.m.	Learning Center	Yes/None

ADULTS WITH DISABILITIES

Designed to help students with social adjustment, independent living skill management, self-care, shopping skills, nutrition, reading, mathematics, social studies, physical fitness, and arts and crafts.

Instructor	Days	Time	Location	Credit/Fee
Reinalda, David	M-F	1:00 - 4:00 p.m.	Vista Pacifica	None

OLDER ADULTS - HISTORICAL/CURRENT PERSPECTIVES

This course is designed to increase older adults awareness of changes occurring in the world by stimulating critical thinking and expression of opinions by exploring international, state and local current affairs.

Instructor	Days	Time	Location	Credit/Fee
Powers, Susan	MF	2:00 - 3:00 p.m.	Encore Senior Living	None
	R	1:00 - 2:00 p.m.	Pleasant Care	None
Fox, Georgette	M	10:00 - 11:00 a.m.	Mt. Rubidoux	None
	T	10:00 - 11:00 a.m.	Vista Pacifica	None
Montoya, Joyce	WF	9:00 - 10:00 a.m.	Pleasant Care	None
	TR	9:00 - 10:00 a.m.	Encore Senior Living	None

OLDER ADULTS - MUSIC APPRECIATION

This course is designed to increase the ability of older adults to communicate through participation in group activities in music and to provide cultural music enrichment and appreciation of music, literature, and historical aspects of our musical background and heritage as well as those of other countries.

Instructor	Days	Time	Location	Credit/Fee
Fox, Georgette	W	3:00 - 4:00 p.m.	Mt. Rubidoux	None
Montoya, Joyce	WF	2:30 - 3:30 p.m.	Pleasant Care	None
	T	2:30 - 3:30 p.m.	Encore Senior Living	None

OLDER ADULTS - ARTS AND CRAFTS

This course offers older adults opportunities to enhance creative skills be learning to use a variety of materials and techniques to produce self-satisfying and expressive creative projects..

Instructor	Days	Time	Location	Credit/Fee
Powers, Susan	MF	3:00 - 4:00 p.m.	Encore Senior Living	None
	MF	10:00 - 11:00 a.m.	Encore Senior Living	None
	T	2:00 - 3:00 p.m.	Pleasant Care	None
	TR	1:00 - 2:00 p.m.	Pleasant Care	None
Fox, Georgette	M	11:00 - 12:00 a.m.	Mt. Rubidoux	None
	W	2:00 - 3:00 p.m.	Vista Pacifica	None

OLDER ADULTS - ORAL AND WRITTEN COMMUNICATIONS

This course is designed to encourage and provide older adults to record in writing their life experiences and develop an awareness and appreciation of the different forms of writing, i.e. prose, short stories, articles.

Instructor	Days	Time	Location	Credit/Fee
Powers, Susan	MF	9:00 - 10:00 a.m.	Encore Senior Living	None
	T	10:00 - 11:00 a.m.	Pleasant Care	None
	TR	9:00 - 10:00 a.m.	Pleasant Care	None
Montoya, Joyce	WF	10:00 - 11:00 a.m.	Pleasant Care	None
	TR	10:00 - 11:00 a.m.	Encore Senior Living	None

OLDER ADULTS - PHYSICAL AND HEALTH ABILITIES

This course is designed to use a variety of skills, both mental and physical, to provide older adult opportunities for social interaction, personal growth and leisure skills.

Instructor	Days	Time	Location	Credit/Fee
TBA	TBA	TBA	TBA	None

PARENTING

Parent education programs will be provided throughout the district. Exact schedules and staff will be established based on need and location of the program.

FOREIGN LANGUAGE IN THE WORKPLACE (SPANISH)

Designed for those in the business community who want to communicate more effectively with their Spanish-speaking clients. Students will learn basic Spanish vocabulary and language structure used in the context of business transactions and customer service.

Instructor	Days	Time	Location	Credit/Fee
TBA	TBA	TBA	TBA	No/TBA

CONSUMER AWARENESS/HOME ARTS - UPHOLSTERING

Tearing down and rebuilding furniture; selection and safe use of hand tools, material and equipment; includes cutting, sewing refilling, tacking, paneling, restyling, and refinishing. Students use their own furniture as projects. Instruction for beginning, intermediate and advanced students. Projects must be approved by instructor.

Instructor	Days	Time	Location	Credit/Fee
Hansen, Vickie	M	9:00 – 1:00 p.m.	Annex	No/$40.00
	T	6:00 – 10:00 p.m.	Annex	No/$40.00

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HEAD START AGREEEMENT

This AGREEMENT is effective into September 1, 2007 by and between **Riverside County Superintendent of Schools**, hereinafter referred to as the "GRANTEE" and the **Jurupa Unified School District** hereinafter referred to as the "DELEGATE."

WITNESSETH:

Recitals

I. Riverside County Superintendent of Schools is a GRANTEE of a Head Start Program funded by the Administration for Children and Families (ACF), U.S. Department of Health & Human Services (DHHS), pursuant to the authority of the Head Start Act, 42 U.S.C. Section 9801, et. seq., as amended, 45 CFR 1301-1305 and is charged with the basic statutory and regulatory responsibilities of a GRANTEE. Riverside County Superintendent of Schools desires to delegate to the DELEGATE the Head Start Program operation as specified herein.

II. DELEGATE name is by virtue of this AGREEMENT a DELEGATE of Riverside County Superintendent of Schools under Head Start as identified in the Head Start Act, as amended, and desires to operate a Head Start Program strictly in accordance with said statute, all applicable Federal, State and local laws and administrative regulations, applicable policies and procedures of GRANTEE, and this AGREEMENT.

Agreements

1. Purpose of This AGREEMENT

The provisions of 45 CFR Section 1301.33 require that delegation of program operations under a Head Start grant shall be formalized by written agreement between the GRANTEE and DELEGATE and that such delegation be approved by the responsible DHHS official. Consistent with the DHHS Grants Policy Directive, this written agreement shall contain specific information and requirements for the Delegate program's operation:

This AGREEMENT also contains specific terms and conditions which are required by Subpart B - General Requirements of Part 1301 - Head Start Grants Administration.

2. Applicable Regulations Incorporated Herein By Reference

DELEGATE hereby certifies that they have copies of the following applicable regulations and other documents and will abide by the provisions thereof:

(a) 45 CFR Part 1301 - 1311 - Head Start Grants Administrative and Performance Standards.

(b) 45 CFR Part 74 - Administration of Grants (If a non-profit organization).

(c) Cost Principles for Non-profit Organizations (Office of Management and Budgets Circular 2CFR 230) (If a non-profit organization).

(d) Cost Principles for State and Local Governments (Office of Management and Budgets Circular 2CFR 225) (If a local governmental agency).

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(e) 45 CFR Part 92 - Administration of Grants (If a local governmental agency).

(f) DHHS Grants Policy Directive

3. **Agreement Contents**

This AGREEMENT includes, but is not limited to, the following documents; each of which is attached hereto and incorporated by reference herein and made a part hereof:

(a) This AGREEMENT.

(b) Exhibit A – Funding Page

(c) Exhibit B - Assurances and Certifications.

(d) Exhibit C - Insurance Requirements.

(e) Exhibit D - Identification of Head Start Centers.

(f) Exhibit E - Required Calendar.

(g) Exhibit F - Lobbying Certification/Disclosure of Lobbying Activities.

(h) Exhibit G – Report Schedule

DELEGATE shall thoroughly examine the documents and exhibits set forth above. The failure or omission of DELEGATE to examine the above documents and exhibits or the terms and conditions of this AGREEMENT shall in no way relieve DELEGATE of its obligations with respect to this AGREEMENT.

4. **Program Operations Delegated by the GRANTEE Hereunder**

DELEGATE shall, in a satisfactory and proper manner, as reasonably determined by GRANTEE, perform the work set forth in the Program Area Plans, consistent with GRANTEE's proposed work program as contained in the Head Start application, in conformance with the approved GRANTEE budget and DELEGATE's Budget and Cost Allocation Plan, and in accordance with all applicable Federal, State, and local laws and regulations, and GRANTEE policies and procedures. Exhibit A, the Funding Page, denotes amounts for basic and T&TA funding, non-federal match, child days of operation, and number of children to be served.

5. **Term**

The term of this AGREEMENT shall begin **September 1, 2007,** and shall end **August 31, 2008**. No funds identified in this AGREEMENT shall, without advance written approval of GRANTEE, be obligated before the beginning of the term or after the ending of the term.

6. **AGREEMENT Amount**

The total funds being allocated to DELEGATE for full and satisfactory performance of this AGREEMENT shall not exceed **basic funding** of **$1,188,915.00** , **T&TA funds** shall not exceed **$6,898.00**, and **COLA funds** shall not exceed **$17,833.00.**

7. **Minimum Number of Children to be Served by DELEGATE**

GRANTEE has allocated the number of funded slots as specified in Exhibit A to DELEGATE for the term of this AGREEMENT. This number of funded slots represents full enrollment and establishes the number

of Head Start children that DELEGATE is designated to serve pursuant to this AGREEMENT. The provisions regarding enrollment and attendance in Head Start, as defined in Part 1305 of the Head Start Program Performance Standards and Other Regulations, as amended in 2005, are incorporated herein by reference and shall be implemented and maintained by DELEGATE during the period of this AGREEMENT. Full enrollment must be obtained by DELEGATE on the first day of the Head Start school year. If this does not occur, enrollment slots may be reduced. In no event shall any double session exceed seventeen (17) children. In no event shall any single session exceed twenty (20) children. In no event shall any home based class exceed twelve (12) children. Under no circumstances shall DELEGATE practice over-enrollment in any classroom in which actual attendance exceeds the preferred child-adult ratios and class size.

8. **ACF/DHHS Head Start Guidelines for Enrollment of Children with Disabilities**

No less than ten percent (10%) of the actual enrollment of the DELEGATE shall be filled by children with disabilities.

9. **Approved Child-Adult Ratio/Staffing**

DELEGATE shall recruit, select, and employ the number of classroom teachers and aides to address the requirements of the California Code of Regulations, Title 22, and Head Start Performance Standards, 45 CFR Subpart D, Program Design and Management, 1304.52, Human Resources Management, and Part 1306.20 for staffing requirements and qualifications as well as GRANTEE policy; if applicable.

10. **Location of Center(s)**

The name and location of each of the Head Start classes and/or centers, support facilities and Head Start-funded locations are identified in Exhibit D, Identification of Head Start Centers. All facilities and/or changes of existing facilities shall be approved by GRANTEE in writing a minimum of thirty (30) work days in advance of any contractual obligation and occupancy by DELEGATE. All Head Start facilities operated by DELEGATE shall comply with the provision of 45 CFR Part 1304.53, and Title 22. No class shall be operated in a facility which does not comply with such provisions or which has otherwise been found to be out of compliance by GRANTEE. Prior to the commencement of any class, DELEGATE shall provide the GRANTEE with a copy of a current license from California Department of Social Services. If, at any time during the term of this AGREEMENT, DELEGATE has any such clearance or certificate revoked, suspended or modified, or if DELEGATE in any other manner loses the clearance, certificate and/or license, DELEGATE shall give immediate written notice to GRANTEE. In such an event, GRANTEE may, in its sole discretion, order corrective action or suspend or terminate this AGREEMENT. Head Start funds shall not be allocated or paid to DELEGATE for operation of a Head Start Program in a facility which is not covered by the aforementioned clearances, certificates and/or licenses (Title 22/45 CFR Part 1304.53).

11. Hours of Operation and Length of Operating Year

The hours of operation for each class/center are identified in Exhibit D. If DELEGATE desires to change the hours of operation from the hours previously approved, DELEGATE shall obtain the written approval of GRANTEE at least thirty (30) work days prior to the date the requested change is to be effective. The length of the operating year is identified in the application. If DELEGATE changes the length of the operating year, or deviates in any manner from the approved calendar, DELEGATE shall obtain the written approval of GRANTEE at least thirty (30) work days prior to the date the requested change is to be effective. Failure to obtain the advance written approval of GRANTEE shall be deemed a breach of this AGREEMENT and may result in suspension of DELEGATE's program, suspension of payment to DELEGATE, a disallowance of claims, or termination of this AGREEMENT.

12. Program Options Conducted by DELEGATE

Program options as specified in Exhibit D are approved by GRANTEE for operation by DELEGATE during the period of this AGREEMENT. Program options shall not be changed or modified without the prior written approval of GRANTEE at least thirty (30) work days prior to the date the requested change is to be effective.

13. Federal Share

As specified in 45 CFR Part 1301, Federal financial assistance granted under the Head Start Program shall not exceed eighty percent (80%) of the total cost of the program. GRANTEE shall allocate funds as specified to DELEGATE for full and satisfactory performance of the program to be performed under this AGREEMENT, consistent with the service proportions as specified herein. The stated amount shall not be increased or decreased without the prior written approval of GRANTEE, and any approved revised allocation shall be identified by an approved budget modification. The DELEGATE will provide the GRANTEE with written notice of any current program money that it does not expect to be obligated by August 15 of the contract year.

14. Local Share

DELEGATE shall contribute the amount specified in Exhibit A as the local contribution to the Head Start Program as specified herein. If the Federal share of the program cost is increased or decreased, the local contribution shall be adjusted accordingly and Exhibit A shall be revised to reflect the changes. If the local share is not met, the Federal share will be decreased accordingly. The valuation of local contributions and accounting therefore shall conform to the provisions of 45 CFR Part 74, Subpart G (if DELEGATE is a non-profit organization) or 45 CFR Part 92.24 (if DELEGATE is a local governmental agency), whichever is applicable. The non-Federal share shall not be required to exceed twenty percent (20%) of the total cost of the program as specified in 45 CFR Subpart C,1301.20(b) Minimum non-federal share is **$397,229.00, T&TA funds** shall not exceed **$1,725.00**, and **COLA funds** shall not exceed **$4,458.00.**

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Non-Federal share reports must be submitted monthly with reimbursement requests. (Exhibit G)

15. Reporting Requirements

Financial and program reports that must be submitted by DELEGATE and the frequency of submission of such reports are specified in Exhibit G attached hereto and made a part hereof. Other periodic reports may be required by GRANTEE from time to time. These reports shall be submitted in accordance with instructions provided by GRANTEE. All reports shall be submitted in the form and manner directed by GRANTEE.

16. Delinquent Report Submission

DELEGATE shall submit the reports as specified in Exhibit G by the time line specified therein. If DELEGATE fails to comply with reporting requirements, GRANTEE may order corrective action including, but not limited to, suspension of payments and/or performance, disallowance of claims and/or termination of this AGREEMENT.

17. Evidence of Nonprofit Status

If DELEGATE is not a public agency as defined by applicable law, DELEGATE shall submit proof of continuing nonprofit status to GRANTEE. Evidence of nonprofit status, in accordance with GRANTEE's prequalification requirements, shall be on file with GRANTEE prior to execution of this AGREEMENT.

18. Hold Harmless

The parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents, servants and employees, of and from any and all liability, claims demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this Agreement by such indemnifying party, or its officers, agents, servants and employees.

19. Insurance

During the term of this AGREEMENT, the GRANTEE shall maintain accident insurance coverage for all enrolled Head Start/Early Head Start children. The DELEGATE shall maintain all other insurance coverage in conformance with the provisions of Exhibit C.

20. Standards for Delegate Agency Financial Management Systems

DELEGATE shall establish such fiscal controls and fund accounting procedures as required by ACF and GRANTEE and shall meet the requirements of 45 CFR Part 74 (if DELEGATE is a non-profit organization) or 45 CFR Part 92 (if DELEGATE is a local governmental agency), whichever is applicable, in its financial management systems specifically including, but not by way of limitation, the following standards:

(a) Financial Reporting

Accurate, current, and complete disclosure of the financial results of the Head Start Program shall be made in accordance with the provisions of this AGREEMENT. Reports to be submitted by DELEGATE to GRANTEE are specified in Exhibit H. GRANTEE may require DELEGATE to submit additional reports. Financial reporting shall be maintained in such a manner as will minimize audit exceptions.

(b) Separate Accounting

DELEGATE shall keep a separate accounting for the funds provided under this AGREEMENT, and no part of any funds advanced shall be commingled with other funds of DELEGATE. Private Non Profit agencies shall establish and maintain a separate interest bearing bank account for the deposit of all funds pursuant to this agreement. All advances shall be deposited in an FDIC bank account and any balance exceeding the FDIC coverage must be collaterally secured. GRANTEE shall have a lien upon all funds in said account which shall be paramount to all other liens, including, but not limited to, liens of other governmental agencies or by the direction of a trustee in bankruptcy.

(c) Accounting Records

Accounting records shall identify adequately the source and application of funds for Head Start supported and related activities including State Preschool, and other related programs. These records shall contain information detailing fund allocation, authorizations, obligations, unobligated balances, assets, liabilities, income and expenditures. Accounting records shall be kept in accordance with accepted accounting practices to minimize audit exceptions.

(d) Internal Control

Effective control and accountability shall be maintained for all Head Start funds, real and personal property as defined in 45 CFR Part 74, Subpart O (if DELEGATE is a non-profit organization) or 45 CFR Part 92 (if DELEGATE is a local governmental agency), whichever is applicable, and other assets. DELEGATE shall adequately safeguard all such property and shall assure that it is used solely for authorized purposes. Interfund transfers have requirements that must be complied with in proper recording and repayment.

(e) Budgetary Control

DELEGATE shall be responsible for the budgeting and expenditure of Head Start funds in conformance with sound financial management standards, GRANTEE approval, and applicable regulations related to Head Start funds.

(f) Allowable Costs

If DELEGATE is a non-profit corporation, it has been furnished a copy of the "Cost Principles for Nonprofit Organizations," OMB Circular 2 CFR 230. If DELEGATE is a local governmental

agency, it has been furnished a copy of the "Cost Principles for State and Local Governments," OMB Circular 2 CFR 225, including amendments. DELEGATE is responsible for establishing and maintaining written procedures for determining the reasonableness, allowability and allocability of costs in accordance with those principles. DELEGATE shall only expend Head Start funds consistent with the purposes identified in the approved Budget and Cost Allocation Plan and shall not transfer funds except as provided herein. Head Start funds shall not be obligated by DELEGATE prior to, or after, the term of this AGREEMENT.

(g) Documentation of Costs

All costs shall be supported by properly propagated and executed payrolls, time records, invoices, contracts, vouchers or other official documentation evidencing in proper detail the nature and propriety of the charge. All checks, payroll, and accounting documents, pertaining in whole or in part to this AGREEMENT, shall be clearly identified and readily accessible.

(h) Income Generation

DELEGATE shall timely report to GRANTEE the source and amount of any income generated as a result of services and/or activities funded under this AGREEMENT and shall abide by GRANTEE directives regarding the use of such income. DELEGATE shall not expend AGREEMENT-related income unless or until authorized, in writing, by GRANTEE.

(i) Claim Funds

Approved claims shall be paid only from funds granted to GRANTEE by Administration of Children and Families (ACF) pursuant to the Head Start program, and DELEGATE hereby waives any claim it may have against any other funds of GRANTEE. This AGREEMENT is valid and enforceable only if sufficient funds are made available to GRANTEE by ACF for the purpose of conducting the program identified in this AGREEMENT.

21. Audit and Monitoring

DELEGATE shall comply with the audit requirements of Office of Management and Budget Circulars A-128 or A-133, whichever is applicable. DELEGATE is responsible for procurement of an annual audit of funds provided by GRANTEE under this AGREEMENT. All agreements entered into by DELEGATE with audit firms for purposes of conducting independent audits under this AGREEMENT shall contain a clause permitting GRANTEE and ACF, or their designees, access to the working papers of said audit firm(s). The cost of the final audit may be paid from a portion of the funds provided by this AGREEMENT. Said audit shall be conducted in accordance with generally accepted accounting principles, generally accepted auditing standards, and GRANTEE requirements. Audited financial statements shall be prepared in accordance with generally accepted accounting principles promulgated by the American Institute of Certified Public Accountants (AICPA); those audit standards set forth in the publication, Standards for Audit of Governmental Organizations, Programs, Activities and Functions, issued by the General Accounting Office

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as they apply to financial and compliance audits; and any other applicable State and Federal guidelines. The report shall show receipt and expenditure of the funds provided under this AGREEMENT. DELEGATE shall provide GRANTEE two (2) copies of the audit report no later than six (6) months after the end of DELEGATE's fiscal year. Said report shall be sent to:

Riverside County Superintendent of Schools
3939 Thirteenth Street/P. O. Box 868
Riverside, CA 92502
Attn: Head Start/Early Head Start Director

Additionally, the Office of the Inspector General, the Comptroller General, the Federal Government, and GRANTEE, or their individual designees, shall have the right to monitor and audit DELEGATE and all subcontractors providing services under this AGREEMENT through on-site inspections and audits and other applicable means the Federal Government or GRANTEE determine necessary. Said designee may be an independent auditor. Such monitoring and audits shall be conducted at the discretion of any one of the above-identified entities according to all applicable laws and regulations. DELEGATE agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions occurring as a result of its performance of this AGREEMENT. DELEGATE also agrees to pay GRANTEE within thirty (30) work days of demand by GRANTEE the full amount of GRANTEE's liability, if any, to the applicable funding agency resulting from any audit exceptions relating to DELEGATE's performance under this AGREEMENT. The DELEGATE has the right of appeal under 45 CFR Part1303.

22. **Travel Expenses**

If DELEGATE is a public agency, expenses charged for travel shall not exceed those allowable under the customary practice in the government of which the DELEGATE is a part. If DELEGATE is a non-public agency, expenses charged for travel shall not exceed those which would be allowed under the rules governing official travel by the GRANTEE and/or IRS regulations for mileage or per diem.

23. **Reimbursements from Other Agencies**

If DELEGATE is granted funds by other agencies for activities related to the Head Start Program and/or for which costs are allocated between that program and the Head Start Program, including, but not limited to, State Food Reimbursement payments for nutrition activities and CHDP for health services, it shall make these accounting records available to GRANTEE for audit. If such funds supplant Head Start funds originally budgeted for the same purpose, GRANTEE, in its sole discretion, shall determine the disposition of any unobligated Head Start balances.

24. **Special Grant or Subcontract Conditions**

In accordance with the provisions of 45 CFR Part 74.7, if DELEGATE is a non-profit organization, GRANTEE may impose special conditions more restrictive than those prescribed in Part 74 if the GRANTEE has determined that the DELEGATE:

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(a) Is financially unstable;

(b) Has a history of poor performance; or

(c) Has a management system which does not meet the standards of this AGREEMENT.

In accordance with the provisions of 45 CFR Part 92.12, if DELEGATE is a local governmental agency, DELEGATE may be considered "high risk" if GRANTEE determines that DELEGATE:

(a) Has a history of unsatisfactory performance;

(b) Is not financially stable;

(c) Has a management system that does not meet the standards set forth in this AGREEMENT;

(d) Has not conformed to terms and conditions of previous awards; or,

(e) Is otherwise not responsible.

If DELEGATE is considered to be "high risk", special conditions shall be included in the award that corresponds to the high risk condition. Special conditions may include:

(a) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period;

(b) Requiring additional, more detailed, financial reports;

(c) Additional project monitoring;

(d) Requiring DELEGATE to obtain technical or management assistance; or,

(e) Establishing additional prior approvals.

If any special conditions are imposed by GRANTEE, DELEGATE shall be notified in writing of the special conditions, why the special conditions were imposed, what corrective actions must be implemented by DELEGATE with regard to the special conditions and the method, if any, for requesting reconsideration of the special conditions.

25. <u>Record Retention</u>

DELEGATE shall retain all financial and programmatic records, supporting documents, statistical records and other records of contractors and subcontractors for a period of three (3) years from the starting dates as specified in 45 CFR, Part 74.53 (if DELEGATE is a non-profit organization) or 45 CFR Part 92.42 (if DELEGATE is a local governmental agency), whichever is applicable, subject to the following qualifications:

(a) If any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the three (3) year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

(b) If records are transferred to GRANTEE upon the sole determination of GRANTEE that the records will be continuously needed for joint use of GRANTEE and DELEGATE, GRANTEE shall assume the responsibility for retention of these records.

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(c) If this AGREEMENT is terminated or if DELEGATE is not refunded in subsequent years, this record retention requirement remains applicable. At GRANTEE's sole option, some or all of the records may be ordered transferred to GRANTEE. To the extent that such records are transferred to GRANTEE, this retention requirement is not applicable to DELEGATE.

(d) If, prior to termination of the three year period, GRANTEE has notified DELEGATE of a longer period of retention required by applicable law or regulation.

26. Access to Records

In accordance with the provisions of 45 CFR Part 74.53 (if DELEGATE is a non-profit organization) or 45 CFR Part 92.42 (if DELEGATE is a local governmental agency), whichever is applicable, the GRANTEE, the DHHS, the Comptroller General of the United States, or any of their duly authorized representatives, including independent and internal auditors, shall, until the expiration of three (3) years after final payment under this AGREEMENT or longer as may be required by applicable law or this AGREEMENT, have access to and the right to observe, monitor, evaluate and examine DELEGATE's program operation and its offices and facilities and the right to examine and copy any books, documents, papers and records of DELEGATE, or a contractor of DELEGATE. Such access shall be granted by DELEGATE, and any contractor employed by DELEGATE, at any reasonable time or during normal business hours. The rights of access identified in this paragraph shall not be limited to the required retention period but shall last as long as the records are retained. In the event the records pertaining to the AGREEMENT are maintained outside Riverside County, California, DELEGATE shall, at its sole cost, make said records available at GRANTEE's principle place of business within five (5) working days after receipt of written notice from GRANTEE.

27. Restrictions on Public Access

In accordance with the provisions of 45 CFR Part 74.53, if DELEGATE is a non-profit organization, DELEGATE shall not impose terms which limit public access to records covered by 45 CFR Part 74, except after a determination by GRANTEE that records must be kept confidential and would have been excepted from disclosure under DHHS's "Freedom of Information" regulation if the records had belonged to HHS. DELEGATE is required to permit public access to records consistent with the provisions of its applicable local laws, the California Public Records Act, California Government Code Section 6250 et. seq., and the California Information Practices Act of 1977, California Civil Code, Section 1798, et. seq.

28. Monitoring and Reporting of Program Performance

As specified in 45 CFR Part 74.51 (if DELEGATE is a non-profit organization) or 45 CFR Part 92.40 (if DELEGATE is a local governmental agency), whichever is applicable, GRANTEE shall monitor the performance of Head Start activities. GRANTEE shall review each program, function, and activity to assure that adequate progress is being made towards achieving the goals of the Head Start Program, including the goal of sound fiscal management. DELEGATE shall cooperate in all ways to assist

GRANTEE in these monitoring activities. DELEGATE shall complete an Annual Self-Review, by January 31 utilizing the Program Review Instrument for Systems Monitoring (PRISM) and submit document and corrective plan of action to GRANTEE within 30 working days.

29. Program Assessment

GRANTEE may conduct a formal program assessment annually.. DELEGATE shall appoint assessment teams, participate in assessment training, complete assessment reports and prepare plans to correct deficiencies that are or may be identified through the assessment process within GRANTEE specified timelines.

30. Payments to DELEGATE

GRANTEE shall make payment under this AGREEMENT only after timely receipt of DELEGATE's Monthly Reimbursement Report and the GRANTEE shall make payment only for allowable, reasonable and necessary expenditures, which shall be consistent with the approved budget and cost allocation plan and in the format determined by GRANTEE. Such reports must be complete, accurate and reflect the financial activity of the period covered by the invoice. Advance payments shall be limited to estimated expenditures for the succeeding fifteen (15) day period; less unspent funds advanced in the previous period and shall be approved by the Delegate's Parent Committee and Board, and the GRANTEE. Final budget amendments are due to GRANTEE fifteen (15) calendar days before end of grant year. Expenditures which exceed allowable budget amounts shall not be reimbursed without a formally approved budget amendment. All allowable obligations incurred in the performance of this AGREEMENT must be reported to GRANTEE within thirty (30) calendar days following the termination of this AGREEMENT to be binding upon GRANTEE for reimbursement. All obligations must be liquidated within sixty (60) calendar days and reported to Grantee in Delegate's final reimbursement report. Failure to report such obligations, liquidations and/or debts shall be the liability solely of DELEGATE. All unexpended funds shall revert to GRANTEE.

31. Assignments/Security for Loan

(a) No performance of any of DELEGATE's obligations under this AGREEMENT may be transferred by subcontract, assignment, delegation, or novation without the prior express written consent of GRANTEE. Any attempt by DELEGATE to assign, delegate, or subcontract any performance of its obligations hereunder without the prior express written consent of GRANTEE shall be null and void and shall constitute a breach of this AGREEMENT. Whenever DELEGATE is authorized to subcontract, delegate, or assign, it shall include all the terms of this AGREEMENT in each subcontract, delegation, assignment or novation. Any subcontractor, delegate or assignee shall be subject to all applicable provisions of this AGREEMENT, and all applicable Federal, State, and local laws and regulations. Under no circumstances will the subcontractor be considered a delegate agency or subgrantee or have any appeal of rights of a delegate agency or subgrantee.

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DELEGATE agrees to be held fully responsible to GRANTEE for the performance of any subcontractor, delegate, or assignee.

(b) Without the prior express written consent of GRANTEE and ACF, this AGREEMENT may not be used as security for a loan and is not assignable by DELEGATE either in whole or in part for such purposes.

32. Procurement

Procurement activities of DELEGATE conducted under this AGREEMENT shall comply with all applicable Federal and State procurement regulations, as well as other applicable Federal, State, and GRANTEE guidelines, procedures, and policies. DELEGATE agrees to assume all responsibility for such DELEGATE procurement activities and agrees to indemnify and hold GRANTEE harmless from any audit exceptions relative to a violation by DELEGATE on any procurement requirement.

(a) Contracts for Professional Services - Pursuant to the provisions of "Cost Principles for Nonprofit Organizations," OMB Circular 2 CFR 230, or "Cost Principles for State and Local Government," OMB Circular 2 CFR 225, whichever is applicable, costs of professional services rendered by members of a particular profession or persons who possess a special skill, who are not employees of DELEGATE and who perform services on an intermittent or occasional basis, are allowable when reasonable in relation to the services rendered.

(b) Equipment - Expenditures for equipment shall be approved by GRANTEE prior to the purchase of such equipment by DELEGATE. If equipment is approved in the annual budget, no further approvals are required. If equipment is not included in the approved annual budget, DELEGATE shall obtain written approval of GRANTEE prior to purchasing the equipment. If equipment is to be used for more than the Head Start Program, the cost shall be prorated accordingly. For the purpose of this AGREEMENT, equipment shall be defined as an item, the cost of which is $500.00 or more, which has a useful life of one (1) year or more. If DELEGATE purchases automobiles in accordance with the Head Start Program, the pink slip shall identify Riverside County Superintendent of Schools, as registered legal owner. DELEGATE must provide GRANTEE proof of insurance coverage and that each individual operating the vehicle holds a valid drivers license.

(c) Alteration or Renovation of Facilities - Alteration and/or renovation of facilities is allowable under this AGREEMENT if such alteration and/or renovation has received the prior written approval of GRANTEE and ACF in the annual budget. If such approval was not granted in the annual budget, DELEGATE shall obtain the prior written approval of GRANTEE and ACF for expenditures that exceed $5,000. Alteration and/or renovation of facilities is considered to be work required to change the interior arrangements or other physical characteristics of an existing facility or installed equipment so that it may be more effectively utilized for the Head Start Program. Alteration and/or

renovation may include work referred to as improvements, conversion, rehabilitation, remodeling, or modernization. Costs incurred for the following types of alteration and/or renovation are allowable:

* Changes to the physical characteristics of space, such as interior dimensions, surfaces, furnishings, and finishes;
* Changes to the internal environment, such as modifications to the heating and ventilation systems;
* Installation or modification of utility services in a structure otherwise suitable for occupancy of Head Start staff or students;
* Modification of unfinished shell space to make it suitable for the Head Start Program operations.

Such alteration and/or renovation costs may, with prior written approval of GRANTEE and ACF, be charged to the Head Start Program provided that:

* The building structure has a useful life consistent with project purposes and is architecturally and structurally suitable for conversion to the type of space required;
* The alteration and/or renovation is essential and no other suitable space is available within the area;
* Where space is rented, DELEGATE shall secure a lease for a minimum of ten (10) years as required by ACF, unless ACF waives this requirement;
* The costs incurred are consistent with the prior approval requirements, other provisions of the laws and regulations relating to the Head Start Program and DHHS Grants Policy Directive.
* If Head Start funds in excess of Fifteen Thousand Dollars ($15,000.00) are used for all or part of the alterations and/or renovations carried out hereunder, DELEGATE shall require that the contract certify compliance with the Equal Employment Opportunity provisions of Executive Order 11246.

Alteration and/or renovation costs shall be limited to the costs of modifying existing space, utilities, and telephone services within a completed structure.

DELEGATE's contracts for alteration and/or renovation, as defined in this Section, shall meet the requirements of 45 CFR Part 74, Subpart C, Section 74.48 - "Contract Provisions" (if DELEGATE is a non-profit organization) or 45 CFR Part 92.36(h) - "Bonding Requirements" (if DELEGATE is a local governmental agency), whichever is applicable, with regard to bonding and insurance. Davis-Bacon Act and 45 CFR Part 1309 must be followed.

33. **Procurement Standards**

In procuring supplies, equipment, and services (including construction) DELEGATE shall abide by the regulations and standards of 45 CFR Part 74.4 (if DELEGATE is a non-profit organization) or 45 CFR 92.36 (if DELEGATE is a local governmental agency) , whichever is applicable, and all other applicable Federal, State, and local laws and regulations, including GRANTEE policies. Consistent with this regulation, DELEGATE shall maintain written procedures to meet the following standards:

(a) Code of Conduct

DELEGATE shall maintain a code or standard of conduct that governs the performance of its officers, employees or agents in the award and administration of contracts, and provides for appropriate disciplinary actions for noncompliance. The standards shall include, but not be limited to, prohibition against soliciting or accepting gratuities, favors or anything of monetary value from contractors or potential contractors.

(b) Conflict of Interest

No employee, officer or agent of DELEGATE shall participate in the selection, award or administration of a contract if any of the following has a financial interest in the contract:

* The employee or a member of his/her immediate family;
* His/her partner;
* An organization in which any of the above is an officer, agent or employee; or
* A person or organization with which any of the above individuals has any arrangement concerning prospective employment or compensation.

(c) Free Competition

Procurement transactions shall be conducted in a manner to provide, to the maximum extent possible, free and open competition. DELEGATE shall be alert to organizational conflicts of interest or noncompetitive practices among contractors which may restrict or eliminate competition or otherwise restrain trade.

A contractor that develops or drafts specifications, requirements, a statement of work, an invitation for bids, or a request for proposals for a particular procurement by DELEGATE shall be excluded from competing for that procurement, unless GRANTEE waives this requirement and secures the approval of the ACF Grant Officer to waive this requirement. Solicitations shall set forth all requirements that the bidder/offeror must fulfill in order for the bid/offer to be acceptable to DELEGATE and be evaluated. DELEGATE shall make awards to the most responsive and advantageous bidder/offeror after considering price and all other factors. Any or all bids may be rejected when it is in DELEGATE's best interest to do so.

34. **Procurement Procedures**

DELEGATE's procurement procedures shall be in accordance with 45 CFR Part 74.44 (if DELEGATE is a non-profit organization) or 45 CFR 92.36 (if DELEGATE is a local governmental agency), whichever is applicable, and all other applicable Federal, State, and local laws and regulations including GRANTEE policies and shall include the following:

(a) Needs Assessment

DELEGATE shall assess supply, equipment and service needs to assure that unnecessary or duplicate items are not purchased. Prior to procurement, consideration shall be given to available resources within DELEGATE's organization, donations from outside organizations and, where appropriate, lease and/or rental arrangements. Rental arrangements are subject to the requirements of OMB Circular 2CFR 230 or OMB Circular 2CFR 225, whichever is applicable. The needs assessment shall be used to determine future program options.

(b) Procurement Descriptions

Solicitations for goods and services shall be based upon clear and accurate descriptions of the technical requirements for the material, product or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. "Brand name or equal" descriptions may be used as a means to define the performance or other requirements of procurement, and when so used, the specific features of the name brand which must be met by the bidder/offeror shall be clearly specified.

(c) Use of Small, Minority, and Women's Businesses

Affirmative steps shall be taken by DELEGATE to assure that small minority and women's businesses are utilized whenever possible as sources of supplies, equipment, construction, and services.

(d) Selection of Contract Type

The type of contract to be used to cover a particular procurement shall be determined by DELEGATE. Contracts shall be made only with responsible contractors who possess the ability to perform successfully under the terms and conditions of the agreement. Consideration shall be given to contractor's integrity, record of past performance, financial and technical resources, or accessibility to necessary resources.

(e) Sole Source Contracts - Prior Approval Required

Any proposed sole source contract must meet the applicable requirements for noncompetitive or sole source contracting. In addition, any proposed sole source contract in which the aggregate expenditure is expected to exceed Five Thousand Dollars ($5,000.00) shall be subject to prior approval of the ACF Grant Officer. Contracts in excess of the applicable dollar amount, where only one entity submitted a proposal pursuant to an RFP, shall be considered sole source contracts

and shall require the appropriate approvals. Requests for such approval shall be forwarded to the GRANTEE in writing at least sixty (60) calendar days prior to the required contract date. GRANTEE may, in its sole discretion, reject the request or forward it to the ACF Grant Officer.

(f) Price/Cost Analysis

DELEGATE shall make a price/cost analysis in connection with every procurement action. Price analysis may be made by comparing price quotations, market prices, etc. Cost analysis is the review and evaluation of costs to determine reasonableness, allowability and allocability.

(g) Records and Files

DELEGATE shall maintain procurement records and files for a minimum of three program years which shall include at least the following:

* Documentation of procurement solicitation and responses;
* Basis for contractor selection;
* Justification for lack of competition when competitive bids or offers are not obtained;
* Documentation of the basis for the award cost or price; and,
* ACF and GRANTEE written approval.

(h) Contract Monitoring System

DELEGATE shall establish and maintain a system for internal contract monitoring to ensure contractor conformance with terms, conditions, and specifications of the contract.

(i) Contract Provisions

All contracts of DELEGATE shall include provisions as may be required by 45 CFR Part 74 (if DELEGATE is a non-profit organization) or 45 CFR Part 92 (if DELEGATE is a local governmental agency), whichever is applicable, and other applicable Federal, State and local laws and administrative regulations, including GRANTEE policies.

(j) Copeland and Davis-Bacon Act

Contracts in excess of two thousand dollars ($2,000.00) for construction or repair shall include a provision for compliance with the Copeland Act (40 U.S.C. 276a to a-7), as supplemented by Department of Labor regulations (29 CFR Part 5) and the Davis-Bacon Act (29 CFR 1.5 and 1.6(b)). All suspected or reported violations shall be reported to GRANTEE by DELEGATE.

(k) **Conflict of Interest**

(i) An officer, director, executive, or employee of DELEGATE shall not solicit or accept money or any other consideration from a third person for the performance of an act reimbursed in whole or in part by GRANTEE or DELEGATE. Supplies, materials, equipment or services purchased with funds provided under this AGREEMENT shall be used solely for purposes allowed under this AGREEMENT.

(ii) DELEGATE shall avoid organizational conflict of interest, and its officers, directors, executives, and employees shall avoid financial and personal conflict of interest, potential for conflict of interest, and appearance of conflict of interest in the performance of this AGREEMENT, in awarding financial assistance and in the conduct of procurement activities involving funds provided under this AGREEMENT.

(iii) DELEGATE shall establish safeguards to prohibit employees or officers from using their positions for a purpose which could result in private gain, or gives the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

(iv) DELEGATE shall abide by all applicable Federal and State laws and regulations and GRANTEE policies regarding conflict of interest.

35. Property

Title to all property acquired by DELEGATE, in whole or in part, under contracts for the operation of Head Start Program shall vest in GRANTEE, subject to all applicable laws and regulations. Said property shall be subject to all rules, procedures, and restrictions as set forth in all applicable Federal, State, and local laws and administrative regulations, specifically including 45 CFR Part 74 Subpart C (if DELEGATE is a non-profit organization) or 45 CFR Part 92 (if DELEGATE is a local governmental agency), whichever is applicable. Any other provision of this AGREEMENT notwithstanding, DELEGATE shall not make any improvement to real property in the amount of $5,000.00 or more without advance written approval of GRANTEE and ACF.

36. Title to Relocatable Buildings

Title to relocatable buildings purchased with Head Start funds for use in the Head Start Program vests in GRANTEE. Without prior written authorization from GRANTEE, no Head Start relocatable building shall be used for purposes other than the Head Start Program. All Head Start buildings shall be identified at the main entrance by a seal to be provided by GRANTEE and affixed by DELEGATE.

37. Copyrights

In accordance with 45 CFR Part 74.36 (if DELEGATE is a non-profit organization) or 45 CFR Part 92.34 (if DELEGATE is a local governmental agency), whichever is applicable, should the performance of this AGREEMENT result in a book or other copyrightable material, the author is free to copyright the work, but the GRANTEE and DHHS reserve royalty-free, non-exclusive and irrevocable license to reproduce, publish, or otherwise use and to authorize others to use all copyrighted material and all material which can be copyrighted for government purposes. DELEGATE shall provide GRANTEE with immediate written notice of such copyrights.

38. Patents

Any discovery or invention arising out of or developed in the course of work aided by this AGREEMENT is subject to DHHS patent regulations contained in 45 CFR, Subtitle A, Part 6 and 8. Any such discovery or invention shall be properly, fully, and immediately reported in writing to GRANTEE for determination by GRANTEE and ACF/DHHS as to whether the patent protection on such invention or discovery should be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered in order to protect the public interest.

39. License for Use

Any other provision of this AGREEMENT notwithstanding, DELEGATE agrees to and does hereby grant to GRANTEE and the Federal Government a royalty-free, nonexclusive and irrevocable license throughout the world, for government purposes, to publish, translate, reproduce, deliver, perform, dispose of, and to authorize others to do so, all data, including reports, patents, copyrights, drawings, blueprints, and technical information resulting from the performance of the work under this AGREEMENT.

40. Right to Reuse

If, under the provisions of this AGREEMENT, DELEGATE develops any systems analysis products, models, electronic data processing systems, software and related services, DELEGATE agrees that the methods, materials, logic and systems developed pursuant to this AGREEMENT shall be the property of GRANTEE, and may be used as GRANTEE sees fit, including the right to reuse and publish the same without limitation.

41. Personnel Management System

DELEGATE shall establish and maintain a system for the management of personnel employed under the Head Start Program. Said Personnel Management System shall conform to Head Start and GRANTEE requirements and must be approved by DELEGATE'S Board, Head Start Policy Committee, and GRANTEE before it is implemented. The following guidelines shall be used by DELEGATE in establishing such a system:

(a) Position classification

DELEGATE shall maintain a classification system which differentiates between levels of responsibility and complexity of work; requires position descriptions and job titles; identifies position requirements; and provides for periodic review and updating of position descriptions as required.

(b) Recruitment and Selection

A recruitment and selection system shall be maintained which provides for the announcement of vacancies to staff and other known sources of human resources; establishes controls to ensure consistency with the budget plan; enables a comparison of job candidates with the budget plan; establishes procedures for applicant interviews; provides for reference checks and final selection

by an appropriate administrator of DELEGATE and approval by the parents/community representative of the candidates selected; and, evaluates the effectiveness of compliance with civil rights laws, regulations, and executive orders.

(c) Compensation

All wages paid by DELEGATE shall be in accordance with applicable provisions of 45 CFR 74 (if DELEGATE is a non-profit organization) and the Comparability of Wages and Employee Benefits Report developed by GRANTEE. If the report does not contain information on a particular position, DELEGATE shall determine compensation based upon the job requirements and comparability with similar work in the local labor market, including employee benefits. DELEGATE shall obtain GRANTEE'S approval of such determination prior to the first pay period for the individual and/or individuals affected and each such approved compensation rate shall be included in the approved salary schedule.

(d) Performance Rating

DELEGATE shall maintain a continuous system of employee evaluation which rates Head Start employees within established performance standards on a yearly basis.

(e) Staff Utilization and Career Development

DELEGATE shall maintain a staff utilization and career development program which requires analysis of human resources needs and staff utilization and provides job training or retraining, career counseling, and supervisory training, where applicable.

The personnel management system maintained by DELEGATE for the Head Start Program shall contain clear, consistent written policies with respect to:

* Working hours;
* Work Schedules;
* Overtime and overtime pay;
* Vacation schedules, vacation pay and policies on unused vacation and related compensation. Such vacation policies shall emphasize the need for employees to take vacation time when such time is scheduled and shall encourage employees to use vacation leave unless otherwise impossible. Cash payments for unused vacation shall be discouraged. DELEGATE shall obtain the written consent of GRANTEE prior to instituting any such policy;
* Maintenance of attendance records for all employees;
* Travel policies, including reimbursement for travel expenses;
* Outside employment;
* A fair and equitable grievance procedure;
* Written standards for employee conduct and conflict of interest;

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* A fair and equitable disciplinary system to handle conduct violations; and,
* Nepotism.

DELEGATE shall provide GRANTEE with copies of any new policies adopted by DELEGATE and copies of any policies which are revised during the period of this AGREEMENT. DELEGATE shall obtain the approval of DELEGATE'S Board, Head Start Policy Committee, and GRANTEE for any new or revised provisions before they are effective.

42. Personnel Records

DELEGATE shall maintain current required employee records which include all official documents related to the employment of each Head Start employee. Employee records shall be maintained in an orderly and accessible file system which is kept current. All such records shall be available to supervisors, accountants and auditors, and GRANTEE, DHHS, or other government officials or their agents as well as to the individual employee, as appropriate.

43. Support of Salaries and Wages

Charges to the Head Start Program for salaries and wages of DELEGATE'S employees shall be based upon documented payrolls approved by a responsible official of DELEGATE. The distribution of salaries and wages must be supported by personnel activity reports as specified herein. Reports reflecting the distribution of activity of each employee must be maintained for all Head Start staff members, professional and non-professional, whose compensation is charged, in whole or in part, directly to the Head Start Program. Reports maintained by DELEGATE to satisfy these requirements shall meet the following standards:

(a) The reports shall reflect an after-the-fact determination of the actual activity of each employee. Budget estimates do not qualify as support charges to the Head Start Program.

(b) Each report shall account for the total activity for which employees are compensated and which is required in fulfillment of their obligations to DELEGATE.

(c) The reports shall be signed by the individual employee and the responsible supervisor having first-hand knowledge of the activities performed by the employee, and state that the distribution of activity represents a reasonable portrayal of the actual work performed by the employee during the periods covered by the reports.

44. Availability of Personnel Records, Policies and Procedures

DELEGATE'S personnel policies, procedures and/or regulations shall be made available to all Head Start personnel employed by DELEGATE and shall be provided to GRANTEE.

45. DELEGATE Personnel

(a) DELEGATE represents that it has, or will secure at its own expense, all personnel required to perform its obligations under this AGREEMENT. Such personnel shall not be employees of or have any contractual relationship with GRANTEE, and DELEGATE shall hold GRANTEE

harmless from any and all claims against GRANTEE based upon the contention that an employer-employee relationship exists by reason of the AGREEMENT.

(b) All of the obligations and/or services to be performed by DELEGATE hereunder shall be performed by DELEGATE or by employees of DELEGATE under DELEGATE'S supervision, and all personnel engaged in the work shall be fully qualified and shall be authorized under applicable law to perform such services and/or activities.

(c) DELEGATE agrees that in the performance of its obligations under this AGREEMENT no person having an interest that would conflict, or whose performance would conflict, with the effective and efficient performance of DELEGATE'S obligations, as determined by GRANTEE, shall be employed, engaged or retained.

(d) In the event that DHHS, ACF, or GRANTEE, in their sole discretion, either singularly or jointly, and with the involved and approval of the Head Start Policy Council at any time during the term of this AGREEMENT, desires the removal of any person or persons assigned by DELEGATE to perform services pursuant to this AGREEMENT, DELEGATE shall remove any such person immediately upon receiving notice from DHHS, ACF, or GRANTEE.

46. Certification of Teachers and Other Staff

DELEGATE shall employ teachers and other staff who meet certification or licensing requirements of the State, or if no state requirements are identified, the staff must meet the minimum requirements of 45 CFR 1304.52 or 648A of Head Start Act, including:

* All instructional aides;
* All teachers shall minimally have a Child Development Assistant Permit or equivalent credential or meet minimum requirements as established by the California Commission on Teacher Credentialing.
* Supervisors shall have a Child Development Site Supervisor Permit, a Child Development Program Director Permit or equivalent credential as required by the California Commission on Teacher Credentialing.

47. Labor Standards

All laborers and mechanics employed by contractors or subcontractors in the construction, alteration or repair, including painting and decorating of project buildings, and works which are Federally-assisted under this AGREEMENT shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended, or as that Act may hereafter be amended.

48. Debarment, Suspension, Termination and/or Revocation

(a) DELEGATE hereby certifies to the best of its knowledge that neither it nor any of its principals to be used in the performance of this AGREEMENT:

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(1) Is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency;

(2) Has within a three (3) year period preceding this AGREEMENT been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (Federal, State or Local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

(3) Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in subparagraph 2 of this paragraph 48; and,

(4) Has within a three (3) year period preceding this AGREEMENT had one or more public (Federal, State or Local) transactions terminated for cause or default.

(b) If unable to certify to the best of its knowledge the statements set forth above, DELEGATE and/or any of its principals shall attach to this AGREEMENT an account of the circumstances and any explanations therefore.

(c) DELEGATE further agrees to request this certification from any subcontractors that perform services under this AGREEMENT.

49. Prior Findings

DELEGATE, by signing this AGREEMENT, does swear under penalty of perjury, that it has not failed to satisfy any major condition in a current or previous contract or grant with the Federal Government, the State of California or GRANTEE and has not failed to satisfy conditions relating to the resolution of a final finding and determination, including repayment of debts.

50. National Labor Relations Board Certification

DELEGATE hereby certifies under penalty of perjury that no more than one final unappealable finding of contempt of court, by a Federal Court, has been issued against DELEGATE within the immediately preceding two-year period because of DELEGATE'S failure to comply with an order of a Federal Court which orders compliance with an order of the National Labor Relations Board.

51. Licensing of Program Facilities

All facilities used in the operation of the Head Start Program shall meet applicable State and local licensing requirements. DELEGATE shall submit to GRANTEE copies of licensing certificates, fire marshal, and health clearances, where applicable, for each site where classes are conducted as well as approval for kitchen facilities.

If one of DELEGATE'S facilities has been the subject of a timed and dated order to comply, DELEGATE shall comply by the required date and time or shall cease operations at that facility as of that date.

GRANTEE reserves the right to require DELEGATE to cease program operations at an earlier date if GRANTEE considers the violation to endanger safety of staff and/or participants. DELEGATE shall submit a copy of all such orders to comply within one (1) calendar day after receipt of same. DELEGATE shall promptly notify GRANTEE of all actions taken by licensing authorities or county, city, fire, or health officials.

52. Inspection and Licensing of Vehicles and Personnel

(a) Vehicles Owned or Leased by DELEGATE

Delegates are required to comply with the requirements of 45 CFR 1310 for bus monitors, signage, age, appropriate seat restraint systems, and safety training for parents and children. Prior to the use of any vehicle in connection with the Head Start Program, DELEGATE shall provide GRANTEE with a certification from its Chief Executive Officer or Governing Board Chairperson providing that:

(i) DELEGATE holds a current Inspection Approval Certificate issued by the California Department of Motor Vehicles and/or California Department of Motor Vehicles current registration for each vehicle used in the Head Start Program;

(ii) Each vehicle used in the Head Start Program is registered to the DELEGATE;

(iii) Each vehicle used in the Head Start Program that is currently registered to DELEGATE shows the GRANTEE as the legal owner; and,

(iv) Each individual operating a vehicle used in the Head Start Program for the transport of Head Start children holds a valid bus driver certificate/license. This includes a current California driver's license, California Special Driver Certificate, and current Medical Examiner's Certificate.

(b) Contracts for Transportation Services

Delegates are required to comply with the requirements of 45 CFR 1310 for bus monitors, signage, age, appropriate seat restraint systems, and safety training for parents and children. In the event that DELEGATE does not own or lease vehicles in the operation of its Head Start Program but does contract with an independent bus or transportation operator for these services, DELEGATE shall ensure that prior to the use of any such vehicle, DELEGATE obtains and maintains in its files documentation that:

(i) The independent bus or transportation operator holds a current Inspection Approval Certificate issued by the California Department of Motor Vehicles for each vehicle used by or for DELEGATE in its Head Start Program;

(ii) Each vehicle is owned or leased to and registered to the bus or transportation operator (i.e., bus company);

(iii) Each individual operating any vehicle for the transport of Head Start children holds a valid bus driver certificate/license. This includes a current California driver's license, California Special Driver Certificate, and current Medical Examiner's Certificate; and,

(iv) Each bus or transportation operator (i.e., bus company) maintains adequate liability insurance for each vehicle providing coverage for liability for injuries or damages to third parties and passengers.

53. **Policy on Joint Operation of Head Start - State Preschool Programs**

DELEGATE may maintain jointly operated (co-located) Head Start and State Preschool programs as specified in the Memorandum of Understanding between the Office of Child Development, State Department of Education and the Administration for Children and Families, Region IX, Department of Health and Human Services. Upon the request of GRANTEE or auditors, GRANTEE and said auditors shall have access to all records relating to the operation of the State Preschool Program.

54. **Attendance and Enrollment Recordkeeping and Retention**

DELEGATE shall maintain all required records on Head Start enrollment and attendance in ChildPlus. Such records shall be maintained and kept current at all times. All such records shall be available to supervisors and GRANTEE, including GRANTEE designated accountants, monitors and auditors. Any agency that does not maintain an 85% attendance rate must analyze the reason for the attendance issue and submit to the GRANTEE a copy of the analysis with the monthly attendance report.

55. **ACF/DHHS Income Guidelines**

DELEGATE shall abide by all applicable OMB income guidelines and other applicable guidelines for determining the eligibility of all children enrolled in DELEGATE's Head Start Program.

56. **Nepotism**

No member of the immediate family or significant others of any officer, director, executive or employee of DELEGATE or GRANTEE shall receive favorable treatment for enrollment in services provided by, or employment with, DELEGATE. In addition, neither DELEGATE nor any of DELEGATE's contractors shall hire, or cause or allow to be hired, a person into an administrative capacity or staff position funded pursuant to this AGREEMENT, if a member of that person's immediate family is employed in an administrative capacity for GRANTEE, DELEGATE, or any employment contractor of DELEGATE. However, where an applicable Federal, State, or local statute regarding nepotism exists which is more restrictive than this provision, DELEGATE and DELEGATE's contractors shall follow the Federal, State, or local statute in lieu of this provision.

(a) The term "member of the immediate family" includes: wife, husband, son, daughter, mother, father, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, father-in-law, mother-in-law, grandfather, grandmother, aunt, uncle, niece, nephew, step-parent, and step-child.

(b) The term "administrative capacity" refers to positions involving overall administrative responsibility for the Head Start Program, including members of the governing board or board of directors of DELEGATE, as well as other individuals who have influence or control over the administration of the program, such as the program director and deputy director, and persons who have selection, hiring, or supervisory responsibilities.

(c) The term "staff position" refers to all staff positions providing services under this AGREEMENT, such as teachers, teacher aides, drivers, and cooks.

57. Fraud and Program Abuse

DELEGATE shall establish and implement appropriate internal program management procedures to prevent fraud, abuse, and criminal activity. DELEGATE shall notify GRANTEE within twenty-four (24) hours of any suspected or proven fraud, abuse, or criminal acts involving Head Start funds or Head Start-funded activities.

58. Unlawful Activities

DELEGATE shall assure that no employee shall, in the performance of duties as an employee of the Head Start Program, plan, initiate, participate in or otherwise aid or assist in the conduct of any unlawful demonstration, rioting or civil disturbance.

59. Political Activity/Lobbying

DELEGATE assures and certifies that it will comply with all applicable Federal and State laws and administrative regulations, as well as GRANTEE policies, regarding political activity and lobbying. In this regard, no funds provided under this AGREEMENT shall be used for publicity, lobbying or the solicitation of funds for any political activity or to further the election or defeat of any candidate for office or on behalf of or in opposition to proposed or pending Federal, State, or local legislation or administrative action. DELEGATE further agrees to comply with the requirements of Section 319 of the Fiscal Year 1990 Appropriations Act (31 U.S.C. 1352), which prohibits the expenditure of funds provided under a Federal contract, grant, loan or cooperative agreement for the purpose of influencing or attempting to influence an officer or employee of any Federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding, extension, continuation, renewal, amendment or modification of any such contract, grant, loan, or cooperative agreement. DELEGATE agrees to execute and provide to GRANTEE a Certification Regarding Lobbying and, if necessary, a Disclosure of Lobbying Activities on the forms provided by GRANTEE and attached to this AGREEMENT as Exhibit F.

60. Sectarian Activities

DELEGATE certifies that this AGREEMENT does not provide for the advancement of, or aid to, any religious sect, church or creed, or sectarian purpose nor does it help to support or sustain any school, college, university, hospital or other institution controlled by any religious creed, church, or sectarian

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denomination whatever, as specified by Article XVI, Section 5, of the Constitution, regarding separation of church and state. There shall be no religious workshops, instruction or proselytical action as part of, or in connection with, the performance of this AGREEMENT.

61. Nondiscrimination

This AGREEMENT and any subcontract hereunder is subject to (a) the President's Executive Order 11246 (as amended by 11374 or as may be later amended); (b) the Americans with Disabilities Act of 1990, and any subsequent amendments thereto; (c) Title VI (as implemented by 45 CFR Parts 80 and 81) and Title VII of the Civil Rights Act of 1964, and any subsequent amendments thereto; (d) Revised Order #4 of the Federal Register; (e) all requirements imposed by or pursuant to regulations of the U.S. Department of Health and Human Services issued pursuant to said order and titles; and (f) GRANTEE policies. DELEGATE agrees that any service, financial aid program, or other benefit to be provided by DELEGATE under this AGREEMENT or any activity supported by this AGREEMENT shall be furnished without discrimination because of sex, age, race, creed, color, handicap, religion, national origin, political affiliation or belief, or heritage. DELEGATE agrees further not to deny any individual an opportunity to participate in, or enjoy the services or benefits of, this AGREEMENT on the grounds of sex, age, race, creed, color, handicap, religion, national origin, political affiliation or belief, or heritage. DELEGATE further agrees to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their sex, age, race, creed, color, handicap, religion, national origin, political affiliation or belief, or heritage. DELEGATE shall also state in all solicitations or advertisements for employment placed by or on behalf of DELEGATE, that all qualified applicants shall receive consideration for employment without regard to sex, age, race, creed, color, handicap, religion, national origin, political affiliation or belief, or heritage. DELEGATE recognizes the right of GRANTEE and/or the United States Government to seek judicial enforcement of the foregoing covenants against discrimination.

62. Compliance with Section 504 of the Rehabilitation Act of 1973

DELEGATE agrees to abide by the provisions of Section 504 of the Rehabilitation Act of 1973, as amended, which provides that no otherwise-qualified handicapped person shall, by reason of handicap, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The DHHS regulation implementing this requirement is published in 45 CFR Part 84.

63. Affirmative Action Plan

Prior to execution of this AGREEMENT, DELEGATE shall submit to GRANTEE an Affirmative Action Plan in conformance with GRANTEE and U.S. Department of Health and Human Services requirements. This Affirmative Action Plan shall be attached hereto as Exhibit F and incorporated by reference herein.

64. **Protection of Human Subjects**

DELEGATE shall comply with the provisions of 45 CFR Part 46 which requires safeguarding the rights and welfare of human subjects who are involved in activities supported by DHHS program funds.

65. **Notices**

All notices to be given to either of the parties under this AGREEMENT shall be given by deposit in the United States mail, first-class postage prepaid, addressed to the applicable party at the address set forth below the signature of each party to this AGREEMENT or by personal service. Notices given by mail shall be deemed served three (3) working days after deposit in the United States mail, or when received, whichever is sooner.

66. **Deobligation of Funds**

Should DELEGATE fail to timely enroll children in its Head Start Program or otherwise fail to meet its performance standards as identified in this AGREEMENT, or fail to properly or timely expend the funds allocated pursuant to this AGREEMENT, GRANTEE may, at any time and in its sole discretion, deobligate or otherwise reduce or withdraw funds allocated to DELEGATE pursuant to this AGREEMENT, or, in GRANTEE's sole discretion, terminate this AGREEMENT. Should the U.S. Government reduce funding to GRANTEE, GRANTEE may, notwithstanding any other provision of this AGREEMENT, at any time and in its sole discretion, deobligate or otherwise reduce or withdraw funds allocated to DELEGATE pursuant to this AGREEMENT, or, in GRANTEE's sole discretion, terminate this AGREEMENT. In the event of deobligation, GRANTEE may unilaterally amend this AGREEMENT identifying the deobligation. GRANTEE shall have no liability to DELEGATE based upon said deobligation or termination, specifically including, but not by way of limitation, any liability for DELEGATE's consequential damages. The DELEGATE has the right of appeal under 45 CFR Part 1303.

67. **Suspension or Disallowance of Payments/Suspension of Performance**

GRANTEE may at any time elect, in its sole discretion and without any liability to DELEGATE, including, but not limited to, liability for consequential damages, and notwithstanding any other provision of this AGREEMENT, to suspend or disallow payment to DELEGATE in whole or in part under this AGREEMENT, and/or to suspend performance under this AGREEMENT, in the event of any of the occurrences identified below. Any obligations incurred by DELEGATE during the suspension period will not be allowed unless expressly authorized by GRANTEE in the written notice of suspension or in a specific written authorization document.

(a) If DELEGATE shall have made any misrepresentation of any nature with respect to any information or data furnished to GRANTEE in connection with this AGREEMENT;

(b) If DELEGATE submits to GRANTEE any reports which are incorrect or incomplete in any material respect and/or which are not submitted according to deadlines;

(c) If DELEGATE incurs any cost that GRANTEE or its auditors determines to be questioned or disallowed;

(d) If DELEGATE maintains a pattern of discrimination;

(e) If DELEGATE is in default of any of the provisions of this AGREEMENT or violates any of the covenants, assurances, stipulations or conditions of this AGREEMENT;

(f) If DELEGATE shall fail, for any reason, to fulfill in a timely, proper and reasonable manner its obligations under this AGREEMENT;

(g) If DELEGATE dissolves, becomes insolvent, has an assignment for the benefit of creditors, commences a bankruptcy or insolvency proceeding, or has a receiver appointed for its property;

(h) If DHHS reduces funding to GRANTEE below the amount in existence at the time the parties entered into this AGREEMENT or suspend funding to GRANTEE;

(i) If DELEGATE utilizes funds provided under this AGREEMENT ineffectively or improperly;

(j) If DELEGATE fails to comply with applicable Federal, State, and local laws, administrative regulations, executive orders, or GRANTEE policies, procedures and directives;

(k) If the health and/or safety of the children enrolled in DELEGATE's program is in jeopardy;

(l) If DELEGATE is unable or unwilling to comply with any additional conditions as may be lawfully applied by DHHS or GRANTEE.

68. Termination of AGREEMENT

(a) GRANTEE may terminate this AGREEMENT in the following instances by giving written notice to DELEGATE at least five (5) working days prior to the effective termination date stated in the notice:

(1) If DELEGATE shall have made any misrepresentation of any nature with respect to any information or data furnished to GRANTEE in connection with this AGREEMENT;

(2) If DELEGATE submits to GRANTEE any reports which are incorrect or incomplete in any material respect and/or which are not submitted according to deadlines;

(3) If DELEGATE incurs any cost that GRANTEE or its auditors determines to be questioned or disallowed;

(4) If DELEGATE maintains a pattern of discrimination;

(5) If DELEGATE is in default of any of the provisions of this AGREEMENT or violates any of the covenants, assurances, stipulations or conditions of this AGREEMENT;

(6) If DELEGATE shall fail, for any reason, to fulfill in a timely, proper, and reasonable manner its obligations under this AGREEMENT;

(7) If DELEGATE dissolves, becomes insolvent, has an assignment for the benefit of creditors, commences a bankruptcy or insolvency proceeding, or has a receiver appointed for its property;

(8) If DHHS reduces funding to GRANTEE below the amount in existence at the time the parties entered into this AGREEMENT;

(9) If DELEGATE utilizes funds provided under this AGREEMENT ineffectively or improperly;

(10) If DELEGATE fails to comply with applicable Federal, State and local laws, administrative regulations, executive orders, GRANTEE policies, procedures and directives;

(11) If DHHS suspends or terminates its obligations under its Head Start grant to GRANTEE under which funds for this AGREEMENT are provided (should this occur and GRANTEE is unable to give DELEGATE five (5) working days notice, GRANTEE shall provide DELEGATE reasonable notice under the prevailing circumstances);

(12) If the health and/or safety of the children enrolled in DELEGATE's program is in jeopardy;

(13) If DELEGATE is unable or unwilling to comply with any additional conditions as may be lawfully applied by DHHS or GRANTEE.

(b) If this AGREEMENT is terminated by GRANTEE, as provided in this Paragraph 69, DELEGATE, as its sole remedy, shall be paid for costs actually incurred to the date of termination, less the amount of any advance payment previously made and not accounted for. Upon termination of this AGREEMENT, DELEGATE shall not incur any obligations after the effective date of such termination, unless expressly authorized by GRANTEE, in writing, in the notice of termination. GRANTEE shall not be liable for any claims of DELEGATE for consequential damages. In the event of termination, all property and finished or unfinished documents, data, studies and reports purchased or prepared by DELEGATE under this AGREEMENT shall, at the option of GRANTEE, become the property of GRANTEE or be otherwise disposed of as directed by GRANTEE. Notwithstanding the above, DELEGATE shall not be released of liability by GRANTEE for damages sustained by GRANTEE by virtue of any breach of this AGREEMENT by DELEGATE, including GRANTEE liability for DELEGATE wrongfully or misspent funds, disallowed costs, or audit exceptions under this AGREEMENT, and GRANTEE may withhold any payment or reimbursement to DELEGATE for purposes of setoff until such time as the exact amount of damages due GRANTEE from DELEGATE is agreed upon or otherwise determined. Neither this paragraph nor any other provision of this AGREEMENT shall release DELEGATE from its liability to GRANTEE for wrongfully or misspent funds or disallowed costs should the amount of those wrongfully or misspent funds or disallowed costs exceed the amount of any payment or reimbursement due DELEGATE.

69. Procedures for Corrective Action

(a) Whenever the Director of GRANTEE has reasonable cause to believe that DELEGATE has failed to comply with any provision of this AGREEMENT, GRANTEE policies or procedures, and/or applicable Federal, State and local laws, executive orders, or administrative regulations, the Director may, in lieu of immediately giving notice of termination of this AGREEMENT pursuant to the provisions of Paragraph 69, order corrective action and disallow, suspend or delay any and all payments under this AGREEMENT, and/or suspend performance under this AGREEMENT until such failure is rectified.

(b) If corrective action is ordered, the Director, or his/her designee, shall give DELEGATE reasonable written notice (generally no more than thirty (30) calendar days) setting forth the nature of DELEGATE's noncompliance and identifying a procedure whereby DELEGATE and its officers or responsible representative may have an opportunity to meet with the Director of GRANTEE, or his/her designee, for the purpose of considering the nature of corrective action. During this meeting or in a separate written communication, the DELEGATE may request technical assistance to correct the non-compliance or deficiency.

(c) An order for corrective action shall be in writing and shall set forth specific directions for corrective action and a detailed timetable for implementing such directions and for reporting to GRANTEE as to the implementation process.

(d) The Director may suspend or disallow payments to DELEGATE and/or suspend performance in accordance with Paragraph 67 of this AGREEMENT during said period of corrective action.

(e) If DELEGATE shall fail to implement an order for corrective action, or if it shall fail to do so within the timetable set for implementation, the Director of GRANTEE shall recommend to GRANTEE's Governing board that this AGREEMENT be terminated in accordance with the provisions of Paragraph 68 of this AGREEMENT.

(f) Notwithstanding the provisions of this Paragraph 69, Director shall immediately suspend the payment of funds to DELEGATE when the Director has reasonable cause to believe that DELEGATE has misspent or claimed funds fraudulently and shall cause to be served upon DELEGATE notice of termination pursuant to Paragraph 68 of this AGREEMENT.

70. Press Releases

In all communications with the press, television, radio or any other means of communication with the general community, DELEGATE shall make specific reference to GRANTEE as the Sponsoring Agency which is funded by the Administration for Children and Families, U.S. Department of Health and Human Services.

71. Unauthorized Financial Benefit

Neither DELEGATE, nor its officers, agents, or employees shall submit or receive payment pursuant to any

invoices, bills, statements, or reports for payment or for reimbursement for costs from GRANTEE under this AGREEMENT if any officer, agent, or employee of DELEGATE will derive any financial benefit other than is specifically permitted in this AGREEMENT.

72. **Contingent Fee**

DELEGATE warrants that no person, selling agency, or other organization has been employed or retained to solicit or secure this AGREEMENT upon an agreement or understanding for commission, percentage, brokerage, or contingency fee. For breach or violation of this covenant, GRANTEE shall have the right to terminate this AGREEMENT with liability in accordance with Paragraph 69 of this AGREEMENT and/or, at its sole discretion, to deduct from the DELEGATE payment or reimbursement or otherwise recover the full amount of such commission, percentage, brokerage, or contingency fee.

73. **Kickbacks**

No officer, agent, or employee of DELEGATE shall solicit or accept any favor or any financial interest from any supplier or potential supplier of goods or services under this AGREEMENT including any extension thereof.

74. **Limitation of Actions**

In the event the U.S. Government disallows any costs incurred by DELEGATE in the performance of this AGREEMENT, GRANTEE may bring an action against DELEGATE for the recovery of such disallowed costs at any time within five (5) years following final resolution of the U.S. Government audit wherein such costs are disallowed. Such disallowed costs shall be deemed to constitute a continuing breach of contract until such final resolution and each day thereof shall give rise to a cause to action.

75. **Clean Air and Clean Water**

If this AGREEMENT is in excess of $100,000.00, DELEGATE agrees to comply with all applicable standards, orders, or requirements issued under Section 306 of the Clean Air Act (42 U.S. Code 1857 (h)), Section 508 of the Clean Water Act (33 U.S. Code 1368), Executive Order 11738, and Environmental Protection Agency (EPA) regulations (40 CTR, Part 15). Under these laws and regulations, the DELEGATE assures that:

(a) No facility to be utilized in the performance of the proposed grant has been listed on the EPA list of Violating Facilities;

(b) DELEGATE shall notify GRANTEE, prior to award, of the receipt of any communication from the Director, Office of Federal Activities, U.S. EPA, indicating that a facility to be utilized for the grant is under consideration to be listed on the EPA list of Violating Facilities;

(c) DELEGATE shall notify GRANTEE and the U.S. EPA about any known violation of the above laws and regulation; and,

(d) DELEGATE shall include substantially this assurance, including this fourth part, in every nonexempt subgrant, contract, or subcontract.

76. **Immigration Reform and Control Act of 1986**

DELEGATE assures that it shall be in compliance with the Immigration Reform and Control Act of 1986, specifically including, but not by way of limitation, the antidiscrimination provisions of Section 102, as well as requirements disqualifying certain legalized aliens from receiving benefits under this AGREEMENT, if they have been provided status according to Section 245A (amnesty or legalization) and 210A (replenishment workers) of the Immigration and Nationality Act, as amended.

77. **Independent Status**

This AGREEMENT is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, or joint venture, and DELEGATE agrees to defend, indemnify, and hold GRANTEE harmless from any such claim.

78. **Laws**

DELEGATE shall comply with all applicable laws, ordinances, codes, administrative regulations, guidelines and policies of the United States, the State of California and local governments, specifically including, but not by way of limitation, GRANTEE policies and procedures. If any such laws, ordinances, codes, administrative regulations, guidelines or policies are amended or revised, DELEGATE shall comply with such amendments, revisions or modifications or shall notify GRANTEE within thirty (30) calendar days after promulgation of the amendments, revisions or modifications that cannot so conform so that GRANTEE may take appropriate action, including termination of this AGREEMENT pursuant to Paragraph 68.

79. **Entire Agreement/Modifications**

This AGREEMENT constitutes the entire agreement between the parties hereto for services furnished pursuant to this AGREEMENT and no oral understanding not incorporated herein shall be binding on any of the parties hereto. Except as otherwise provided in this AGREEMENT, this AGREEMENT may be modified, altered, or revised only on the written consent of both parties hereto. However, any other provision of this AGREEMENT notwithstanding, this AGREEMENT is subject to any additional restrictions, limitations, policies or conditions enacted by the Federal or State Government, and applicable local government or GRANTEE or any law or regulation enacted by the Federal or State Government or any applicable local government which may affect the provisions, terms or funding of this AGREEMENT and GRANTEE may unilaterally amend this AGREEMENT in this regard.

80. **Serverability of Provisions**

If any provision of this AGREEMENT is held invalid, the remainder of this AGREEMENT shall not be affected thereby, if such remainder would then continue to conform to terms and requirements of applicable law.

81. Titles

The titles to the paragraphs of this AGREEMENT and the Exhibits thereto are solely for the convenience of the parties and are not an aid in the interpretation of this AGREEMENT.

82. Waiver

The waiver by GRANTEE of any default, breach or condition precedent hereunder shall not be construed as a waiver on the part of GRANTEE of any other default, breach or condition precedent, or any other right hereunder.

83. Successors

At the sole discretion of any successor-in-interest of GRANTEE, this AGREEMENT shall bind and inure to that successor-in-interest of GRANTEE, in the same manner as if such party had been expressly named herein. This Agreement shall only bind and inure to a successor-in-interest of DELEGATE upon GRANTEE's prior express written consent.

84. California Law

Except where controlled by Federal statutes or administrative regulations, this AGREEMENT shall be governed according to the laws of the State of California and GRANTEE policies and procedures.

85. Enforceable AGREEMENT

This AGREEMENT shall become a valid enforceable agreement only after it is signed by authorized agents of the parties.

86. Time of the Essence

Time is of the essence in the performance of this AGREEMENT. THEREFORE, the Parties have executed this AGREEMENT C1000735

Riverside County
Superintendent of Schools

Signed _____
Authorized Signature

Dr. Diana Walsh-Reuss, Assistant Superintendent

Date 7/8/07

Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Signed _____
Authorized Signature

_____

_____
Title of Authorized Officer

Date _____

RESOLUTION AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT
FROM THE RIVERSIDE COUNTY HEAD START PROGRAM

WHEREAS, Jurupa Unified School District, desires to enter into an AGREEMENT with Riverside County Superintendent of Schools, a Head Start Grantee, for the operation of a Head Start Program under the Head Start Act, 42 U.S.C. Section 9831, et. seq., as amended;

THEREFORE, BE IT RESOLVED THAT the Governing Board of **Jurupa Unified School District** hereby authorizes the execution of AGREEMENT by and between this entity and Riverside County Superintendent of Schools; and,

BE IT FURTHER RESOLVED THAT:

	Name	Title
1.	Elliott Duchon	Superintendent
2.	Pam Lauzon	Asst. Superintendent
3.		

of _____ (name of person) is hereby authorized on behalf of and in the name of **Jurupa Unified School District** and as its act and deed to sign and otherwise enter into AGREEMENT C1000735 with Riverside County Superintendent of Schools; and,

BE IT FURTHER RESOLVED THAT:

	Name	Title
1.	Elliott Duchon	Superintendent
2.	Pam Lauzon	Asst. Superintendent
3.		

shall be authorized to act on behalf of **Jurupa Unified School District** with respect to this AGREEMENT C1000735 by and between and **Riverside County Superintendent of Schools;** and that **Riverside County Superintendent of Schools** may rely upon any communication or act, including telephone communication, made by the individuals authorized to act on behalf of **Jurupa Unified School District** pursuant to this resolution; and

BE IT FURTHER RESOLVED that the following individuals comprise the entire Governing Board of **Jurupa Unified School District**:

	Name	Address	City, Zip Code
1.	Dawn Brewer	7761 Big Rock Drive	Riverside, CA 92509
2.	Mary Burns	10909 Julia Street	Mira Loma, CA 91752
3.	John Chavez	6064 Felspar	Riverside, CA 92509
4.	Carl Harris	7082 Aliso Avenue	Riverside, CA 92509
5.	Michael Rodriguez	8615 Rocking Horse Circle	Riverside, CA 92509
6.			
7.			
8.			
9. *			

AND BE IT FURTHER RESOLVED that the authority conferred by or pursuant to this resolution and the representations contained herein shall remain in full force and effect until written notice of the revocation thereof shall have been received by **Riverside County Superintendent of Schools.**

*Attach additional sheet if necessary

I, Mary Burns (Name), Clerk (Title) of Jurupa Unified School District do here by certify and declare that the foregoing is a full. true and complete copy of a resolution duly passed and adopted by the Governing Board of Jurupa Unified School District at a meeting of said Board duly and regularly called, noticed and held, at Education Center, on the 6th day of August 2007, at which meeting a quorum of the Governing Board was present and voted in favor of said resolution, and that said resolution is now in full force and effect.

Jurupa Unified School District

Signature _____

Typed Name Mary Burns

Title Clerk

IN TESTIMONY WHEREOF, I have hereunto set my hand this _____ day of _____, 2007

Note: The DELEGATE shall attach a copy of the agenda item for this action.

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EXHIBIT "A"

FUNDING PAGE

CONTRACT AMOUNT		**$ 1,213,646**
Basic Funding Amount	**$ 1,188,915**	
T&TA Funding Amount	**$ 6,898**	
COLA	**$ 17,833**	
NON-FEDERAL MATCH		**$ 303,412**
Basic	**$ 297,229**	
T&TA	**$ 1,725**	
COLA	**$ 4,458**	

CHILD DAYS OF OPERATION

Part Day **148**

NUMBER OF CHILDREN TO BE SERVED

Part Day **206**

Exhibit B

ASSURANCES AND CERTIFICATIONS

I. Assurances

DELEGATE hereby assures and certifies that it will comply with applicable laws, regulations, policies, guidelines, and requirements, including OMB Circulars Nos. A-95 and A-102, 45 CFR Part 74, and 45 CFR Part 92, and with applicable Federal cost principles contained in OMB Circulars Nos. 2 CFR 220, 2 CFR 225 and 2 CFR 230 as they relate to the acceptance and use of Federal funds for this Federally-funded project. DELEGATE also assures and certifies, with respect to this AGREEMENT, that:

A. It possesses legal authority to administer the funds; that a resolution, motion, or similar action has been duly adopted or passed as an official act of DELEGATE's governing body (i.e., Board of Directors), authorizing the execution and acceptance of this AGREEMENT, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of DELEGATE to act in connection with the AGREEMENT and to provide such additional information as may be required.

B. It will comply with Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d and 42 U.S.C. 2000e-2), as amended, and the California Fair Employment and Housing Act (FEHA) (Government Code 12900 et. seq.), as amended, which provide that no person shall, on the ground of race, color, sex, age, religion, national origin, ancestry, physical handicap, medical condition or marital status, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which DELEGATE receives Federal or State financial assistance.

C. It will comply with Titles VI and VII of the Civil Rights Act of 1964, as amended, and the California Fair Employment and Housing Act (FEHA), as amended, prohibiting employment discrimination where (1) the primary purpose of the funding is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the funded activity.

D. It will comply with provisions of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, and any amendments thereto, (42 U.S.C. 4601 et. seq.) which provides for fair and equitable treatment of persons displaced as a result of Federal and Federally-assisted programs or activities.

E. It will comply with the provisions of the Federal Hatch Act, and any amendments thereto, (5 U.S.C. 1501-1508) which limit the political activity of State and local government employees.

F. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, and any amendments thereto, (29 U.S.C. 201 et. seq.) as they apply to employees of institutions of higher education, hospitals, and other nonprofit organizations as defined in these regulations.

G. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

H. It will give GRANTEE, the U.S. Department of Health and Human Services, and the U.S. Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the AGREEMENT, including the records of subcontractors performing under the AGREEMENT.

I. It will comply with all requirements imposed by the U.S. Department of Health and Human Services and/or GRANTEE concerning special requirements of law, program requirements and other administrative requirements.

J. It will ensure, pursuant to Executive Order 11738, and any amendments thereto, that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project funded under the AGREEMENT with GRANTEE are not listed on the Environmental Protection Agency's (EPA) List of Violating Facilities and that it will notify GRANTEE of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

K. It will assist the U.S. Department of Health and Human Services in its compliance with Section 106 of the National Historic Preservation act of 1966 (16 U.S.C. 470f), Executive Order 11593, and the Archaeological and Historic Preservation Act of 1966 (16 U.S.C. 469 et. seq.) or as those Acts or regulations may be amended, by: (a) consulting with the State Historic Preservation Officer on the conduct of investigations as necessary to identify properties listed in or eligible for inclusion I the National Register of Historic Places that are subject to adverse effects (see 36 CFR 800-8) by DELEGATE's activity and notifying the U.S. Department of Health and Human Services of the existence of any such properties, and by (b) complying with any requirements established by the U.S. Department of Health and Human Services to avoid or mitigate adverse effects upon such properties.

L. It will comply, to the extent applicable, with all the requirements of Section 114 of the Federal Clean Air Act (42 U.S.C. 7414) and Section 308 of the Federal Water Pollution Control Act (33 U.S.C. 1318), and any amendments thereto, relating to inspection, monitoring, entry, reports, and information, as well as other requirements specified in Section 114 and Section 308 of the Clean Air Act and Clean Water Act, respectively, and all regulations and guidelines issued thereunder.

M. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, and any amendments thereto, (42 U.S.C. 4012(a)) which requires the purchase of flood insurance, in communities where such insurance is available, as a condition for the receipt of any Federal financial assistance for acquisition or construction purposes with respect to insurable property within an area that has been identified by the Secretary of the U.S. Department of Housing and Urban Development as an area having special flood hazards. The term "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

N. It will comply with the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, and any amendments thereto, (29 U.S.C. 794), and with all requirements imposed by the Equal Employment Opportunity Commission and by the U.S.

Department of Labor Pursuant to the regulations of the U.S. Department of health and Human Services (45 CFR Part 85) promulgated under the foregoing statutes. DELEGATE agrees that, in accordance with the foregoing requirements, no otherwise-qualified handicapped person, by reason of handicap, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, and assures that it will take any measures necessary to effectuate this agreement.

O. It will comply, to the extent applicable, with Title IX of the Education Amendments of 1972, and any amendments thereto, (20 U.S.C. 1681, et. seq.) which provides that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

P. It will include the equal employment opportunity clause prescribed by Executive Order 11246, as amended, and will require that its subcontractors include the clause in all contracts or subcontracts which have or are expected to have an aggregate value within a 12 month period exceeding $10,000.00, in accordance with U.S. Department of Labor regulations.

Q. If this AGREEMENT is covered by a statute providing wage standards for such work, it will include, and will require that its subcontractors include, the provision covering the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333) set forth in 29 CFR 5.5(c) and (e), or as that Act or the regulations there under may be amended, in any nonexempt non-construction contract or subcontract which involves the employment of mechanics and laborers (including watchmen, guards, apprentices, and trainees) if the contract exceeds $2,500.00.

R. It will comply with standards for environmental quality control that may be prescribed pursuant to responsibilities of the federal Government under the National Environmental Policy Act of 1969, and any amendments thereto, (42 U.S.C. 4321 et. seq.) and Executive Order 11514, and any amendments thereto.

II. Clean Air and Clean Water Assurance and Certification

If the AGREEMENT is in excess of $100,000.00 or if the facility to be used has been the subject of a conviction under the Clean Air Act (42 U.S.C. 7401 et. seq.) or the Federal Water Pollution Control Act (33 U.S.C. 1251 et. seq.) and is listed by the Environmental Protection Agency (EPA) or is not otherwise exempt, DELEGATE assures and certifies that: (1) no facility to be utilized in the performance of the AGREEMENT has been listed on the EPA List of Violating Facilities; (2) it will promptly notify GRANTEE immediately upon the receipt of any communication form the Director, Office of Federal activities, U.S. Environmental Protection Agency, indicating that a facility to be utilized for the AGREEMENT is under consideration to be listed on the EPA List of Violating Facilities; and, (3) it will include substantially this assurance, including this third part, in every non-exempt contract or subcontract.

III. Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333)

DELEGATE assures and certifies that it will comply with the provisions of the Contract Work Hours and Safety Standards Act as further set forth below:

A. Overtime Requirements: No DELEGATE or subcontractor contracting for any part of the AGREEMENT work which may require or involve the employment of laborers or mechanics shall require or permit any laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of eight hours in any calendar day or in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times his or her basic rate of play for all hours worked in excess of eight hours in any calendar day or in excess of forty hours in such workweek, as the case may be.

B. Violation; liability for unpaid wages, liquidated damages: In the event of any violation of the clause set forth in subparagraph (A), DELEGATE and any subcontractor responsible therefore shall be liable to any affected employee for his or her unpaid wages. In addition, such DELEGATE and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for liquidated damages. Such liquidated damages shall be computed with respect to each

individual laborer or mechanic employed in violation of the clause set forth in subparagraph (A), in the sum of $10.00 for each calendar day on which such employee was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in subparagraph (A).

C. Withholding for unpaid wages and liquidated damages: The U.S. Department of Labor may withhold or cause to be withheld, from any moneys payable on account of work performed by DELEGATE or subcontractor, such sums as may administratively be determined to be necessary to satisfy any liabilities of such DELEGATE or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in subparagraph (B).

D. Subcontractors: DELEGATE shall insert in any subcontracts the clauses set forth in subparagraphs (A), (B), and (C) of this paragraph and also a clause requiring the subcontractors to include these clauses in any lower-tier subcontracts which they may enter into, together with a clause requiring this insertion in any further subcontracts that may in turn be made.

E. Records: DELEGATE shall maintain payroll records containing the information specified in 29 CFR 516.2(a). Such records shall be preserved for three (3) years from the completion of the AGREEMENT.

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Exhibit C

INSURANCE REQUIREMENTS

1. Fidelity and Depositors' Forgery Insurance

DELEGATE shall maintain an insurance plan for fidelity and depositors' forgery coverage, with a carrier satisfactory to GRANTEE, against loss due to any personnel of DELEGATE handling funds or fiscally significant documents received from or submitted to GRANTEE under this AGREEMENT. Said insurance coverage shall be in an amount not less than (a) the amount of this AGREEMENT if less than $5,000.00; or, (b) $5,000.00 or twenty percent (20%) of the total amount of this AGREEMENT, whichever is greater. Said insurance shall contain provisions which (a) guarantee coverage shall not be cancelled, limited, or non-renewed until after fifteen (15) days advance written notice has been given to GRANTEE, except in the event of non-payment of premium when a ten (10) day advance written notice shall apply; and, (b) name GRANTEE as a loss payee as its interest may appear.

2. Property Insurance

If, under the terms of this AGREEMENT, DELEGATE shall purchase, rent, lease, be loaned, or have legal possession of and be legally liable for any Federal, State, or GRANTEE-owned real or personal property, DELEGATE shall insure such property, with a carrier satisfactory to GRANTEE, for the full insurable replacement cost against the perils of fire, windstorm or hail, explosion, riot or civil commotion, smoke, aircraft or vehicles, vandalism, sinkhole collapse, breakage of glass, and theft. Said insurance shall contain provisions which (a) guarantee coverage shall not be cancelled, limited, or non-renewed until after thirty (30) days advance written notice has been given to GRANTEE, except in the event of non-payment of premium when a ten (10) day advance written notice shall apply; (b) name GRANTEE as a loss payee under the policy; and, (c) state that any insurance and/or self-insurance maintained by GRANTEE shall apply in excess of and not contribute with insurance provided by this policy.

3. Commercial General Liability/Incidental Medical Malpractice/Vehicle Liability Insurance

DELEGATE shall maintain an insurance plan for commercial general liability, incidental medical malpractice and commercial vehicle liability coverage which shall include owned, hired, and non-owned

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vehicles, with a carrier satisfactory to GRANTEE. Said policy must be an occurrence-type policy. Claims-made policies are not acceptable. Said insurance shall contain provisions which (a) guarantee coverage shall not be cancelled, limited, or non-renewed until after thirty (30) days advance written notice has been given to GRANTEE, except in the event of non-payment of premium when a ten (10) day advance written notice shall apply; (b) name GRANTEE and its officers, employees and volunteers as an additional insured party under the policy; (c) state that any insurance and/or self-insurance maintained by GRANTEE shall apply in excess of and not contribute with insurance provided by this policy; and, (d) provide a limit for such coverage of not less than $1,000,000.00 combined single limit per occurrence for bodily injury and property damage. If DELEGATE transports children in any manner in its Head Start Program, DELEGATE shall maintain, or require its transportation contractor to maintain, liability insurance in a form and amount satisfactory to GRANTEE. Prior to transporting any children, DELEGATE shall provide written notice to GRANTEE that it intends to transport children and shall obtain the insurance coverage and required documentation as determined by GRANTEE.

4. Professional Liability

If the DELEGATE shall employ or retain professional staff (e.g., nurses, psychologists, etc.), the DELEGATE shall maintain an insurance plan for professional liability with a carrier satisfactory to GRANTEE. Said insurance shall contain provisions which (a) guarantee coverage shall not be cancelled, limited, or non-renewed until after thirty (30) days advance written notice has been given to GRANTEE, except in the event of non-payment of premium when a ten (10) day advance written notice shall apply; and, (b) provide a limit for such coverage of not less than $1,000,000.00 per occurrence.

5. Workers' Compensation/Accident Insurance

DELEGATE shall maintain an insurance plan for workers' compensation, with a carrier satisfactory to GRANTEE, in an amount and sum to meet all requirements of applicable Labor Codes of the State of California, which provides coverage for all employees employed pursuant to this AGREEMENT who are currently eligible for coverage under existing workers' compensation laws and regulations Volunteers shall be provided with accident insurance. Said coverage shall cover medical costs and health benefits for accidents (a) occurring on-site during the time they are required to be therein and thereon by reason of

attendance at the Head Start site on any regular program day; (b) while attending or participating in a regularly scheduled program activity approved and supervised by proper authority of the program; and, (c) while traveling directly to and from such regularly scheduled and approved program activity with children enrolled in the program as a group, provided such group is at the time under the supervision of proper authority of the program. Said insurance shall contain a provision which guarantees coverage shall not be cancelled, limited, or non-renewed until after thirty (30) days advance written notice has been given to GRANTEE, except in the event of non-payment of premium when a ten (10) day advance notice shall apply.

6. Provision of Insurance Documents

Prior to execution and commencement of performance of this AGREEMENT, DELEGATE's insurer(s) shall provide to GRANTEE certificates of insurance and applicable endorsements issued by DELEGATE's insurance carrier(s), for all insurance coverage set forth above or otherwise required by GRANTEE. In addition, prior to DELEGATE's purchase, possession, rental, leasing, loan, or legal possession of any Federal, State, or GRANTEE-owned property, DELEGATE's insurer(s) shall provide to GRANTEE certificate(s) of insurance, and applicable endorsements issued by DELEGATE's insurance carrier(s), for property coverage.

7. Deductibles or Self-Insured Retentions

Any deductibles or self-insured retentions shall be declared to and approved by GRANTEE. In the sole discretion of GRANTEE, GRANTEE may require DELEGATE to reduce or eliminate such deductibles or self-insured retentions as respects GRANTEE, its officers, employees and volunteers. DELEGATE acknowledges that no GRANTEE funds may be used to fund or otherwise pay for any deductibles, self-insured retentions and/or self-insurance.

8. Additional Coverage

GRANTEE reserves the right to require DELEGATE to obtain additional insurance coverage should GRANTEE determine, in its sole discretion, that the program activities require additional coverage.

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9. Changes In Coverage

If any coverage is cancelled, revoked, reduced, or in any manner questioned or compromised, DELEGATE shall immediately notify GRANTEE. In that event, GRANTEE shall not make any further disbursements to DELEGATE and may require the return of any cash advance made to DELEGATE until GRANTEE is satisfied that the coverage initially approved by GRANTEE has been reinstated. In addition, GRANTEE may suspend performance of DELEGATE's program and/or may suspend or disallow payment to DELEGATE or may terminate this AGREEMENT.

10. Head Start/Early Head Start Children's Coverage

During the term of this AGREEMENT, the GRANTEE shall maintain accident insurance coverage for all enrolled Head Start/Early Head Start children. The DELEGATE shall maintain all other insurance coverage in conformance with the provisions of Exhibit C.

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

Delegate: Jurupa USD
Contract Number: 09CH9007- 006
Attachment B
June 1, 2007

Exhibit D

Identification of Head Start/State Preschool/Center-Based Programs

Length of Operating Year: (Must Agree with Calendar)

First Day of Class: 09/20/07 **Last Day of Class:** 06/10/08

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 Phone: 951-360-2760 FAX: 951-685-6938	148/3.5	1	Head Start	19
Pacific Elementary	6110 45th Street Riverside, CA 92509 Phone: 951-222-7870 FAX: 951-684-4540	148/3.5	2	Head Start	38
Ina Arbuckle Elementary	3600 Packard Street Riverside, CA 92509 Phone: 951-222-7788 FAX: 951-369-3913	148/3.5	4	Head Start	73

Delegate: Jurupa USD
Contract Number: 09CH9007- 006
Attachment B
June 1, 2007

Exhibit D

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 Phone: 951-222-7759 FAX: 951-781-6873	148/3.5	2	Head Start	38
Troth Street Elementary	5565 Troth Street Mira Loma, CA 91752 Phone: 951-360-2866 FAX: 951-360-5342	148/3.5	1	Head Start	19
Readiness Center	5960 Mustang Lane Riverside, CA 92509 Phone: FAX:	148/3.5	1	Head Start	19

Exhibit E

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 S Staff Days
T Training

Total Child Days: 148
Total Staff Days: 22

Rev 12/6/06

Attachment C

Exhibit G

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, 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 for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer of 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 sub awards at all tiers (including subcontracts, sub grants and contracts under grants, loans, and cooperative agreements) and that all sub recipients 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 of not less than $10,000.00 and not more than $100,000.00 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

_____
Signature

_____
Organization

_____
Date

REPORT SCHEDULE

The following reports are to be submitted to the Grantee:

- Monthly Reimbursement Reports - no later than the 10th of the subsequent month
- Monthly Nonfederal Share Reports - no later than the 10th of the subsequent month
- Monthly Attendance Reports - no later than the 10th of the subsequent month
- Child Plus Attendance Information - no later than the 10th of the subsequent month
- Program Information Report – All data to be in ChildPlus and certified by Director no later than 10 working days after the end of the DELEGATE'S enrollment period year

Jurupa Unified School District
Education Services
State Preschool

Attendance and Absence Policy

The State Preschool program encourages daily attendance by your child when he/she is enrolled in the program. **Excessive absence interrupts the continuity of the child's learning and socialization.**

According to funding regulation attendance is defined as each day the child is in the classroom. If a child is not in the classroom on an enrolled day for any reason, the child will not be considered in attendance for that day. Enrolled days are the number of days a program operates.

Sometimes it is necessary to be absent from school due to sickness or an emergency, but we encourage you to bring your child to school regularly.

The following guidance for attendance and absence is based on state regulations:

Please notify the Center if your child will be absent or late. If you do not contact the site of an absence after three (consecutive) days your child may be terminated. In circumstances where chronic absenteeism persists and it does not seem reasonable to include the child in the classroom enrollment, the child's slot must be considered an enrollment vacancy, and the child will be dropped from the program.

Children enrolled in a State Preschool program must be signed in and signed out each day by a parent, guardian, relative or other authorized person who is at least 18 years of age and may be required to show a picture ID. A full signature is required. Full name requires a surname and a last name.

Children may be released only to those persons listed on the emergency card as person authorized to take the child from the site. In the event of a contested custody, there must be a copy of a restraining order or sole custody against the non-custodial parent in the child's folder. Emergency and Identification Information is reviewed regularly by the teaching staff and parent for accuracy. It is important that you immediately report any changes to the teacher.

A parent, guardian, or other authorized person must certify at the end of the month that the attendance absence(s) are correct. These sign-in/out cards serve as a primary source for documenting attendance.

The following are approved clarification of absences:

- **Excused Absences:** Illness (parent/child), Quarantine, Dental, Medical, Health or Therapy appointment (parent/child), Family Emergency (death, funeral, car accident, court appearance, confidential emergency, etc.), Court ordered visitation with absent parent (maximum of 4 weeks per fiscal year), Dangerous weather conditions (power lines down, flash floods, high winds, etc.), Car/Transportation Problem (limited to 3 times a year)
- **Best Interest Days (Excused)(Maximum of 10 days per year):** Vacation, Out of Town, With parent/relative, School program/field trip (outside current child care program), Child's birthday, Other reasons which are clearly in the best interest of the child
- **Unexcused:** Child didn't feel like getting up, Out, Sibling illness, Personal business/family business, Occasional music lesson, dance lessons, sports activities, scout, etc., Religious preference: catechism, church camp, Bible study, etc., Any excused absences without parent or staff signatures. **Excessive unexcused absences will result in termination from the program.**

I, _____ have received, understand, and will comply with the basic attendance
Parent/Guardian
policy of Jurupa Unified School District's State Preschool program.

_____ _____ _____
Child's name Parent/Guardian Signature Date

M

Jurupa Unified School District

Personnel Report #3

August 6, 2007

Change of Assignment

Teacher From 100% to 60%	Ms. Jennifer Brooks 4132 Locust St. Riverside, CA 92501	Eff. August 30, 2007
Teacher From 60% to 100%	Ms. Felician Brown 7025 Austin Ct. Riverside, CA 92503	Eff. August 30, 2007
From High School Assistant Principal to Teacher	Ms. Teresa Foltz 5725 Ridgemark Pl. Fontana, CA 92336	Eff. July 1, 2007
Psychologist From 100% to 60%	Ms. Esther Marquez 3951 Ashwood Circle Corona, CA 92881	Eff. August 30, 2007
Guidance Coordinator From 80% to 100%	Ms. Mary Ricks 1415 Coral Dr. Laguna Beach, CA 92651	Eff. August 30, 2007
Speech & Language Pathologist From 70% to 75%	Ms. Kari Rohr 4143 Rosewood Riverside, CA 92506	Eff. August 30, 2007
Teacher From 80% to 100%	Mr. Ross Yohonn 5449 Via Del Tecolote Riverside, CA 92507	Eff. August 30, 2007

Regular Assignment

Teacher	Ms. Norma Arvayo 14858 Fox Ridge Dr. Fontana, CA 92336	Eff. August 30, 2007 Clear Multiple Subject w/ BCLAD
Teacher	Ms. Jesica Garcia 4392 Halfinger Way Riverside, CA 92509	Eff. August 29, 2007 Clear Multiple Subject w/ Supp: Spanish w/BCLAD
Teacher	Ms. Jocelyn Gonzalez 6235 Indian Camp Rd. Riverside, CA 92509	Eff. August 29, 2007 Intern Multiple Subject w/ SB2042
Psychologist	Ms. Lindsay Hunter 3539 Grey Bull Lane Corona, CA 92882	Eff. August 30, 2007 PPS School Psychologist
Teacher	Mr. Bryan Kendall 7885 Big Rock Dr. Riverside, CA 92509	Eff. August 29, 2007 Clear Single Subject Mathematics w/ CLAD
Teacher	Ms. Giselle Kendall 7885 Big Rock Dr. Riverside, CA 92509	Eff. August 29, 2007 Intern Single Subject PE w/ SB2042
Teacher	Mr. David O'Rafferty 5987 Greenfield Ave. Riverside, CA 92506	Eff. August 29, 2007 Preliminary Single Subject PE

Personnel Report #3

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Jessica Pegg 3151 Hadley Dr. Mira Loma, CA 91752	Eff. August 29, 2007 Preliminary Multiple Subject w/ SB2042
Teacher	Ms. Casie Powell 12918 Cherokee Rd. Rancho Cucamonga, CA 91739	Eff. August 29, 2007 Intern Single Subject PE w/ SB2042
Teacher	Ms. Robin Reed Riggle 7 Bear Drive(PO Box 696) Mt. Baldy, CA 91759	Eff. August 29, 2007 Preliminary Single Subject Art
Teacher	Ms. Julie Villasenor 11043 North Star Mira Loma, CA 91752	Eff. August 29, 2007 Clear Multiple Subject
Teacher	Ms. Carolina Williamson 25662 Califa Dr. Laguna Hills, CA 92653	Eff. August 30, 2007 Intern Single Subject English w/ SB2042
Teacher	Mr. Michael Wood 1550 Central Ave. #83 Riverside, CA 92507	Eff. August 29, 2007 Preliminary Multiple Subject w/ SB2042

Extra Compensation Assignment

Administrative Services; attend IEP meetings; June 2007; not to exceed 5 hours per week each; appropriate hourly rate of pay; Funding Source: Special Education; $3,544 total.

Ms. Jennifer Lester	Ms. Janet Coleman	Ms. Lori Smith
Ms. Amber Harrel-Torey		

Categorical Projects; attend summer ELO staff development meeting; June 21, 2007; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $454 total.

Ms. Britta Anderson	Ms. Julya Anderson	Ms. Lana Bannon
Ms. Robin Carver	Ms. Cynthia Hert	Ms. Penelope Joven
Ms. Anita Martinez	Ms. Terese Miranda	Ms. Dinah Palagi
Ms. Kimberly Parker	Ms. Ranna Sollazzo	Ms. Jennifer Porter

Education Services; attend SB472 ELA training for elementary teachers; June through August 2007; not to exceed 280 hours total; appropriate hourly rate of pay; Funding Source: Targeted Instructional Improvement Block Grant; $10,598 total.

Ms. Cathy Armitage	Ms. Heather Knell	Ms. Deborah Knodel
Ms. Leah Luke	Ms. Barbara Martin	Mr. Robert Mitchell
Mr. Carl Zitek		

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; consulting teacher duties; October 2006 through April 2007; not to exceed 3.2 hours; appropriate hourly rate of pay; Funding Source: BTSA; $151 total.

Mr. Steven Forrett

Education Services; preparation time for class size reduction training; May 28 & 29, 2007; not to exceed 6 hours; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $227 total.

Mr. John Allen

Education Services; preparation of Assessment and Curriculum binders for principals; March & April 2007; not to exceed 25 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $946 total.

Ms. Cynthia Karner

Education Services; attend and facilitate Language Intervention Training; June 25 & 29, 2007; not to exceed 16 hours total; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $605 total.

Ms. Sylvia Bottom

Personnel Services; stipend to teachers qualified under TRSSP grant; 2007-2008 school year; appropriate rate of pay; Funding Source: Teacher Recruitment & Student Support Program; $78,000 total.

Ms. Diana Andrade	Ms. Anita Arias-Lalama	Ms. Nicole Baptista
Mr. Charles Baugh	Ms. Jennifer Benitez	Ms. Heather Burnett
Mr. Fernando Centeno	Mr. Keith Chann	Ms. Patricia Crawford
Ms. Sara Diefenbach	Ms. Patricia Eickman	Ms. Judith Hall
Ms. Paula Hamilton	Ms. Amanda Jaurigue	Ms. Deborah LeAnce
Ms. Lidia Ledesma	Mr. Arnoldo Lindo	Mr. Franklin Marmolejo
Ms. Elizabeth McCarley	Ms. Teresa Miner	Ms. Karen Morales
Ms. Carolina Ochoa	Ms. Elizabeth Osorio-Arzate	Mr. Harold Owens
Mr. Darrel Petry	Ms. Kimberly Regua	Ms. Jennifer Robinson
Mr. Nathaniel Robinson	Mr. Bryan Rooney	Mr. Matthew Ruiz
Ms. Lucienne Schwendener	Ms. Amanda Snell	Ms. Reanna Sollazzo
Ms. Shawna Stockberger	Ms. Angela Vela	

Research & Assessment; review fall ELA and math tests; July 2-11, 2007; not to exceed 80 hours total; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $3,028 total.

Ms. Julia Holt	Mr. Carl Zitek	Ms. Harriet Huling
Mr. Paul Horn		

Camino Real Elementary; attend SB472 English Language training; August 2007; not to exceed 40 hours total; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $1,514 total.

Ms. Shelli Miller

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Granite Hill Elementary; monitor student achievement; August 27, 2007; not to exceed 7.25 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $549 total.

Ms. Kristy Bonsangue Ms. Kara Davis

Granite Hill Elementary; pre assessment testing for incoming students; August 27 & 28, 2007; not to exceed 6 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $908 total.

Ms. Felician Brown-Horner Ms. Tracey Douglas Ms. Lorena Fong
Ms. Laurie Riemer

Indian Hills Elementary; coordinate parent involvement programs; 2007-2008 school year; not to exceed 80 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $3,028 total.

Ms. Kristie Burson

Rustic Lane Elementary; prepare and participate in Family Math Nights; 2007-2008 school year; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $5,500 total.

Ms. Kimberly Bargas	Mr. Brian Henry	Ms. Julie Sontag
Ms. Daniella Bride	Ms. Kathlyn Benosa	Ms. Kathleen Blakley
Ms. Donia Briones	Mr. Daniel Brooks	Ms. Duryea Smith-Carney
Ms. Tanya Coats	Mr. John Dawson	Ms. Patricia Dawson
Ms. Evelyn English	Ms. Molly Estrada-Garcia	Ms. Nanci Garcia
Mr. Luis Hernandez	Ms. Julia Hong	Ms. Deborah Knodel
Ms. Tasha Landrus	Ms. Judy Lynch	Ms. Lydia Morimoto
Ms. Tammy Patterson	Ms. Leticia Rangel	Ms. Angela Reid
Ms. Latressa McCullough	Ms. Jennifer Robson	Ms. Alicia Romero
Ms. Debra Sanchez	Ms. Tiffani Taylor	Ms. Debra Sanchez
Ms. Tiffani Taylor	Ms. Debra Tucker	Mr. John Vigrass
Mr. Thomas Warner	Ms. Carole Zuloaga	Mr. Giovanni Bernier

Rustic Lane Elementary; provide extended learning opportunities; 2007-2008 school year; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $26,600 total.

Ms. Kimberly Bargas	Mr. Brian Henry	Ms. Julie Sontag
Ms. Daniella Bride	Ms. Kathlyn Benosa	Ms. Kathleen Blakley
Ms. Donia Briones	Mr. Daniel Brooks	Ms. Duryea Smith-Carney
Ms. Tanya Coats	Mr. John Dawson	Ms. Patricia Dawson
Ms. Evelyn English	Ms. Molly Estrada-Garcia	Ms. Nanci Garcia
Mr. Luis Hernandez	Ms. Julia Hong	Ms. Deborah Knodel
Ms. Tasha Landrus	Ms. Judy Lynch	Ms. Lydia Morimoto
Ms. Tammy Patterson	Ms. Leticia Rangel	Ms. Angela Reid
Ms. Latressa McCullough	Ms. Jennifer Robson	Ms. Alicia Romero
Ms. Debra Sanchez	Ms. Tiffani Taylor	Ms. Debra Sanchez
Ms. Tiffani Taylor	Ms. Debra Tucker	Mr. John Vigrass
Mr. Thomas Warner	Ms. Carole Zuloaga	Mr. Giovanni Bernier

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Rustic Lane Elementary; provide training and workshops for parents; 2007-2008 school year; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $5,200 total.

Ms. Kimberly Bargas	Mr. Brian Henry	Ms. Julie Sontag
Ms. Daniella Bride	Ms. Kathlyn Benosa	Ms. Kathleen Blakley
Ms. Donia Briones	Mr. Daniel Brooks	Ms. Duryea Smith-Carney
Ms. Tanya Coats	Mr. John Dawson	Ms. Patricia Dawson
Ms. Evelyn English	Ms. Molly Estrada-Garcia	Ms. Nanci Garcia
Mr. Luis Hernandez	Ms. Julia Hong	Ms. Deborah Knodel
Ms. Tasha Landrus	Ms. Judy Lynch	Ms. Lydia Morimoto
Ms. Tammy Patterson	Ms. Leticia Rangel	Ms. Angela Reid
Ms. Latressa McCullough	Ms. Jennifer Robson	Ms. Alicia Romero
Ms. Debra Sanchez	Ms. Tiffani Taylor	Ms. Debra Sanchez
Ms. Tiffani Taylor	Ms. Debra Tucker	Mr. John Vigrass
Mr. Thomas Warner	Ms. Carole Zuloaga	Mr. Giovanni Bernier

Rustic Lane Elementary; provide planning time for next year's classes; June 2007; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Discretionary-Allocations; $1,000 total.

Ms. Kimberly Bargas	Mr. Brian Henry	Ms. Julie Sontag
Ms. Daniella Bride	Ms. Kathlyn Benosa	Ms. Kathleen Blakley
Ms. Donia Briones	Mr. Daniel Brooks	Ms. Duryea Smith-Carney
Ms. Tanya Coats	Mr. John Dawson	Ms. Patricia Dawson
Ms. Evelyn English	Ms. Molly Estrada-Garcia	Ms. Nanci Garcia
Mr. Luis Hernandez	Ms. Julia Hong	Ms. Deborah Knodel
Ms. Tasha Landrus	Ms. Judy Lynch	Ms. Lydia Morimoto
Ms. Tammy Patterson	Ms. Leticia Rangel	Ms. Angela Reid
Ms. Latressa McCullough	Ms. Jennifer Robson	Ms. Alicia Romero
Ms. Debra Sanchez	Ms. Tiffani Taylor	Ms. Debra Sanchez
Ms. Tiffani Taylor	Ms. Debra Tucker	Mr. John Vigrass
Mr. Thomas Warner	Ms. Carole Zuloaga	Mr. Giovanni Bernier

Troth Street Elementary; attend AB466 training; June 25-29, 2007; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $1,514 total.

Ms. Heather Burnett

Troth Street Elementary; create and implement and interventions; August 9, 2007 through June 2008; not to exceed 30 hours total; appropriate hourly rate of pay; Funding Source: $1,300 total.

Ms. Dorothy Baca	Ms. Tina Bold	Ms. Anne Borchardt
Mr. Les Brown	Ms. Tina Browning	Ms. Heather Burnett
Mr. James Carey	Ms. Johanna Downs	Ms. Elena Escobar
Ms. Sarah Franz	Ms. Claudia Garcia	Mr. Adam Gonzales
Ms. Denise Graham	Ms. Michelle Guyer	Ms. Lisa Hanson
Ms. Jill Haynes	Ms. Theresa Hoag	Ms. Kelly Horspool
Mr. Rick Knudsen	Ms. Lidia Ledesma	Ms. Shelley Logan
Ms. Bertha Lopez	Ms. Ramona Loynd	Ms. Jovanka Martinez
Ms. Hillary Moe	Ms. Lynette Monaco	Ms. Melissa Montoya
Ms. Katherine Moore	Ms. Connie Nagle	Ms. Maria Preciado
Ms. Andrea Roe	Mr. Jesus Romero	Mr. Eli Salazar
Ms. Luz Salazar	Ms. Rosa Santos-Lee	Ms. Lucienne Schwendener
Ms. Janice Sheldon	Ms. Margie Sivert	Ms. Lynne Tieri
Ms. Bonner Werner	Ms. Margaret Whitmore	Ms. Jacqueline Zamora

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Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Van Buren Elementary; create and implement interventions to meet needs of students; September 2007 through June 2008; not to exceed 600 hours; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; $2,271 total.

Ms. Nancy Batchelder	Ms. Cindi Carvo	Mr. Earl Edwards
Ms. Terry Hainsworth	Ms. Virginia Jones	Ms. Karen Laskey
Mr. Charles Loving	Ms. Jessica May	Ms. Imelda Navarrette
Ms. Lynn Parrella	Ms. Vivian Perricone-Rude	Ms. Erika Sawhill
Ms. Angela Vanderhorst	Mr. Ron Zahnd	

Van Buren Elementary; create and implement interventions to meet needs of students; September 2007 through June 2008; not to exceed 600 hours; appropriate hourly rate of pay; Funding Source: EIA Compensatory; $2,271 total.

Ms. Ashley Arena	Ms. Jennifer Brooks	Ms. Jessie Caballero
Ms. Karla Chaffin	Ms. Sandra Cullum	Ms. Shelley Edwards
Ms. Melissa Ferriera	Ms. Nancy Jenkins	Ms. Leslie McDowell
Mr. Ron Morris	Ms. Kathleen Perez	Ms. Sandra Roberson
Ms. Michele Sheets	Ms. Linita Simmons	Ms. Darcee Staiger

Jurupa Valley High School; moving to new offices; June 22, 2007 through August 29, 2007; not to exceed 1 day each; appropriate rate of pay; Funding Source: Unrestricted Resources; $550 total.

Ms. Lisa Obershaw-Durham Ms. Lilia Franco

Patriot High School; provide assistance with transition of athletic programs; June 25, 2007 through August 30, 2007; not to exceed 50 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,893 total.

Mr. Ray Marisnick

Learning Center; provide CASHEE preparation classes; June 26, 2007 through July 20, 2007; not to exceed 20 hours; appropriate hourly rate of pay; Funding Source: CAHSEE; $757 total.

Mr. Donn Cushing

Learning Center; attend staff meeting; July 12, 2007; not to exceed 15 hours total; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $631 total.

Ms. Mabel Armenta	Mr. Donn Cushing	Mr. John DeMor
Mr. Pen Fawaz	Mr. Pat Happekotte	Mr. Jim Mendonca
Ms. Suzanne Nelson	Mr. Hugo Nevarez	Ms. Tammy Patterson
Mr. John Radovich	Ms. Dixie Stucker	Mr. Pat Thompson

Learning Center; provide adult education instruction; July 2007 through June 2008; not to exceed 19 hours per week each; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $104,000 total.

Ms. Georgette Fox	Ms. Victoria Hansen	Ms. Joyce Montoya
Ms. Susan Powers	Mr. David Reinalda	

Personnel Report #3

CERTIFICATED PERSONNEL

Termination of Extra-Duty Assignments Pursuant to Education Code section 44923 (Home Hospital & ELO) Mr. Timothy Jones.

Resignation

Program Specialist	Ms. Amy Foody 1042 Coronet Riverside, CA 92506	Eff. July 1, 2007
Teacher on Special Assignment	Ms. Virginia Huckaby 7008 Stoneridge Rd. Charlotte, NC 28226	Eff. June 30, 2007
Teacher	Ms. Deborah Lucio 12746 Colonnade Dr. Rancho Cucamonga, CA 91739	Eff. June 30, 2007
Teacher	Ms. Melissa Olivier 19301 Red Rock St. Perris, CA 92570	Eff. June 30, 2007

Substitute Assignment

Psychologist	Mr. Chuck Stevens 7084 Seville Way Riverside, CA 92504	As needed Clear Admin. Svcs. Clear PPS School Psychologist. Standard PPS Rehab Counselor

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Department; attend summer ELO training; June 26, 2007; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $208 total.

Activity Supervisor	Ms. Gail Chism
Activity Supervisor	Ms. Melinda Herrera
Activity Supervisor	Ms. Sherrie Stoddard
Activity Supervisor	Ms. Marilyn Swearingen
Activity Supervisor	Ms. Margarita de Garcia Guzman
Activity Supervisor	Ms. Rita Flores
Activity Supervisor	Ms. Angela Painter
Activity Supervisor	Ms. Alyssa VanDever
Activity Supervisor	Mr. Daniel Whitman
Activity Supervisor	Ms. Francisca Corcoles
Activity Supervisor	Ms. Maria Lopez
Activity Supervisor	Ms. Sharyn Miller
Activity Supervisor	Ms. Sandra Reilly
Activity Supervisor	Ms. Susan Goodwine
Activity Supervisor	Ms. Mary Morfin
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. Kristie Schwartz

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Department; provide supervision at bus stops for summer ELO; July & August 2007;appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $12,698 total.

Activity Supervisor	Ms. Gail Chism
Activity Supervisor	Ms. Melinda Herrera
Activity Supervisor	Ms. Sherrie Stoddard
Activity Supervisor	Ms. Marilyn Swearingen
Activity Supervisor	Ms. Margarita de Garcia Guzman
Activity Supervisor	Ms. Rita Flores
Activity Supervisor	Ms. Angela Painter
Activity Supervisor	Ms. Alyssa VanDever
Activity Supervisor	Mr. Daniel Whitman
Activity Supervisor	Ms. Francisca Corcoles
Activity Supervisor	Ms. Maria Lopez
Activity Supervisor	Ms. Sharyn Miller
Activity Supervisor	Ms. Sandra Reilly
Activity Supervisor	Ms. Susan Goodwine
Activity Supervisor	Ms. Mary Morfin
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. LaDonna Douglas
Activity Supervisor	Ms. Kristie Schwartz

Education Support Services; attend IEP meetings; September 2007 through June 2008; not to exceed 50 hours total; appropriate hourly rate of pay; Funding Source: Special Education; $2,103 total.

Preschool Teacher w/BA	Ms. Iris McClatchy
Preschool Teacher	Ms. Deyadira Pineda
Preschool Teacher	Ms. Joan Jordan
Preschool Teacher	Ms. Sue Wooten
Preschool Teacher	Ms. Penny Kolb
Preschool Teacher w/BA	Ms. Zenaida Amaro
Preschool Teacher w/BA	Ms. Martha Myers
Preschool Teacher w/BA	Ms. Teresa Contreras
Preschool Teacher w/BA	Ms. Cindy Rodriguez
Preschool Teacher	Ms. Deanna Alves
Preschool Teacher	Ms. Andrea Flores
Preschool Teacher	Ms. Tamara Collins
Preschool Teacher	Ms. Debi Provenzano
Preschool Teacher	Ms. Victoria Samano
Preschool Teacher w/BA	Ms. Elizabeth Medina
Preschool Teacher	Ms. Helen Lejak
Preschool Teacher w/BA	Ms. Narda Carter
Preschool Teacher	Ms. Debi Young
Preschool Teacher w/BA	Ms. Leslie Hettinger
Preschool Teacher w/BA	Ms. Patty Harrison
Preschool Teacher	Ms. Dee Bride

Education Technology; process textbooks for upcoming school year; June 25, 2007 through August 30, 2007; not to exceed 600 hours total; appropriate hourly rate of pay; Funding Source: Lottery; $9,555 total.

Instructional Aide	Ms. Allison Teagarden
Elementary Media Clerk	Ms. Jaime Payne

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Head Start Program; assist with recruitment of students and preparation of school records; June through August 2007; not to exceed 800 hours total; appropriate hourly rate of pay; Funding Sources: Title I Basic Grants Low Income, Head Start, & Child Development; $11,100 total.

Translator Clerk Typist	Ms. Elsa Garcia Ruiz
Translator Clerk Typist	Ms. Carla Parra

Language Services & Student Programs; provide childcare for parents attending Literary Café; May & June 2007; not to exceed 30 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $308 total.

Health Care Aide	Ms. Sandra Lopez
Crossing Guard	Ms. Geraldine Kelly

Transportation; provide transportation for field trip; July 4, 2007; not to exceed 9.5 hours each; appropriate hourly rate of pay; Funding Source: Transportation; $906 total.

Bus Driver	Ms. Gloria James
Bus Driver	Ms. Rita Fine

Granite Hill Elementary; provide support and assistance with preparation of new school year; August 20-27, 2007; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Sources: Title I Basic Grants Low Income & School Improvement Program; $3,327 total.

Clerk Typist	Ms. Jennifer Teagarden
Elementary Media Clerk	Ms. Jacqueline Rogers
Translator Clerk Typist	Ms. Maria Cecilia Silvas

Ina Arbuckle Elementary; assist with preparation of opening and closing of school; August 31, 2007 through June 2008; not to exceed 10 days each; appropriate hourly rate of pay; Funding Source: Discretionary Allocations; $4,000 total.

Translator Clerk Typist	Ms. Rosa Ortiz
Translator Clerk Typist	Ms. Yolanda Ortega

Indian Hills Elementary; provide childcare during school site council meetings; 2007-2008 school year; not to exceed 20 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $667 total.

Activity Supervisor	Ms. Belinda Aguilar
Activity Supervisor	Ms. Angeles Melendrez
Activity Supervisor	Ms. Elvira Escamilla

Pedley Elementary; provide assistance with registration of students; August 2007 through June 2008; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $3,520 total.

Translator Clerk Typist	Ms. Vivian Carrasco
Translator Clerk Typist	Ms. Araceli Tovar
Health Care Aide	Ms. Renee Hurtado

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Pedley Elementary; provide translation for meetings, workshops, and conferences; August 2007 through June 2008; not to exceed 75 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $1,169 total.

Bilingual Language Tutor	Ms. Yolanda Muniz
Bilingual Language Tutor	Ms. Lilia Guillen
Instructional Aide	Ms. Maria Lopez

Pedley Elementary; provide childcare during workshops, meetings and events; August 31, 2007 through June 2008; not to exceed 250 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $3,054 total.

Translator Clerk Typist	Ms. Vivian Carrasco
Student Attendant Aide	Ms. Patty Clark
Activity Supervisor	Ms. Jeanne Cline
Activity Supervisor	Ms. Barbara Dean
Bilingual Language Tutor	Ms. Lilia Guillen
Health Care Aide	Ms. Renee Hurtado
Activity Supervisor	Ms. Judy Hesler
Activity Supervisor	Ms. Maria Lopez
Activity Supervisor	Ms. Ms. Yolanda Muniz
Student Attendant Aide	Ms. Susan Rivera
Crossing Guard	Ms. Maritza Ruiz
Activity Supervisor	Ms. Mary Stallard
Translator Clerk Typist	Ms. Araceli Tovar
Activity Supervisor	Ms. Alyssa Van Dever
Instructional Aide	Ms. Dayna Watson

Peralta Elementary; provide clerical assistance with registration; August 28-30, 2007; not to exceed 24 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $408 total.

Translator Clerk Typist	Ms. Alma Mendoza

Rustic Lane Elementary; provide childcare during workshops for parents; September 2007 through June 2008; not to exceed 48 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $800 total.

Activity Supervisor	Mr. Mike Ursua
Activity Supervisor	Ms. Rosana Ursua
Activity Supervisor	Ms. Lorena Becerra
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. Rae Lynn Lara
Activity Supervisor	Ms. Janice Pelligrin
Activity Supervisor	Ms. Sharon McClain

Rustic Lane Elementary; provide clerical support to ELO program; September 2007 through June 2008; not to exceed 3 hours per week each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $11,400 total.

Bilingual Language Tutor	Ms. Carolina Ganados-Cuellar
Bilingual Language Tutor	Ms. Socorro Avila
Bilingual Language Tutor	Ms. Nancy Luna
Instructional Aide	Ms. Ana Maria Carrillo
Health Care Aide	Ms. Terri Ruiz
Elementary Media Clerk	Ms. Lisa Devore

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rustic Lane Elementary; participate in professional development activities; September 2007 through June 2008; not to exceed 30 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,000 total.

Bilingual Language Tutor	Ms. Carolina Ganados-Cuellar
Bilingual Language Tutor	Ms. Socorro Avila
Bilingual Language Tutor	Ms. Nancy Luna
Instructional Aide	Ms. Diana Quintero
Instructional Aide	Ms. Ana Maria Carrillo

Rustic Lane Elementary; provide clerical support; August 1, 2007 through June 2008; appropriate hourly rate of pay; Funding Sources: Title I Basic Grants Low Income & Title III, LEP; $5,200 total.

Activity Supervisor	Mr. Mike Ursua
Activity Supervisor	Ms. Rosana Ursua
Activity Supervisor	Ms. Lorena Becerra
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. Rae Lynn Lara
Activity Supervisor	Ms. Janice Pelligrin
Activity Supervisor	Ms. Sharon McClain
Bilingual Language Tutor	Ms. Carolina Ganados-Cuellar
Bilingual Language Tutor	Ms. Socorro Avila
Bilingual Language Tutor	Ms. Nancy Luna
Instructional Aide	Ms. Diana Quintero
Instructional Aide	Ms. Ana Maria Carrillo
Bilingual Language Tutor	Ms. Carolina Ganados-Cuellar
Health Care Aide	Ms. Terri Ruiz
Elementary Media Clerk	Ms. Lisa Devore
Café Asst. II	Ms. Mercedes Aguirre
Clerk Typist	Ms. Christine Mele
Café Asst. I	Ms. Maria Marquez
Night Attendance Caller	Ms. Cathy Mickey

Rustic Lane Elementary; provide supervision for ELO program; September 2007 through June 2008; not to exceed 4 hours per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $3,000 total.

Activity Supervisor	Mr. Mike Ursua
Activity Supervisor	Ms. Rosana Ursua
Activity Supervisor	Ms. Lorena Becerra
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. Rae Lynn Lara
Activity Supervisor	Ms. Janice Pelligrin
Activity Supervisor	Ms. Sharon McClain

Stone Avenue Elementary; provide translation services; September 2006 through June 2007; not to exceed 25 hours; appropriate hourly rate of pay; Funding Source: Economic Impact-LEP; $391 total.

Bilingual Language Tutor	Ms. Esther Fisher

Sunnyslope Elementary; maintain inventory and catalog materials; August 2007 through June 2008; not to exceed 480 hours; appropriate hourly rate of pay; Funding Source: School Improvement Program; $8,449 total.

Elementary Media Clerk	Ms. Elizabeth Franks

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Sunnyslope Elementary; provide assistance with opening of school; 2007-2008 school year; appropriate hourly rate of pay; Funding Sources: Unrestricted Resources & School Improvement Program; $4,280 total.

Translator Clerk Typist	Ms. Teresa Regalado
Translator Clerk Typist	Ms. Anna Arias

Troth Street Elementary; provide assistance with registration; August 2007 through June 2008; not to exceed 100 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $3,700 total.

Clerk Typist	Ms. Susy Aguirre
Clerk Typist	Ms. Sylvia Blacksher
Clerk Typist	Ms. Janet Richards
Translator Clerk Typist	Ms. Genevieve Sanchez

Van Buren Elementary; provide clerical support as needed; September 2007 through June 2008; not to exceed 300 hours; appropriate hourly rate of pay; Funding Source: EIA Compensatory; $5,575 total.

Secretary Elementary Principal	Ms. Melissa Church
Instructional Aide	Ms. Elisabeth Morales
Clerk Typist	Ms. Cindy Fiechter
Activity Supervisor	Ms. Krystal Freeman
Health Care Aide	Ms. Jessica Garcia
Instructional Aide	Ms. Marie Reinalda
Activity Supervisor	Ms. Sharyn Miller
Elementary Media Clerk	Ms. Shannon Potter
Activity Supervisor	Ms. Sandy Reilly
Translator Clerk Typist	Ms. Miriam Reyna
Activity Supervisor	Ms. Bertice Roper
Activity Supervisor	Ms. Valery Rudolph
Activity Supervisor	Ms. Christine Silva
Instructional Aide/Act. Supv.	Ms. Sylvia Hernandez
Crossing Guard	Mr. Avis Tarkington
Outreach Worker	Ms. Dalia Morales

Van Buren Elementary; provide supervision of students during events; September 2007 through June 2008; not to exceed 200 hours; appropriate hourly rate of pay; Funding Source: EIA Compensatory; $2,455 total.

Activity Supervisor	Ms. Krystal Freeman
Activity Supervisor	Ms. Sharyn Miller
Activity Supervisor	Ms. Sandy Reilly
Activity Supervisor	Ms. Bertice Roper
Activity Supervisor	Ms. Valery Rudolph
Activity Supervisor	Ms. Christine Silva
Activity Supervisor	Ms. Sylvia Hernandez

Van Buren Elementary; provide translation for parent meetings, conferences, and workshops; September 2007 through June 2008; not to exceed 60 hours; appropriate hourly rate of pay; Funding Source: EIA Compensatory; $1,061 total.

Translator Clerk Typist	Ms. Reyna Miriam
Bilingual Language Tutor	Ms. Trinidad Ruiz
Bilingual Language Tutor	Ms. Antonia Sanchez
Activity Supervisor	Ms. Christine Silva

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Van Buren Elementary; provide assistance with registration; August 8, 2007 through September 4, 2007; not to exceed 150 hours; appropriate hourly rate of pay; Funding Source: EIA Compensatory; $2,653 total.

Clerk Typist	Ms. Cindy Fiechter
Health Care Aide	Ms. Jessica Garcia
Elementary Media Clerk	Ms. Shannon Potter
Translator Clerk Typist	Ms. Miriam Reyna

West Riverside Elementary; provide assistance with registration; August 20-30, 2007; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,221 total.

Elementary Media Clerk	Ms. Cindy Viehmann
Clerk Typist	Ms. Melissa Samaniego
Translator Clerk Typist	Ms. Rita Sanchez

Mission Middle School; provide childcare, supervision, and clerical support throughout school year; August 2007 through June 2008; appropriate hourly rate of pay; Funding Sources: School Improvement Program & EIA Compensatory; $2,000 total.

Secretary	Ms. Patti Batcha
Secretary	Ms. Janelle Borders
Instructional Aide	Ms. Ana Maria Carillo
Instructional Aide	Ms. Gabriella Chavez
Translator Clerk Typist	Ms. Lupe Gomez
Bilingual Tutor	Ms. Reveca Gomez
Instructional Aide	Ms. Cindy Hardy
Instructional Aide	Ms. Tara Hardy
Campus Supervisor	Ms. Patti Hopson
Campus Supervisor	Ms. Christa Huerta
Instructional Aide	Ms. Margaret Morales
Middle School Princ. Secty.	Ms. Geneva Newman
Activity Supervisor	Ms. Raquel Ramirez
Clerk Typist	Ms. Michelle Sanchez
Health Care Aide	Ms. Brandi Stone
Activity Supervisor	Ms. Heather Tavis
Library Technician	Ms. Ellen Vanta
Instructional Aide	Mr. Daniel Whitman
Bilingual Language Tutor	Ms. Tina Zamora

Mission Middle School; assist with student orientation, parent involvement activities; August 2007 through June 2008; appropriate hourly rate of pay; Funding Source: EIA Compensatory; $5,000 total.

Secretary	Ms. Patti Batcha
Secretary	Ms. Janelle Borders
Translator Clerk Typist	Ms. Lupe Gomez
Middle School Princ. Secty.	Ms. Geneva Newman
Clerk Typist	Ms. Michelle Sanchez

Jurupa Valley High School; provide assistance with registration; August 2007; not to exceed 21 days; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $2,960 total.

Translator Clerk Typist	Ms. Maria Yates

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Patriot High School; assist with registration; July 2, 2007 through August 31, 2007; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $6,600 total.

Campus Supervisor	Mr. Johnny Mosher
Campus Supervisor	Ms. Judy James
Campus Supervisor	Ms. Margaret Dooley
Campus Supervisor	Ms. Annette Thompson
Campus Supervisor	Ms. Karin Russell
Bilingual Language Tutor	Ms. Patty Griffin
Clerk Typist	Ms. Rosanne Salvatore
Clerk Typist	Ms. Cheryl Schneider
Translator Clerk Typist	Ms. Kathy Reynoso

Patriot High School; provide additional supervision for first day of summer school; June 25, 2007; not to exceed 6.25 hours; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; $162 total.

Campus Supervisor	Ms. Pat Abbott

Learning Center; attend staff meeting; July 12, 2007; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $28 total.

Bilingual Language Tutor	Ms. Marbely Villalobos
Instructional Aide	Mr. Ruben Rodriguez

Promotion

From Instructional Aide & Activity Supervisor to Registrar	Mr. Daniel Whitman 8290 Santiago Circle Riverside, CA 92509	Eff. August 9, 2007 Work Year C
From Café Mgr. Elementary To Café Mgr. Middle School	Ms. Arminda Carrillo 24279 Groven Lane Moreno Valley, CA 92557	Eff. August 31, 2007 Work Year E1

Reclassification

From Clerk Typist To Translator Clerk Typist	Ms. Araceli Tovar 6334 Brian Circle Riverside, CA 92509	Eff. August 31, 2007 Work Year E1

Personnel Report #3

CLASSIFIED PERSONNEL

Regular Assignment

Secretary High School Assistant Principal	Ms.Brigittte Heverly 4728 Pinnacle St. Riverside, CA 92509	Eff. July 11, 2007 Work Year A
Account Clerk	Ms. Grace Rodriguez 11483 Humber Dr. Mira Loma, CA 91752	Eff. August 1, 2007 Work Year A

Resignation

Administrative Secretary	Ms. Jacquelyn Cornett 1652 W. Summerset Dr. Rialto, CA 92377	Eff. August 28, 2007
Café Asst. II	Ms. Jody Koop 10494 Campbell Riverside, CA 92505	Eff. July 17, 2007
Bilingual Language Tutor & Instructional Aide	Ms. Angelina Perales 9266 61st St. Riverside, CA 92509	Eff. June 12, 2007

Return From Layoff

Outreach Worker	Ms. Dalia Morales 24446 Lamont Dr. Moreno Valley, CA 92553	Eff. August 31, 2007 Work Year E1
Outreach Worker	Ms. Elia Sanchez 6537 Gladiola St. Corona, CA 92880	Eff. August 31, 2007 Work Year E1

MANAGEMENT/CONFIDENTIAL PERSONNEL

Short-Term/Extra Work

Categorical Projects; summer ELO staff; June through August 2007; not to exceed 6 hours per day each; appropriate daily rate of pay; Funding Source: FELO/SELO Programs; $14,400 total.

Mr. Laz Barreiro Ms. Michelle Johnson

Personnel Services; provide training to new Director of Elementary Education; 2007-2008 school year; not to exceed 15 days; appropriate rate of pay; Funding Source: Unrestricted Resources; $7,910 total.

Retired Director of Elementary Education Ms. Ellen Kinnear

O-1 Pg.16

Personnel Report #3

MANAGEMENT/CONFIDENTIAL PERSONNEL

Regular Assignment

Personnel Clerk	Ms. Amanda Gutierrez 5433 Sunset Ridge Dr. Riverside, CA 92509	Eff. July 16, 2007 Work Year A

OTHER PERSONNEL

Short-Term/Extra Work

Administrative Services; provide clerical assistance with mailings; July 1, 2007 through September 1, 2007; not to exceed 35 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3,000 total.

Short-Term Clerk Typist	Ms. Jeanee Carlson

Operations; assist with summer cleaning of classrooms; July 2, 2007 through August 31, 2007; not to exceed 40 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $31,387 total.

Short-Term Custodian	Ms. Sharon Carrillo
Short-Term Custodian	Ms. Sylvia Martinez
Short-Term Custodian	Ms. Danielle LeFridge
Short-Term Custodian	Ms. Guadalupe Gomez
Short-Term Custodian	Ms. Fernanda Diaz

Jurupa Valley High School; provide lifeguard services for summer school classes; June through August 2007; not to exceed 3 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $800 total.

Lifeguard	Ms. Rachel Tapia

The above actions are recommended for approval:

Tamara Elzig, Assistant Superintendent-Personnel Services

Jurupa Unified School District

PERSONNEL COORDINATOR

DEFINITION

Under administrative direction, performs a variety of highly technical duties and responsibilities of an analytical nature related to the District's comprehensive certificated and classified personnel system; administers the District Workers' Compensation Program; interpret, communicates, and apply extensive knowledge of laws, codes, and policies pertaining to school personnel, performs numerous related duties and responsibilities as required. This position is part of the District's Management/Leadership team.

ESSENTIAL JOB FUNCTIONS

- Plans, coordinates, and executes procedural detail of all aspects of the recruitment process, including but not limited to: test development and validation, screening interviews, reference checks, background investigations, processing of medical examinations, selection, and notification of candidates and supervisors. Verifies credential authorization, salary verification and previous service verification. Assists in the maintenance of the District's classification and pay system.

- Manages all aspects of teacher credentialing. Responsible for Assignment Monitoring of certificated staff and evaluates transcripts, assuring all assignments meet Education Code regulations.

- Administers the District's workers' compensation program and coordinates related employee benefits with the District's third party administrator. Conducts interactive meetings with employees regarding state, federal, and district laws, policies and regulations relating to worker's compensation, modified duty, family medical leave, and the Americans with Disabilities Act.

- Assures that employment functions comply with EEOC guidelines; the Education Code; District policies and procedures. Interpret and apply personnel rules and regulations and collective bargaining agreements and respond to inquiries and provide directives as necessary.

- Coordinates placement of staff and advises administrators to appropriate placement as it relates to credentialing and job responsibilities. Monitors position control to ensure district staffing levels are maintained.

- Maintains and updates district seniority lists and coordinates layoff and return from layoff of district personnel.

- Analyzes a variety of confidential data, prepares clear and concise reports, and provides recommendations to District administrative staff.

- Coordinate and organizes staffing for the District's summer school programs.

- Supervises and evaluates the work of assigned staff.

- Participate and provides technical assistance to the collective bargaining process.

LICENSE REQUIREMENT

Possession of a valid and appropriate California Driver's License.

EDUCATION AND EXPERIENCE REQUIREMENT

Associate's degree, or two years of college-level courses with an emphasis in public education, business, or personnel administration, supplemented by three to five years of progressively responsible experience in personnel, including one year in an education organization management or supervisory capacity. Qualifying experience may be substituted for education on a year-for-year basis.

DESIRABLE QUALIFICATIONS

Knowledge of:

Principles and practices of modern public personnel management and office management.
Appropriate federal, state, and local laws related to personnel, credentialing, workers' compensation, and equal employment opportunity requirements.
Technical aspects of test development and administration, classification studies and salary surveys.
Modern office practices, procedures and equipment.
Techniques of files and records management, data collection and report writing.

Ability to:

Work independently and proactively with little direction.
Communicate effectively, both verbally and in writing.
Read, analyze, apply, and explain laws, codes, and policies pertaining to school personnel and workers' compensation.
Maintain confidentiality regarding information handled in all areas of personnel and workers' compensation.
Work effectively under pressure.
Train, supervise and evaluate assigned staff.
Provide a high level of customer service to staff and others.
Operate computers and peripheral equipment properly and efficiently.
Work successfully with diverse groups of people.
Maintain regular, steady attendance.
Sit for sustained periods of time.
Travel as required to effectively conduct duties of the position.

Personal Qualities:

Adaptability, good judgment, dependability, confidentiality, motivation, receptivity, creativity, good communicator, good service ethic; present and maintain a professional, pleasant appearance and demeanor.

Personnel Services
May 2007

SINGLE PLANS FOR STUDENT ACHIEVEMENT (SPSA)

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

DISTRICT 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.

ELEMENTARY SCHOOL MISSION STATEMENT

Develop a strong academic foundation.

MIDDLE SCHOOL MISSION STATEMENT

Supporting a successful transition through academic and social learning.

HIGH SCHOOL MISSION STATEMENT

Preparing students for the challenges of today and tomorrow.

COMMUNITY STATEMENT

Involve parents and the community in the educational process.

PERFORMANCE GOAL 1

All students will reach high academic standards.

PERFORMANCE GOAL 2

All English Language Learners (ELL) will become proficient in English and reach high academic standards.

PERFORMANCE GOAL 3

All students will be taught by highly qualified teachers.

PERFORMANCE GOAL 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE GOAL 6

All students will benefit from the District engaging and sustaining the trust and involvement of parents and the community in the educational process.

CAMINO REAL ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Camino Real has experienced positive student performance. Camino currently has an API (Academic Performance Index) of 812. From 2005 to 2006 there was a 3.3% increase in the number of students proficient or advanced in math (from 61% to 64%) and a 2.6% decrease in English Language Arts (from 53.4% to 50.8%. Overall there were decreases on how the Hispanic subgroup performed. Only 21.4% of Camino's English Language Learners scored at proficient or advanced (well below many other schools in the district).

Conclusions from Parent, Teacher and Student Input

Through various committees and meetings parents have shared desires to improve performance with GATE students as well as performance in the area of writing. Teachers completed the district APS survey at the close of the 2005-06 school year and have completed a needs assessment in regard to needed educational materials.

School Goals for Improving Student Achievement

English Language Development

ELD

All English language learners will demonstrate an increase in English language development as demonstrated by the CELDT, ELD profiles, CRT data, and English Language Arts CST scaled scores.

GATE

Enrichment

Provide enrichment for GATE and other qualifying students.

Mathematics

Mathematics

All students will meet or exceed state standards. Currently 64% of all students are meeting or exceeding state standards in mathematics.

Other

Centralized Services

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

Professional Development

Provide professional development opportunities to help teachers continue to develop instructional strategies. Professional development will follow district focus and will include the following:

a. AB 466 language arts training.
b. Step Up to Writing (for teachers not yet trained)
c. Professional Learning Communities
d. "A California Blueprint For Writing Instruction Using Houghton Mifflin." or other writing staff development as determined by staff.
e. SIOP (Sheltered Instruction Observation Protocol)
f. Using technology as a tool (Data Director) and email.
e. Meeting the needs of GATE students.

This is a two-year goal based on the availability of resources.

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

All of our teachers work with students at their grade levels who are experiencing low academic performance. Teachers are continuously re-teaching and reinforcing grade level content so that all students have opportunity to master grade level standards. Teachers refer students to our Student Study Team to assist them with intervention and strategies to meet the needs of their at-risk students. Students are also grouped for English Language Development (ELD) by ELD level (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

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

(School resources to assist low performing students have been discussed above in Item 2 and Item 5.)

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

Parent and Community Resources and Involvement

Parents are involved at Camino Real in a variety of ways. Parents on the School Site Council offer input regarding the school plan. Further, we have an active PTA board which organizes fund raisers and community events. During the 2006-07 school year, parents attended School Site Council meetings / English Language Advisory Committee and advised the principal on a number of issues related to the education of English language learners.

The PTA hosts fund raising activities such as family nights at Sizzler's, Cold Stone, and Jose's Mexican Restaurant. They provide schoolwide actiivities for students and families, including book fairs, fall and spring pictures, Red Ribbon Week, Skills Day, the Orange County Performing Arts assemblies, and the spring and fall picnics.

Community involvement was continued through activities such as Back-to-School Night, Jump Rope for Heart, Colonial Day, Gold Rush Day, and Ancient Civilizations Day.

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

a. Interruption/disruptions negatively impact classroom instruction and academic learning time.

b. There is not enough time in the instructional day to teach all the standards.

c. The rigor of the language arts adoption does not allow for teachers to reach students under-performing two or more grade levels. This applies predominently to students in grades three to six. This applies to less than five percent of our student population in grade 4-6. The district has adopted Language! as a language arts replacement program. We are currently in the developmental stage of what this will look like.

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

Extended learning opportunities are provided to assist under-performing students in language arts and math, and a summer Extended Learning Opportunities (ELO) program is available for under-performing students. Student Study Teams meet to discuss possible interventions for students identified as at risk.

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

English Language Development

Camino Real currently serves approximately 108 English language learners (ELL). These students are clustered into structured English immersion classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969 or SB 395). Universal Access is provided in language arts for 30 minutes daily to meet the needs of the English learner (20 minutes in Kindergarten). ELL students also receive English Language Development (ELD) instruction from an authorized teacher and the support of a bilingual tutor. Teachers will utilize the Rigby adopted ELD program for K-5 and the Visions program for Grade 6.

Special Education Program

The Special Education program at Camino Real provides a wide range of services including: Language, speech and hearing, Resource Specialist program, and one Special Day Class (SDC). An Individualized Education Plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The schools' goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talendted Education Program - GATE

GATE students are clustured into two classrooms when possible in grades 3-6. Students receive differentiated instruction which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. In addition the students participate in an extended day GATE program. GATE students are able to sign up for the program which interests them.

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

Alignment with Standards

Teachers utilize minimum days to analyze data and focus on standards-based instruction. The grade level teams work cooperatively to share their results and focus on under-performing students.

Assessed Student Performance

Student performance on the norm-referenced CAT-6, the criterion referenced California Standards, Houghton Mifflin summative assessments and the district Criterion Referenced Test (CRT) indicated that students and staff would benefit from an overall focus on writing instruction and writing strategies.

Professional Needs

New teachers participate in the Beginning Teacher Support Assessment (BTSA) program and the California Formative Assessment and Support System for Teachers (CFASST). This is a full-year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession. Teachers have received AB 466 training in mathematics and will be receiving AB 466 in language arts during the summer.

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

All classrooms utilize adopted materials formulated for use with under-performing students. Additionally, all classrooms provide 30 minutes of language arts Universal Access time to work specifically with under-performing students in small groups.

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

Teachers collaborate weekly during a Tuesday minimum day to analyze assessment results and improve instruction and learning. They utilize CST results, District CRT results, and embedded assessments such as the Houghton Mifflin Language Arts summative tests. Data Director, a service provided by the district, provides disaggregated data and reports for teachers to utilize during their data analysis.

About this School

The mission at Camino Real Elementary School is to enhance the ability of all students to succeed in reaching district and state standards and to perform as responsible citizens in an ever-changing society. All students will be challenged to experience the joy and satisfaction of learning through the creative efforts of our faculty, parents and the community.

Most of Camino's students come from moderate-income homes. Approximately 35% of our students are bussed to and from school, while many are escorted by parents or walk to and from school. Thirty-six percent of our student population participates in the federal Free and Reduced Lunch program. Our school enrolls approximately 715 students in K-6 education. The school is comprised of 33 classrooms, a multipurpose room, library, computer lab, and main office. Students in grades K-3 participate in the state's class size reduction program and maintain a 20:1 student to teacher ratio; grades 4-6 maintain a 34:1 student to teacher ratio.

Camino Real serves a diverse student population of which ten languages are spoken in the homes. Seventy-seven students are identified as English learners, receiving ELD instruction and access to core programs in structured English immersion and mainstream classrooms deemed appropriate for their levels of English fluency.

STAR results from 2006 indicate that our API of 812 exceeded our growth target. Students at every grade and in every significant subgroup met their API targets and made adequate yearly progress for 2006.

The level of parent involvement at Camino Real is very high. We have an active and supportive PTA which conducts fundraising to support educational experiences for our students, coordinate parent volunteers, and provide activities which extend and enhance learning experiences and foster school spirit. Our Fifth/Sixth Grade Booster Club provides support for sixth grade students to participate in science camp and other culminating activities in their final year at Camino Real. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of community and school staff to learn about and give input into school programs and the development of the School Plan.

Analysis of Current Educational Practice

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

All Camino Real students have access to and particpate in a rigorous core curriculum. Our base program has been developed to ensure all students are meeting established grade level standards. Teachers meet weekly in grade level team meetings to ensure successful and equitable implementaion of the base program.

Reading/Language Arts

All classes utilize the Houghton Mifflin Language Arts adoption. This adoption is research based and includes all the strands necessary for an effective language arts program. These are phonemic awareness, phonics, decoding, fluency, and comprehension. We focus on phonemic awareness, phonics, and decoding during kindergarten and first grade. Fluency and comprehension is a large focus throughout all grades levels.

Mathematics

All students receive instruction through the district-adopted core curriculum: K-6 Houghton Mifflin Mathematics program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the Calfornia State Mathematics Framework.

History/Social Science

Jurupa Unified School District has adopted the Houghton Mifflin Social Studies Program for the 2006-07 school year.

Science

Students receive instruction in life, earth, and physical science as presented in the K-5 Harcourt Science program and the Prentice Hall program for grade 6.

Single Plan For Student Achievement

Parental Involvement

Parental Involvement

Parents will participate in school activities that support student achievement.

Reading/Language Arts

English Language Arts

All students will meet or exceed state standards. Currently 51% of all students are meeting or exceeding state standards in English language arts.

Technology

Techonology

GLEN AVON ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

Welcome to Glen Avon Elementary School. We are a family of outstanding students, teachers and parents. The Glen Avon staff provides every child with a rewarding and enriching educational experience. At Glen Avon our dedicated staff implements a standards-based curriculum along with the very best educational teaching methods in reading, writing and math in order to provide all of our children with an exemplary education. Glen Avon students, staff, parents, and community are working together to shape young minds and create lifelong learners.

Glen Avon Elementary School is one of sixteen elementary schools in the Jurupa Unified School District and is in its second year as a program improvement (PI) school. The current school building was constructed and opened in 1951. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. Twenty-eight full-time and four part-time classroom teachers along with 21 classified staff positions serve Glen Avon's students during the regular school day. One Intervention/Resource Teacher and two Intervention/Instructional Coaches provide supplemental services to students and teachers. A principal with the services of a secretary, one full-time clerk, one full -time and one part-time translator clerk typist and two full-time custodians administer the school.
Two Special Day Class (SDC) teachers, a full-time Resource Specialist (RSP), a part-time nurse, two part-time speech therapists and a part-time Youth Service Center counselor as well as a part-time School Psychologist provide Special Education services. Three part-time bilingual tutors and six special education aides assist students. There is one part-time health care aide who provides medical and clerical support to students and school nurse. Six activity supervisors assist with student safety. Glen Avon offers Extended Learning Opportunities, an at-risk academic remediation program for selected students both before and after school. In addition, Glen Avon offers an intensive state testing preparation class in the spring to prepare students for California standardized tests. Tutoring programs are also taking place throughout our day facilitated by our A.M. kindergarten teachers and a peer / buddy tutoring program that our Resource Teacher oversees. In technology, Glen Avon reports on the CBEDs show our school as having 143 computers, with a ratio of five students per computer. All classrooms are connected to the Wide Area Network (WAN). Glen Avon teachers have access to a web-based JUSD email account. Teachers have received training in accessing the JUSD Data Director to get reports for STAR, HM summative, and local CRT assessments for their class from the web. Glen Avon has a full-size classroom portable for the housing of our K-6 library. An elementary media center clerk works to check books out to students and teachers, inventory and track all library resources including our Accelerated Reader program and order new books per request of classroom teachers. The library contains 7000 books and reference materials, with a growing satellite K-4 collection of about 2000 books housed in the classrooms for teacher and student use. The collection is monitored with the Follett database management system, allowing teachers and families on-line database search capabilities.

Analysis of Current Educational Practice

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

Introduction

All Glen Avon students have access to and participate in a rigorous, standards-based core curriculum. Our base program has been developed to ensure all students are meeting grade level standards. Yearly, the school inventories and purchases all components of the district-adopted materials for all students. Teachers meet weekly in grade level team meetings to discuss student achievement by analyzing state, local, and embedded assessment data. The Professional Learning Community (PLC) model is followed and teachers work together to identify what students have learned and what reteaching is required.

Reading/Language Arts

Glen Avon's reading/language arts (RLA) program reflects a balance between the skills and practice necessary to promote effective readers and writers. Literature based resources encourage personal reading and writing for the future. All students receive instruction utilizing the district-adopted K-6 Houghton Mifflin (HM) reading program Legacy of Literature. Phonics instruction is supported throughout the HM program. As a supplement to the core RLA program, Glen Avon uses the HM Leveled Readers to meet the needs of advanced, benchmark, and strategic learners. Teachers use Step Up to Writing as a supplement to the writing strand of

the HM program for all students. Our Library Technician will support the Accelerated Reader program during the school day as a supplement to the reading comprehension and vocabulary strands of HM.

The schools in Jurupa Unified School District utilize the California State Standards as the framework for RLA instruction. These standards provide a basis for focused instruction and provide teachers with monitoring points when measuring the progress of all students. All core curriculum, supplemental material and staff development supports the successful implementation of these standards.

Mathematics

All students receive instruction through the district-adopted core curriculum K-6 HM Math program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the California State Mathematics Framework: functions, algebra, geometry, statistics and probability, measurement, and logic and language. Students develop computation and problem solving skills through the district's core curriculum and supplemental material.

History/Social Science

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behaviors and values that re essential to a democratic society. Primary sources and various genres of literature are used to facilitate student understanding of historical periods, events, places and people, as presented in the district-adopted HM Social Studies program.

Science

Students receive instruction in life, earth, and physical science as presented in the K-6 Harcourt Science program. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity-based program through inquiry and investigation. Student progress is monitored through both formal and informal assessments, oral and written projects and performance-based assessments, which include hands-on activities, investigations, open-ended and higher level thinking questions.

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

English Language Development

Glen Avon Elementary School serves identified English language learner students. Spanish is the dominant language that the ELL population at Glen Avon speak. These students are placed in Structured English Immersion or English Language Mainstream classrooms with authorized teachers (CLAD, BCLAD,SDAIE, SB 1969, SB 395). EL students access the core curriculum through a variety of differentiated instructional strategies which include SDAIE, SIOP, CIELO, Universal Access, HM supplemental EL materials and math manipulatives. Additionally each student has access to the student reading materials, practice books, and auxilliary materials that accompany the HM RLA program. EL students also receive the appropriate level of ELD instruction based on CELDT levels as well as the District Profile Card indicators of ELD standard mastery. Daily ELD instruction is provided for 20 minutes in Kindergarten and 30 minutes in first through sixth grades. The CDE standards based adopted text, Rigby On Our Way to English (K-5) and Thomson and Heinly Visions (6), are utilized in all classrooms.

Special Education Program

The Special Education program at Glen Avon Elementary School provides a wide range of services including: Language, Speech, Hearing, Resource Specialist program, and a Special Day class. An individualized Education Plan (IEP) is developed to address the needs of each student. Parents collaborate in developing the IEP and making placement/service decisions for their child. Progress is monitored annually through the IEP process. Students in the Resource Specialist program and Special Day class utilize the Sopris West Language! program to help students meet State Standards.

Gifted and Talanted Education Program-GATE

GATE students are currently being served in their regular classrooms with a variety of instructional methods. Students receive differentiated instruction in the classroom and after school which may include special individual project studies, enrichment activities, and/or directed higher level questioning during daily lessons.

Intensive Students

Glen Avon Elementary utilizes the Sopris West Language! program to meet the needs of intensive learners who have consistently scored Far Below Basic or Below Basic on state and embedded assessments. The Langauge! program accelerates the learning of key standards through sequential and direct instruction in phonics, vocabulary, grammar, reading comprehension, and writing. This program is used as a one year intervention to give intensive learners access to grade-level standards and facilitate their return to the core HM program. Students' progress in the program is monitored through embedded Language! assessments, HM summative tests, and district criterion reference tests (CRTs).

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

Assessed Student Performance

To assess current school and district conditions creating barriers to improved student achievement, Glen Avon Elementary School staff collaborated with district administrators, parents, students and Riverside County Office of Education (RCOE) as the external entity. This collaboration fostered formation of a District School Leadership Team (DSLT) of site and district personnel along with staff from RCOE whose mission is to increase student achievement through development, implementation and monitoring of the HPSGP School Action Plan. From September through early December 2006 this DSLT met in day long meetings to collect, review and analyze all required data to determine scientifically-based research strategies and processes necessary for revisions to its

SPSA.

The DSLT completed the Academic Program Survey (APS). RCOE staff verified the evidence collected and shared by the principal and teachers in order to carefully validate the findings for current implementation of the Nine Essential Program Components.

The DSLT also completed and updated the District Assistance Survey (DAS) reviewing the original findings from May 2005 when the district was identified as a Program Improvement district. JUSD's District School Liaison Team (district/site administrators, teachers, parents and RCOE lead) regularly met throughout 2005-2006 and continues to meet and review the DAS to analyze district progress made in increasing its level of support to schools for implementing the Nine Essential Program Components. This group collects and analyzes district and school annual and ongoing student achievement at its meetings four times a year.

Students and parents completed surveys provided by RCOE to assess student needs and parent involvement. The DSLT analyzed these results and information from the SARC to better inform the HPSGP plan. The SSC met in October 2006 to discuss its role in the HPSGP process, the DSLT's findings from the APS, DAS, SARC and surveys to provide input into this plan. The SSC also reviewed the current single plan and student achievement data to revise and recommend the new SPSA; it will also meet in December to give final input and approve the HPSGP. The DSLT and SSC will continue to meet monthly to monitor HPSGP.

Annually in September all staff review and analyze disaggregated summative student achievement data from the STAR, CELDT, API and AYP in whole group and grade level meetings. Twice a month grade levels meet to discuss, analyze and use formative data from quarterly curriculum embedded assessments and from student work. Members of the DSLT shared information and findings from their HPSGP work with all staff and at grade level meetings to provide additional ongoing input for the action plan.

As part of its PI efforts JUSD will complete a district wide process using the LRE and ELSSA in spring of 2007. Due to the tight timeline for the HPSGP grant and the district's plan to use these survey tools, the DSLT will use these results to better identify and target the needs of specific special education students and English Learners to increase their achievement.

These major findings and conclusions are based upon the comprehensive assessment and evaluation of our school and district described in the above processes. Using the 40 page School Data Profile from RCOE detailing disaggregated data from the last three years of STAR testing, the DSLT found achievement gaps between White and significant subgroups in ELA. The school has made all API targets for the last three years, and AMOs in Math and ELA for the last two years except for Hispanic and ELs in ELA (see table below). ELs are meeting AMAO I and II goals but score below the AMO target in ELA. While not a significant subgroup, SWDs show the lowest achievement in both areas. Mathematics achievement ranks much higher than ELA.

In order to close the gap between white and other significant sub-groups in ELA, teachers will attend staff development on the needs of and effective strategies for these sub-groups. Teachers will attend training in formal collaboration and how to analyze and use the assessment data and data system in order to facilitate discussions RLA/reading assessments, lesson planning and delivery. In addition, teachers will be provided additional training in Universal Access, Step Up to Writing, and Marzano strategies. The school will also ensure that principals and teachers have training in ELD, SDAIE, SIOP (Sheltered Instruction Observation Protocol), and CIELO (Content Instruction for EL Opportunities Institute for Principals) strategies and in how to build academic language for all English Learners. Teachers will also have the opportunity to attend training in how to analyze and use the assessment data and data system during the grade level meetings in order to facilitate discussions about English Learners in reading and math assessments, lesson planning with SMART goals, and delivery. The Riverside County Office of Education (RCOE) will also train staff in and implement Capturing Kids Hearts. This is a RCOE Safe Schools Unit three day work workshop that provides staff with skills and strategies for themselves and students to achieve higher levels of success. The plan is to fully implement this training over the next two years so that all teachers use the EXCEL Teaching model in creating a safe, effective learning environment to develop self-managing classrooms, decrease discipline and behavioral problems, increase

attendance and respect, and build productive relationships with students and colleagues. Over the next two years all teachers, paraprofessionals, office staff and campus security staff will be trained to implement these important and critical strategies as a school-wide program.

Professional Needs

Based on consultations with staff and school leadership team, teachers have identified a need for more staff development related to the newly adopted Rigby ELD program. In the summer of 2006 teachers received a half -day orientation to the curriculum provided by the publisher. Teachers will also participate in Strategic Schooling Strategies from Dennis Parker to promote the increased achievement of students in RLA and Math. Scott Purdy will also provide staff development on Time Management for Teachers. Finally, teachers will attend technology training in order to become well versed in how to use technology to support the core curriculum.

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

The core curriculum adopted by the district in language arts and mathematics provide embedded strands to meet the needs of under-performing students. Whether it is through re-teach lessons, Universal Access components, or spiral review, the regular program provides a variety of means to service students who are under-performing. The district has also adopted a new reading intervention program, LANGUAGE!, which meets the needs of intensive students who still need more help than what is provided by the core curriculum.

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

Supplemental services provided through categorical funds include primary language support for English learners, extended learning opportunities in Math and RLA before school, at lunch, and after school, parent support and communications, and curriculum nights. Glen Avon is also able to provide supplemental services to students through the two content coaches (RLA and Math) and the Intervention/Resource teacher positions. These positions provide direct services to students through the improvement of instructional strategies and extra support for intensive, strategic, and EL students.

Glen Avon receives categorical funds through Economic Impact Aid (EIA), High Priority Schools Grant, and a Discretionary Site grant. The school-wide goal is student mastery of standards in all academic areas as evidenced by Adequate Yearly Progress (AYP) and Academic Performance Index (API) yearly benchmarks.

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

Glen Avon uses data from state, district,and curriculum embedded assessments to drive instruction. Glen Avon analyzes state data at the beginning of the school year to identify and target subgroups and individual students who have not met anticipated targets. In Addition, the district administers a CRT at the end of the year in grade K-1 and three times a year in grades 2-6. The CRTs provide data for analysis which measure how students are progressing in mastering the essential state standards. The district also requires the administration of the HM Summative Assessment four times per year to measure mastery of the standards that have been taught in the HM themes. In addition, Glen Avon utilizes the HM Theme skills tests at the end of each theme to conduct a data protocol session which identifies students who require reteaching of specific standards. During teacher collaboration time, teachers the data to determine mastered standards and standards that need additional focus.

All data from state, local, and embedded assessments is entered into a web-based database called Data Director. This data system is used to gather, analyze, aggregate and disaggregate student data for staff, students, and parents. Teachers are able to access multiple years of data by content strands or state standards to make academic decisions for the classroom. Since Data Director is web-based teachers are able to access their assessment data at school or at home. Parents and students are informed of progress made in achieving state standards through individualized reports given to students after each assessment. Assessment data is usually available within a few days of students completing the assessment. In order to help speed up the process of data collection and increase the range of assessments included in Data Director, Glen Avon will purchase two scantron scanners to be kept at the site and equipped with the ability to upload data into Data Director. This will allow teachers to collect data on teacher created assessments or embedded assessments not as yet included in Data Director.

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

All teachers at Glen Avon are fully credentialed and are identified as Highly Qualified teachers as mandated by NCLB. All of Glen Avon's teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students during their teacher release time. Students are also grouped for ELD by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).

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

Programs:

Principal's Open House Meetings

Held at least two times a year, these meetings provide parents with an understanding of Glen Avon's academic program, its components, and affect on the students. The first meeting, to be held in the fall, will provide an overview and introduction of our educational practice and what services the children receive. The second meeting, held in the winter, is a formal meeting to discuss current academic issues and have the opportunity to hear about programs taking place at our school and actually see some in action or demonstrations.

Back-to-School Night

Each year Glen Avon Elementary invites parents and family members to an evening program to meet the teachers, tour the school, and receive information about our school program. Each teacher introduces the California State Standards to the parents, provides an introduction to his/her classroom, discusses the curriculum nights, promotes attendance, and encourages school pride.

Parent-Teacher Conferences

Parent-Teacher conferences are held in November of each school year and provide an opportunity for teachers and parents to communicate about the student's performance and to collaboratively develop a plan of action for success and or strategies to help the child. CRT scores are shared with parents at this time. Teachers pass out grade level California State Standards in both English and Spanish, promote bi-annual workshops, have sign-up sheets for parent participation in the classroom, have parents and students sign Glen Avon's Parent/Student/ School Compact, and promote quarterly attendance awards. This compact gives parents and their student(s) a better understanding of the importance of education and their responsibilities at Glen Avon Elementary. Staff will look at the possibility of adding an additional Parent Teacher Conference in the spring.

Curriculum Nights

Each grade level will present a bi-annual workshop for parents. The workshops will be California State standards based. Teachers will present strategies to help master the California State Standards. Parents will learn how to reinforce these standards at home. Teachers will offer samples of good work, examples of how the California State Standards are being taught in the classroom, and have make-it-take-it activities for the parents to use at home. To promote parent attendance at workshops, Glen Avon Elementary will provide free babysitting and door prizes. Parents will be notified of these workshops during Back-to-School Night, parent-teacher Conferences, through fliers, PhoneConnect,and will be posted in the monthly school calendars printed in English and Spanish.

Parent/Teacher Association (PTA)

The PTA at Glen Avon Elementary is run entirely by volunteers who dedicate their time to helping our students and teachers. These volunteers work in the classrooms, organize fundraisers, and coordinate many of the student activities that occur during the year. With the money that is raised, the PTA helps sponsor fieldtrips that provide enriching experiences.

School Site Council (SSC)

The School Site Council, is comprised of the Principal, teachers and parents, and is responsible for discussing and approving Glen Avon's school plan. The Council also approves allocations of Title I funds, SIP funds, and

other funds. The SSC is also responsible for modifications to schoolwide programs, and also acts as a liaison to the community at-large.

English Language Advisory Committee (ELAC)

This committee is represented by parents to support our English Language Development program here at Glen Avon Elementary. These parents receive training in parliamentary procedures. They are informed about the EL program at Glen Avon. Parents are encouraged to be involved. The community provides a forum to give input as well as to share information about school programs. The members act as a liaison to the community at-large.

CBET Classes

Glen Avon Elementary offers adult second language learners the opportunity to take English language development classes taught by a credentialed Glen Avon teacher. These classes provide our second language learner parents the opportunity to become more involved in their child's educational experiences by providing training in helping with homework, communicating with the teacher, and basic language development skills. This program further strengthens the bond between home and school by providing a more effective means of communication between the parents and teacher.

Student Attendance Incentives

Student attendance will be rewarded quarterly. Special incentives will benefit those students with perfect attendance. Students with perfect attendance for the entire year will receive a certificate at the end of the year.

Awards Assemblies

Glen Avon Elementary awards students who are excelling through regularly scheduled awards assemblies. Students will be chosen for recognition based on performance levels on state assessments, local CRTs, HM embedded assessments, CELDT test, and EL profile cards. Students will be recognized for showing growth in these areas or attaining identified performance levels. Each student is recognized with a certificate. The parents of these award recipients are invited to attend the assembly, as well as other family members.

G.A.T.E. Meeting

Glen Avon also holds an annual meeting with G.A.T.E. parents to inform them about how the needs of advanced learners are being met at Glen Avon and address concerns or questions from parents. This meeting will be organized by the G.A.T.E. coordinator.

Community Organizations

Various community organizations also provide services to students at Glen Avon. The Riverside Community Health Foundation hosts the Miles of Smiles dental program on campus. This annual event provides free dental services to students. In addition, the Arlanza Family Health Center promotes workshops and community events to help strengthen families and promote academic success. Finally, Lens Crafters provides donations to students.

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

In reviewing the district's DAS, the DSLT found existing barriers to student achievement include: district maintenance of a well managed student data system including formative and summative assessments with timely and full access by all staff; district support for effective training to use research-based strategies for low performing students; full coaching support of new and veteran teachers with content experts for RLA and math; training and support for using curriculum-embedded assessments for student placement and to modify instruction; district support for improving parent education and school involvement in students' academic programs; ongoing support of staff through site visits by district administrators; district fiscal priorities, systems and policies established for fully implementing EPCs to improve academic achievement.

On a 20 question survey given in October 2006, the 37 parents who responded identified barriers to their student's achievement: 60% stated they always received school information; 56% said the school/district has a system in place for two way communication; 51% always understood standards and grade level expectations; 73% were always informed of upcoming school events; 38% always have information in how to support student's assignments; 70% are interested in workshops to help their child in school; 3% never feel welcome at school; 24% never regularly meet with teachers; 44% sometimes or never were offered opportunities to participate in decision-making, 47% in training for making decisions; 55% in leadership training.

On a 20 question survey given in October 2006, 167 students identified barriers to their achievement: 28% never and 50% sometimes were able to talk with someone at school about a problem; 6% never understand what standards were; 18% never talk to parents about school events and assignments; 12% indicate never having a quiet place to study at home; 67% are never asked to explain schoolwork to parents at a conference; 26% never are comfortable asking questions in class; 17% never and 43% sometimes feel teachers give enough information to complete homework; 46% never know how to prepare for a test; 52% never or sometimes feel safe at school; 48% never or sometimes feel safe in their community.

Teachers identified to the DSLT these barriers to student achievement: lack of high expectations and support for academics at home; high expectations for student learning not consistently demonstrated by all teachers; need for training in math interventions; lack of teacher training/use of differentiation of instruction; lack of belief in power of education by students and parents (78% of students on free/reduced lunch program and average parent education above high school graduation); students need greater teacher feedback and training to be responsible for learning; teachers need complete academic information on ELs and special education students in their classes; parents of ELs lack full connection to school and student's academic needs; teachers need to involve students in setting academic goals in all classes.

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

In updating the school's APS these Essential Program Components (EPCs) were at full or substantial implementation: (1) all students have appropriate SBE adopted materials, Houghton Mifflin Reading (HMR) A Legacy of Literature, Sopris West Language! and Houghton Mifflin Mathematics; (2) all benchmark students have the required 120 minutes in RLA and 60 in math; all intensive have 120 or more minutes in Language!; all intensive students have at least 30 additional minutes in math; (3) administrators are trained in AB 430; (4) all teachers are fully credentialed and highly qualified; a large number of teachers are trained in AB466; (5) curriculum embedded assessments in RLA and math given every 6-8 weeks are collected on Data Director; (6) grade levels collaborate weekly; (7) pacing guides for RLA and math are used; (8) district and school funds support RLA and math programs.

As barriers to student achievement in RLA and math, these EPCs need improvement or at partial implementation: (1) all classes do not have full implementation of RLA and math adoptions as teachers need training in direct instruction and use of universal access; (2) new teachers need AB466 in Houghton Mifflin RLA, Language! and HM math Professional Development; (3) teachers need training to use data from curriculum embedded assessments; (4) site needs one RLA and one math coach to support teachers in the adoptions; (5) grade level teams need more training in formal collaboration; (6) coaches and administrators need to monitor pacing guides; (7) reallocation of existing and new HPSGP funds need to better support teacher curricular and instructional planning, implementation and monitoring of RLA and math adoptions.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

EL learners

All English language learners will meet or exceed the Annual Measurable Achievement Objectives (AMAOs) for 2007-2008.

Mathematics

Mathematics

All students in significant subgroups as well as ELs and special education students will improve their mathematics achievement for 2007-2008.

Other

Centralized Services

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

Parental Involvement

Parent Involvement

The number of parents participating in school functions and academic support for students will increase.

Reading/Language Arts

Reading and Writing

All students in significant subgroups as well as ELs and special education students will improve their reading and writing achievement for 2007-2008.

GRANITE HILL ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

Granite Hill Elementary School
Mission Statement

Students at Granite Hill Elementary School are expected to meet or exceed California grade-level standards and to demonstrate mastery on both formative and summative assessments. The staff at Granite Hill strives to support student achievement in a variety of ways. Using research-based teaching strategies, students receive instruction designed to develop critical thinking, as well as ethical, cultural, social, economic, and political literacy; and behavior and values that are essential to a democratic society.

Our program reflects our school mission statement:

All students learning
Supportive environment
Thinking critically
Respect for others and pride in self
Opportunities for academic achievement
Shared leadership

Application of knowledge
Involving parents and community
Making good choices

The professionally trained staff is committed to meeting the learning needs of every student at our school. We believe in our school motto, Granite Hill - where learning never stops!

Located in an unincorporated area of western Riverside County, Granite Hill opened in 1992, as the fourteenth of sixteen elementary schools in the Jurupa Unified School District. Granite Hill's enrollment is 700 students, ranging from kindergarten to sixth-grade. Forty-four percent of the students are English Learners.

Analysis of Current Educational Practice

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

Granite Hill has used state standards to guide instruction. In addition, teachers have district-identified "Essential Standards" to prioritize the amount of time spent teaching each standard, as well as district-developed pacing guides for language arts and mathematics.

Our needs assessment shows that there is a need to continue to improve reading and mathematics achievement, especially among English learners and lower socio-economic students. We must also strive to provide challenging instruction to proficient and advanced students, to ensure that they continue to excel.

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

All students at Granite Hill have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

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

Staff development has been directly linked to needs identified in our last analysis of student achievement data:

August 29, 2006: Review of student achievement during 2005-2006 and the refinement of a strategic plan for program improvement in 2006-2007.

August 31, 2006: Overview of newly adopted Rigby On Your Way to English program and Harcourt Social Studies program.

November 4, 2006: Staff development with Dennis Parker. Overview of Stategic Schooling Model: targets, feedback, know-how and context.

January 27, 2007: Staff development with Dennis Parker. Focus on working with English Learners.

Grade level meetings with the Principal: Review student progress, conduct additional staff development (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the intervention program to provide a more specific focus), and plan for instruction

Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.

Support and guidance provided to new teachers as needed.

For the 2007-2008 school year, we propose to continue working with Dennis Parker to review our progress from 2006-2007, and to meet by grade levels to consider strategies for improving instruction.

In addition, we will meet on August 30, 2007 to review student achievement during the 2005-2006 school year and to begin developing a strategic plan for program improvement in 2007-2008.

Grade level, focused teacher planning meetings and support for new teachers will continue as in previous years.

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

All students at Granite Hill have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry. Students receive additional assistance through cross-age tutors, peer tutors, instructional aides, bilingual language tutors and parent volunteers.

Parent involvement is a continuing concern at Granite Hill. Members of the PTA are afforded opportunities to become involved, provide input and voice concerns about programs.

PRESCHOOL TRANSISTION PLAN
All pre-kindergarten children are invited to Granite Hill each spring. In May, these students and their parents participate in our annual Kindergarten Orientation. They receive information about kindergarten and visit the kindergarten classes. Parents receive materials and ideas to work with their children over the summer. Prior to the start of the school year, kindergarten teachers individually assess each incoming kindergarten student in the areas of language arts and mathematics. Finally, just prior to the start of the school year, incoming kindergarten students and their parents are invited to come to class for additional orientation.

REGULAR EDUCATION STUDENTS REQUIRING PROGRAM MODIFICATIONS
Regular educational students who need modifications in the regular program receive assistance through the development of a 504 Program Modification Plan, developed with their teachers, parents, health care workers and others to meet their special needs.

TECHNOLOGY PLAN
Objectives for technology are consistent with school and district goals. Teachers expose students to a wealth of information available through technology to enhance the teaching of standards. Granite Hill strives to use technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for academic success.

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

Teachers use a variety of assessments to modify instruction and improve students achievement, including the results of the norm-referenced Comprehensive Achievement Test - 6 (CAT-6); the criterion-referenced California Standards Test (CST); and the district's Criterion Referenced Test (CRT). Teachers use the services of the Data Director program to analyze individual and group results to modify instruction to meet individual needs and to ensure that every grade level standard has been taught and learned. In addition, embedded classroom formative and summative assessment results are evaluated to inform instruction. Teachers meet by grade level once per week to look at student work, examine student progress, and to plan for instruction.

In addition, Granite Hill has launched a parent/student motivation plan to build a culture of excellence. Activities include goalsetting, special incentives for specific accomplishments, the ASTRO Wall of Honor and other recognition programs, standards blueprints review and an additional parent conference day.

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

All Granite Hill teachers work with students at their grade level that are experiencing low academic performance. Teachers plan interventions and instructional strategies aimed at these students during weekly planning meetings.

In addition, students demonstrating low academic performance, particularly EL students, are referred to work in small groups with "Consulting Teachers." "Consulting Teachers" are fully credentialed, experienced teachers who work a few days a week with small groups of students to develop mastery on specific standards.

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

Granite Hill School provides a safe, orderly environment for learning. There have been five expulsions during the past three years, and average suspensions for elementary schools in the district.

Students requiring additional assistance may participate in the services provided by the district's Student Assistance Program, Strengthening Families Program, Healthy Start, Student Study Team, Child Protective Services and School and Community Outreach Team Program.

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

Granite Hill annually conducts a self-review that involves parents, teachers and other community members. The following barriers have been identified:

About 62% of the students at Granite Hill are scoring below the Proficient and Advanced levels on the California Standards Test in language arts. Teachers have identified that students have the greatest difficulty in reading comprehension and functional reading. In language arts, students experience difficulty in mechanics, writing skills, study skills and understanding.

Fifty percent of the students at Granite Hill are scoring below the Proficient and Advanced levels on the California Standards Test in mathematics. Through data analysis, teachers identified that students experienced the most difficulty with computation, number sense, and problem solving.

Teachers continue to need structured planning time to discuss the standards, review assessment data to guide instruction, and align standards-based instructional practices, materials and programs.

Many parents do not speak English (or are limited English speaking), making it difficult to communicate with the school and to help their child(ren) with homework.

Forty-four percent of the students are English learners and have difficulty with grade level material.

There is a continuing need for professional development that focuses on teaching strategies and approaches that foster academic achievement among English learners and socioeconomically disadvantaged students.

There is limited parental involvement in the academic program. Many parents attend school programs, but fewer parents are partners in their child's education. There is a consistent group of parents that work closely with the school, but many parents are not involved with the academic program.

Additional interventions are needed to address specific skill needs for at-risk students. Intervention programs need to be more explicitly targeted.

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

In addition to the barriers listed above, the staff has noted that there are systemic barriers to student achievement:

Achievement is based on age rather than skill level. A child may be ahead or behind the norm, but for students to properly master all of the standards, they must master each sequential standard before moving to the next.

California's economic problems have limited program implementation, as funding for various programs is uncertain. Intervention programs for students working 2-3 years below grade level are needed.

While restructuring the program to allow for weekly teacher-planning time has helped, additional time is needed for teachers to thoroughly plan for instruction and assessment to enable all students to meet standards.

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

All students at Granite Hill have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-

depth inquiry.

Parent involvement is a continuing concern at Granite Hill. Our School Site Council (SSC), reflecting appropriate parity, has the opportunity to provide input on all aspects of the school program. Members of the English Learners Advisory Committee (ELAC) are also afforded opportunities to become involved, provide input and voice concerns about programs.

Categorical funding is primarily spent to provide under-performing students small group instruction, additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, and assistance to parents. These items are discussed in the sub-categories of English Learners, Special Education, Gifted and Talented Education, and Title I.

ENGLISH LEARNERS
About 44% of Granite Hill's pupils are English learners (ELs). Spanish is spoken by 99% of our ELs. These students are placed with authorized (SB 395, CLAD, BCLAD, LDS or BCC) teachers. All of Granite Hill's teachers are authorized. Four part-time bilingual tutors assist students with primary language support. The district has adopted the Rigby "On Your Way to English" (grades K-5) and "Visions" (grade 6) series for daily English Language Development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading and writing in English. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

Granite Hill has an active EL parent group, the English Language Advisory Committee (ELAC). The ELAC meets regularly and advises the principal on the development of a master plan for English learners, and the development of the school's needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

SPECIAL EDUCATION
The special education program at Granite Hill serves students with a wide range of services, including a Language, Speech and Hearing specialist, a Resource Specialist program, and adaptive Physical Education. Special Day Class classes are available at other district schools. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An Individualized Education Plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement / service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all special education students is access to the core curriculum and maximum participation in the least restrictive environment.

GIFTED AND TALENTED EDUCATION
GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. All GATE students receive core curriculum in their regular classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. District accelerated curriculum standards that have been designed specifically to challenge GATE and high achieving students are addressed.

TITLE I
Granite Hill is a school-wide Title I school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills, through classroom instruction, assistance from an off-norm teacher in a small group, practice on selected software and through intervention programs during both the regular school year and in the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits, written correspondence, etc.

Supplementary materials are available in classrooms to modify instructional programs in order to meet the needs of students. Strategies such as using one-on-one help, small group instruction, cooperative learning,

peer tutoring, hands-on activities, and technology-assisted instruction are used as interventions in helping students succeed.

Students who are experiencing difficulty in learning to read and write have opportunities to participate in the district Extended Learning Opportunities program which is offered during the school year as well as during the summer. Title I funding is used to lower the teacher-student ratio in the ELO classes, to provide off-norm teachers to work with small groups of children, and to provide bus transportation so that all students requiring assistance have an opportunity to attend.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents, students and staff sign a compact, identifying each person's responsibilities in helping the child be successful. To ensure that students continue to be successful, Title I funds are used to provide a second day of parent conferences for select students at the end of the first semester.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

English Learners

English Learners will demonstrate an increase in English language proficiency as demonstrated by the CELDT.

Mathematics

Math: All Students

All students will demonstrate an increased proficiency in mathematics.

Other

Centralized Services

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

Professional Development

Plan and implement professional development for teachers, support staff, paraprofessionals and administration.

Parental Involvement

Parent Involvement

Parents will participate in school activities that support student achievement and increase their level of involvement in the educational process.

Reading/Language Arts

R/LA: All students

All students will improve in literacy (including reading, writing, oral communication, language development and spelling).

Intervention Services

All students in significant subgroups as well as ELs and special education students will inprove their reading achievement in 2007-2008.

School Climate

Learning Environment

Granite Hill will maintain a school learning environment that promotes and encourages academic achievement, student attendance, and student leadership and responsibility.

INA ARBUCKLE ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

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

Ina Arbuckle uses the California State Standards to guide instruction. The standards serve as the structure for planning school goals and expected learning outcomes. Teachers follow district pacing guides to implement the curriculum and align assessments to the standards. The staff implements state adopted instructional materials and supplemental resources to aid in the mastery of standards. Teachers meet regularly by grade levels on minimum days to share strategies that they find effective in helping students attain mastery of the curriculum and standards. During these meetings, teachers analyze student data collected from data director focusing on district Criterion Reference Tests (CRTs), CSTs, Summative Tests, Chapter and Unit Math Test. Teachers then plan their instruction based on the data.

Core-Curriculum
Reading/Language Arts
Literacy development is the focus at Ina Arbuckle. The staff is dedicated to ensuring student mastery of basic skills in reading and writing. During and after-school programs offer additional support to at-risk students. Students are also given access to summer school programs to increase literacy skills. At risk 4th-6th grade students receive their core reading instruction using "Language!" the district adopoted reading intervetion program. In addition, our Intervention Teacher/Coach assists teachers through classroom observations, demonstration lessons, and the appropriate use of strategies for at risk students. The ultimate goal is to have students become proficient readers and writers at their appropriate grade level.

Students at Ina Arbuckle receive instruction from the district-adopted K-6 Houghton Mifflin Reading program and Language! for grades 4th-6th at risk students. Phonics instruction is provided from the Houghton Mifflin materials. Extra support materials include Houghton Mifflin Universal Access books such as: English Learner Support Handbook, Extra Support Handbook, Challenge Handbook, and Class Management Handbook. In addition, first though sixth grade teachers have access to the Houghton Mifflin leveled readers for language support.

Mathematics
The district-adopted core-curriculum is Houghton Mifflin Mathematics. Number sense, algebra and functions, measurement and Geometry, Statistics, Data Analysis, and Probability and mathematical reasoning are the fundamental concepts. Students develop computation skills and problem-solving strategies through Houghton Mifflin and supplemental materials such as Math Steps, Houghton Mifflin Intervention Handbook, and Student Practice Handbook.

Ina Arbuckle recognizes the need to effectively teach students skills and concepts within larger mathematical units and tasks that are open-ended and have multiple solutions. Assessments of student progress are evaluated through formal and informal measures. Teachers use a variety of strategies to enhance student's basic math computation abilities and problem-solving skills.

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

Teachers at Ina Arbuckle Elementary School focus on the needs of all students by differentiating instruction, providing additional specialized assistance, and using state-adopted materials that are appropriate to meet students' needs.

Program for English Language Learners

Ina Arbuckle currently serves 398 English Language Learners (ELL). Spanish is the dominant language that is spoken at Ina Arbuckle. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. All of Ina Arbuckle's teachers are authorized to work with ELL students. ELL students also receive primary language support from either their classroom teacher and/or from a bilingual language tutor. Curriculum for English Language Development (ELD) is the state ELD standards. The district has adopted the Rigby, "On Our Way to English" ELD program for grades K-5, and "Visions" from Thomson-Heinle for 6th grade. Extra support materials include the Houghton Mifflin Universal Access Handbook for English Language Learners as well as the Houghton Mifflin Language Support leveled readers for 1st-6th grades.

Ina also has the Jurupa's third and fourth grade Language Academy students. Students continue to receive academic instruction in their primary language of Spanish, while developing their English skills.

The main goals of the English Language Learner program are for students to become fluent English speakers, have access to the core curriculum and achieve at the same rate as their English-only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students new to California or who just entered school for the first time, are assessed at the District Language Assessment Center in English within 30 days of enrolling at their neighborhood school if any of the first three responses on the Home Language Survey is a language other than English. They are assessed using the California English Language Development Test (CELDT) and then they are reassessed annually using this same test. In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card, which tracks student progress, is kept for each student.

The Barton Reading and Spelling System based on the Orton Gillingham multisensory method and/or the LiPS (Phoneme Sequencing Program for Reading, Spelling, and Speech)is utilized to provide a reading intervention program for EL students who are not making their annual yearly growth target based on the AMAOs and their individual catch-up plan.

All English language learners receive English Language Development (ELD). ELD lessons are designed to promote English acquisition of listening, speaking, reading, and writing skills in English. As documented in teachers lesson plans, students receive daily ELD instruction for a minimum of 20 minutes in kindergarten, and 30 minutes in grades 1-6. Students' classroom placement is based on their English proficiency level. All beginning, early intermediate, and intermediate students are provided access to the core curriculum through a Structured English Immersion (SEI) program. Early Advanced and Advanced English learners receive instruction in an English Language Mainstream (ELM) program. All English learners benefit from SDAIE instructional strategies. Title III funds are used to support services to EL students and their parents.

Ina Arbuckle has an active English Language Advisory Committee (ELAC) that is elected from the parents of EL students. The ELAC meets regularly and advises the principal on the development of a master plan for English learners and the development of the schools need assessment. In addition, it is an opportunity for parents and community members to learn about program options and ELD standards.

Special Education Program
The Special Education Program at Ina Arbuckle serves students with a wide range of services including language, speech and hearing; a Resource Specialist Program; and Special Day Classes. Special need services for identified students are provided by a fully certified Special Education staff at Ina Arbuckle School that includes two Special Day Class teachers (primary and upper communicatively handicapped classes), a full-time Resource Specialist, and a speech pathologist. Individual Education Plans (IEPs) or 504 plans are developed as determined by district assessment policies and procedures. Special Day Class (SDC) and Resource Specialist Program (RSP) teachers provide instruction on the core curriculum at the appropriate level and in the least restrictive environment. General education teachers participate in the development of goals and objectives in the IEP process.

The Student Study Team (SST) is composed of primary and upper grade representatives, the speech pathologist, the resource specialist, a classroom teacher, and the principal. The SST uses the Jurupa Unified Student Study Team process for discussing and recommending intervention strategies using regular school resources and personnel. The team may coordinate referrals for students whose needs cannot be met with modifications of the regular program.

The Intervention Support Team (IST) is composed of the intervention teacher/coach, the RSP teacher, the speech pathologist, the district TSA, and the principal. The team provides staff develop for teachers to gain knowledge and assistance in providing assessments for struggling students prior to referring them to the Student Study Team. The purpose is assist teachers in establishing interventions in the classroom, how to develop intervention goals and monitor progress to evaluate the effectiveness of the intervention.

Gifted and Talented Education
Gifted and Talented Education (GATE) students at Ina Arbuckle are cluster-grouped in classrooms. Students are provided differentiated curriculum in the classroom through use of enrichment activities that incorporate higher level thinking skills. In addition, GATE students are provided instruction through several all day activities that present an in-depth focus. The site GATE coordinator(s) monitor and organize all the activities that include field trips, presenters, and workshops.

Students are identified through parent and teacher input; observations; special honors and/or recognition received; language spoken at home; availability of enrichment experiences provided in the home; and other inhibiting factors and scores on standardized tests. Ina Arbuckle is currently serving 40 students in grades 4-6.

Program for Title 1 Students
Ina Arbuckle Elementary School is a schoolwide Title 1 School. Our Title 1 program during this past year (2006-2007) concentrated on an intensive effort to increase student achievement in language arts. Students having difficulty with the standards were identified by their teachers, CRTs and CST scores (Below Basic and Far Below Basic) and were recommended for the after-school Extended Learning Opportunity (ELO) program. Supplemental materials for language arts (Houghton Mifflin Leveled Readers) were purchased with Title 1 funding to assist students in mastering the state curriculum standards.

An Intervention Teacher/Coach is funded through Title 1 to assist teachers with interventions and teaching strategies for at-risk students. The Barton Reading and Spelling System, a multi-sensory Orton-Gillingham based method, is a state adopted intervention program used to serve kindergarten through third grade at-risk students. The program is overseen by the interventon teacher/coach and assisted by instructional aides and bilingual language tutors. Participating students receive small group instruction. Instruction begins with phonemic awareness and continues in a systematic approach teaching spelling and reading rules. In addition, the interventon teacher/coach uses the LiPS (Phoneme Sequencing Program for Reading, Spelling, and Speech)for students who demonstrate a deficit in auditory discrimination. Once students gain mastery in auditory discrimination they are placed in the Barton program.

Meetings for Title 1 parents are held regularly during the year. During the meetings discussions are held regarding how the Title 1 program can be improved, what assistance can be offered and what role parents play in the education of their student(s). A yearly survey is conducted and the information is analyzed to improve the Title 1 program. Parents sign the compact and agree to assist their student in improving his/her academic performance.

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

Ina Arbuckle staff participated in AB 466 math and language arts training, and a variety of workshops that focused on the implementation of curriculum standards, effective teaching practices and strategies in meeting the unique needs of our diverse student population. The successful implementation of the math training was a key factor in our student achievement. The math training addressed instructional strategies and best practices across the grade levels. It provided an on-going, high-quality professional development aligning curriculum standards, assessment, effective instructional strategies, and practices. Through the partnership of the Jurupa Unified School Districts Education Services and Riverside County Office of Education, we have worked collaboratively to improve student achievement and teacher success. In addition, the principal completed his AB 75 Principal Training Program Module 1 in language arts and math.

In addition, the principal and selected staff members received training in Marzano Strategies which focuses on the latest research in instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas. The list of strategies include; identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives(standards) and providing feedback, generating and testing hypotheses, and questions , cues and advance organizers. Furthermore, the Ina teachers continue to gain understanding of Bloom's Taxonomy and PLC implementation. During staff meetings and selected minimum days staff members received training in the implementation of the strategies.

During Ina Arbuckle's staff development day, staff members received valuable information on preparing students for STAR testing.

Staff will continue to receive staff development in the areas of curriculum development; Specially Designed Academic Instruction in English (SDAIE); technology, Literacy Training; Step-Up-to-Writing; parent involvement; English Language Development (ELD); and differentiated instruction for at-risk students; high achievers; GATE students; and students with special needs.

Ina's Bilingual Language Tutors and our EL Facilitator receive monthly staff development opportunities provided by the Language Services Department.

Ina Arbuckle will continue to participate in the National Science Foundation UCR/District Partnership, a math program entitled, NSF Mathematical ACTS: Achievement Via Collaboration with Teachers and Students, with teachers in grades four through six. This program will target math and will provide training and support for teachers to better meet the needs of their students. The training will focus on strategies, methodology, and data to raise student achievement in math and science.

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

Teachers at Ina Arbuckle use a variety of teaching methods such as cooperative learning, whole language strategies, cross-age tutoring, peer tutors, English language development, and specially designed academic instruction in English. Other available resources are bilingual language tutors, parent volunteers, Community Based English Tutoring Program, intervention teacher/coach, Extended Learning Opportunity (ELO), Resource Specialist Program, Special Day Classes, speech and language, nurse, Youth Service Center counselor, mental health counselor, psychologist, and Student Study Team.

Students have access to computers in the classroom to assist them in learning. The library offers a rich selection of books that are labeled according to Accelerator Reader levels. This assists students in selecting books to read that are at their zone of proximal development (ZPD).

Ina Arbuckle participates in the Reading is Fundemental program (RIF). Students receive between three and four free books per year to keep as their own.

In May pre-kindergarten children and their parents are invited to a kindergarten orientation. Teachers explain the program and visit the classes. Parents have the opportunity to meet teachers and ask questions. Parents receive a copy of the kindergarten standards. Teachers stress the importance of social and academic development and give parents ideas on how to help their children prepare for school. The state preschool and SDC preschool classes take time to tour the kindergarten classrooms and meet the teachers to ease the transition into kindergarten.

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

The faculty at Ina Arbuckle Elementary is trained to analyze data in order to make instructional decisions. The data that is collected includes the results of the STAR Test, the criterion referenced California Standards Test (CST), Houghton Mifflin Summative Tests, and the district's Criterion Referenced Test (CRT). Teachers use the data director software to disaggregate student information and to modify instruction to meet and insure that every grade level standard has been taught and mastered. Classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet on minimum days to look at student work, examine student progress, and make instructional decisions.

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

All of Ina Arbuckle's teachers work with students that are experiencing low academic performance. Teachers at all grade levels, plan instructional strategies aimed at these students during their minimum day planning time and individual planning times. Several grade levels plan together and team up to group students for instruction giving them a greater opportunity for success.

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

Parents and the community are encouraged to become involved at Ina Arbuckle School by volunteering in classrooms, attending school and district functions, becoming members in the PTA, School Site Council, Title 1 Advisory Council, CBET, Student Assistance Program, Help from the Heart, and English Language Advisory Council. Parents are offered workshops and in-house services to provide an opportunity for them to acquire ideas and strategies in improving their children's academic achievement, such as English as a Second Language classes, and CBET/Family Literacy classes. In addition, parents are encouraged to meet with teachers to go over their child's academic progress. Translators are provided for teachers who are not fluent in Spanish.

In addition, a monthly newsletter and calendar is sent home, "Parents Make A Difference" newsletter is also sent monthly, regular Parent meetings are held with parents to promote effective communication about school related concerns, important upcoming events and dates are communicated. Bulletins, monthly calendars, the parent handbook and individual telephone calls are also used to continue to provide home/school communication. Parents are invited to participate in Student Study Team meetings to provide additional information and background knowledge to help the team determine appropriate interventions for their child.

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

Ina Arbuckle provides a variety of resources to the students, families and community members associated with Ina Arbuckle. Students' available resources are comprised of Extended Learning Opportunities (ELO), Universal Access (UA), Supplemental Education System (SES), and Think Together. When needed, students also have available a Mental Health Counselor, Youth Services Counselor, a school nurse, and a Health Aide.

Parents also have a wide selection of resources available to them. English classes are provided through our CBET program to assist parents in gaining English skills. Parents are also invited to participate in the monthly Parent meetings, PTA, School Site Council (SSC), English Language Advisory Council (ELAC), and Literacy and Math Nights.

At the district level parents are encouraged to participate in the Café Literario, DELAC, DAC, and the Community Fair.

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

The barriers that effect student achievement at Ina Arbuckle consist of the following: high transient rate, high percent of free and reduced lunch, low socio economic factors, and high a population of English Language Learners.

In 2006-2007, Ina Arbuckle Elementary School certified staff, classified staff, and parents were invited to participate in a comprehensive needs assessment. Ina Arbuckle studies, analyzes, and discusses data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. The survey found that teachers felt a need in four areas that required improvment. First, that school rules are not enforced constantly and fairly. Second, our report cards are not appropriate for reporting student performance to parents. Third, teachers have not been involved in actively developing and improving assessment instruments that they use. Finally, instructional technology is not used to support the curriculum and instruction.

Parents voiced the following concerns. First, they felt that they were not encouraged or invited to observe lessons in their child's classroom. Second, the school did not offer assistance with transportation, babysitting and other needs so that parents may attend school events. Third, the school does not seem to have high academic standards for all students. Finally, parents are not offered training so they may assist their child at home with learning activities.

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

The main services provided to under-performing students using categorical funding are in the form of additional academic materials; technology to assist students; incentives for achievement and attendance; professional development for teachers; and assistance to parents. These items are discussed in Items 2 above under the sub-categories of English Language Learner Program, Special Education Program, Gifted and Talented Education, and the Title 1 Program. Other categorical programs that assist students in meeting standards are:

Reading Intervention
Ina Arbuckle utilizes three teachers from 4th-6th grade to teacher the Language! reading intervention program, one class per grade level. Teachers continue to provide required universal access time for students participating in the Houghton Mifflin ELA program.

Math Intervention
Teachers utilize the Computational Skills Tutorial, (Math Steps) program from Houghton Mifflin to assist students in mastering operations with whole numbers, fractions, decimals, ratios, and percents. Continue to provide required universal access time in math at each grade level.

Community Based English Tutoring Program (CBET)
The intention of the CBET program is to assist students and families as they learn English. The program provides academic support, as well as assistance with language acquisition. Ina Arbuckle offers instruction in Essential State Standards and tutoring skills to limited English speaking adults from the community. Credentialed teachers provide CBET workshops throughout the school year. Parent workshops are offered in the afternoon and are designed to provide parents with skills and materials to help their students in academic areas. In addition, Ina Arbuckle provides opportunities for parents and community members to participate in ESL classes. Ina also provides the "Distance Learning" program for parents who are learning English. Parents attend class once a week to check-out English CDs, a work packet, and take a quiz on what they learned the previous week.

Extended Learning Opportunity (ELO)
This is our supplemental program for at-risk students in grades 1-6 which includes a primary emphasis on language arts (reading). The focus is on essential standards in grades 1-3 and on minimum standards in grades 4-6. Students current levels of achievement in both mathematics and language arts are assessed and the individual need of each student is addressed through whole group and individualized instruction. Instruction is provided until mastery has been achieved. Our Extended Learning Opportunity programs include Summer (ELO), and after-school ELO sessions, and state approved reading intervention programs for at risk students.

Title III Funds
The Title III funds are used to provide intensive English instruction for English language learners at the Beginning, Early Intermediate, and Intermediate levels of English Language Development (ELD).

English Learner Aquisition Program (ELAP)
The English Language Acquisition Program (ELAP) provides funds to assist pupils in grades four through six to learn English as efficiently and as quickly as possible, as well as progress academically to meet grade-level standards.

Drug, Alcohol, Tobacco Education-TUPE/SDFSC
The goal of Ina Arbuckle is to give students the knowledge needed to make healthy life choices. Our aim is to prevent students from developing favorable attitudes towards drugs, alcohol, and tobacco. The instructional programs, "Too Good For Violence", and "Too Good For Drugs" increase students knowledge of the negative effects of tobacco, alcohol, and drugs. The programs help increase their self-confidence, develop positive peer relationships, and engage in positive activities. Students learn self-esteem, decision-making, refusal skills, and coping strategies. Students also learn information regarding nicotine, drugs, chemical dependency, consequences of using drugs, and violence prevention through Red Ribbon Week and Yellow Ribbon Week activities, assemblies, and instruction from school and district personnel.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Students attending Ina Arbuckle face many challenges on a daily bases. More than half the students are learning English as a second language; the majority of students come from low socioeconomic homes, and receive a free or reduced lunch. Many students have attended several schools within Jurupa Unified School District, as well as surrounding districts within the state. Despite these challenges, Ina Arbuckle students continue to make academic growth. During the 2004, 2005, and 2006 school years Ina Arbuckle met their AYP both in criteria and participation in Language Arts and Mathematics.
In 2004 Ina Arbuckle's expected growth target was eight points, Ina made three points. In 2005 Ina's growth target was again eight points, Ina made five points. While both years Ina did not make their growth target they were only slightly off the expected target, but still showing growth. In 2006 Ina's growth target was again eight points; Ina not only met but far exceeded their target by receiving a 30 point gain.
Ina Arbuckle students further demonstrate their content knowledge and mastery of grade level standards by improving on the District's benchmarks #1 and #2. Ina students displayed a minimum of a 6.0 gain in 4th grade Language Arts all the way to a 23.0 gain for 2nd grade. In mathematics 4th grade showed a gain of 15.0 to a 36.0 gain for second grade.

Conclusions from Parent, Teacher and Student Input

In 2006-2007, Ina Arbuckle Elementary School certified staff, classified staff, and parents were invited to participate in a comprehensive needs assessment. Ina Arbuckle studies, analyzes, and discusses data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. The survey found that teachers felt a need in four areas that required improvment. First, that school rules are not enforced constantly and fairly. Second, our report cards are not appropriate for reporting student performance to parents. Third, teachers have not been involved in actively developing and improving assessment instruments that they use. Finally, instructional technology is not used to support the curriculum and instruction.

Parents voiced the following concerns. First, they felt that they were not encouraged or invited to observe lessons in their child's classroom. Second, the school did not offer assistance with transportation, babysitting and other needs so that parents may attend school events. Third, the school does not seem to have high academic standards for all students. Finally, parents are not offered training so they may assist their child at home with learning activities.

School Goals for Improving Student Achievement

English Language Development

English Learners

English learners will demonstrate an increase in English language development as demonstrated on the Annual Measureable Achievement Objectives (AMAOs) as measured on the CELDT and CSTs.

Mathematics

Math Intervention

All students in significant subgroups as well as ELs and special education students will improve their mathematics achievement for 2007-2008.

Mathematics

All students will demonstrate an increase in mastering mathematic's standards.

Single Plan For Student Achievement

Other

Centralized Services

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

Student Attendance

Students will increase their days in attendance.

Parental Involvement

Parent Involvement

Parents will participate in school activities including monthly parent informational meetings that support student achievement. There will be a 10% increase in parent participation in school activities.
Parents will be invited to attend two evening parent workshops focusing on reading and math standards and strategies to assist them helping their child master grade level standards.

Reading/Language Arts

Reading Intervention

All students in significant subgroups as well as ELs and special education students will improve their reading achievement for 2007-2008.

Reading/Language Arts

All students will demonstrate improvement in reading, writing, listening, speaking, and written and oral English language conventions.

School Climate

School Climate

Selected staff members will serve as the PLC Team and attend PLC training (funded by the district) with the principal to improve students success and build a positive school climate. The PLC team will conduct trainings to establish a professional learning community at Ina Arbuckle. Teachers will be provided with opportunities to collaborate on minimum days and on a grade level release day. The computer support will be provided as needed to assist Ina staff members in the area of technology to better assist them so students gain academic success and master grade level standards.

Technology

Technology

Provide LCD projectors, document cameras, and other technology sources to classroom teachers to address a variety of students learning styles and to make content more comprehensible to all students. Projectors provide whole class interactive dialogue and creatively employ graphics, sound, and simulations to promote acquisition of facts and skills, promote concept learning, and enhance understanding.

Provide training for teachers in using technology in the classroom to enhance learning opportunities and improve academic achievement.

INDIAN HILLS ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

We, the staff, families, students, and community members of Indian Hills Elementary School come together as a team to take an active and responsible role in setting high expectations for learning. We will provide a quality education in a safe and nurturing environment, thereby empowering future generations to become productive citizens of our society.

Indian Hills Elementary School supports and implements the Jurupa Unified District's "Blueprint for Learning". As supported by research, "learning" needs to be the focus in an effective educational process. Alignment of standards, materials, and staff development help ensure student achievement and success. The JUSD five-point plan includes The Resources, The Structure, The Materials, The Method, and The Support.

Indian Hills Elementary School, which opened in 1986, is one of sixteen elementary schools in the Jurupa Unified School District. The school is nestled between the Jurupa Mountains and the Santa Ana River in a community known as Indian Hills. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. It is considered a neighborhood school with most students living within walking distance. At Indian Hills, our dedicated staff implements a standards-based curriculum along with the very best educational teaching methods in reading, writing, and math in order to provide to all of our children an exemplary education.

School Profile: Indian Hills School enrolls approximately 695 students in grades K-6. There are 32 teachers, all of whom are fully credentialed The school campus is comprised of 31 classrooms, a multipurpose room, library, and main office. Grades K-3 participate in the State class size reduction program and maintain a 20:1 student teacher ratio; grades 4-6 maintain a 34:1 student-teacher ratio. The school year is 180 traditional days and has been restructured to include 37 minimum days in order to support teacher collaboration. Approximately 52% of the students receive free or reduced lunch.

Analysis of Current Educational Practice

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

At Indian Hills Elementary School, instruction is designed to ensure all students develop critical thinking skills, competent literacy skills, and behavior and values that are essential to a democratic society. Rigorous academic state standards are aligned with materials, professional development, and assessments to ensure student success with cognitive skills. Detailed, data-driven focus aids in the examination of program effectiveness, student achievement, and learning opportunities to provide a supportive, exemplary learning environment for all students. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Indian Hills Elementary School's determination that no child will be left behind in the pursuit of life-long learning and future achievement.

Reading Language Arts:

Indian Hills' English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The foundation of the Indian Hills' English Language Arts Curriculum is the California State Standards. The Jurupa Unified School District's adopted ELA program, Houghton Mifflin, promotes an integration of reading, writing, speaking, skill development and practice, and considers components recommended by the California Reading Initiative. The State Standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

Assessment of student progress is evaluated through both formal (Summative, CST, CRT tests) and informal (end of chapter tests, teacher observation) measures. Indian Hills' language arts program emphasizes early intervention and assists students in grades K-6 who are having difficulty learning to read. Certificated teachers plan and implement interventions for students who are struggling with reading.

Mathematics:

Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students develop computation skills, problem solving skills, mental arithmetic, estimation

and calculator /computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption. The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open ended and have multiple solutions.

Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards. The district adopted the Houghton Mifflin mathematics series for grades K-6, which is aligned to state standards. Assessment of student progress is evaluated through both formal (CST, CRT tests) and informal (end of chapter tests, teacher observation) measures. Certificated staff members explore reasonable interventions and assist students who are struggling with mathematics. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Studies:

Students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and long ago, to develop higher levels of critical thinking for the future. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. Stories of ordinary and extraordinary people describe the human experience, enriching the concepts of courage, justice, heroism, leadership, respect, and individual responsibilities. The district-adopted K -8 Houghton Mifflin Social Studies Program is used to address the curriculum standards.

Assessment of student progress is evaluated through both formal and informal measures. Instruction includes performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and cooperatively.

Science:

Students receive instruction in life, earth, physical science, and investigation and experimentation as presented in the adopted state standards and supported by the K-5 Harcourt Brace Science Program and the sixth grade Prentice Hall Program. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity-based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures.

Technology:

Indian Hills Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible, productive citizens in an ever changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Therefore, teachers expose students to the wealth of information and services available to them through various media by following the district adopted technology standards at each grade level. Our goal is to prepare students to leave Indian Hills with the skills and experience they need to function successfully in an increasingly technological age. Indian Hills utilizes technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success.

Fine Arts:

Students are exposed to art, drama, and music experiences that are designed to facilitate their understanding /development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. District adopted state standards are utilized by teachers in both visual and performing arts for the purpose of introducing students to basic artistic, dramatic, and musical elements.

A band program is offered to 4th-6th grade students on a voluntary basis in order to provide the opportunity for hands-on musical training and to allow students to learn and apply musical principles to their own work.

Physical Education:

Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The physical education standards provide the curricular frame for physical education. Students receive 200 minutes of instruction within every ten school days.

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

All students on the Indian Hills' campus have access to the core curriculum (California State Standards), grade-level textbooks, and auxiliary materials, including RSP, Speech, GATE, and ELL students. Differentiated instruction is provided through the following avenues:

English Language Development (ELD):

Indian Hills Elementary School currently serves 156 identified English language learner students. Spanish is the predominant language of our ELL population, though we provide services to 12 different language groups. These students are placed in Structured English Immersion (SEI) or English Language Mainstream (ELM) classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969, SB 395). ELL students access the core curriculum through a variety of differentiated instructional strategies which include SDAIE, SIOP, Universal Access, HM supplemental EL materials, and math manipulatives. ELL students also receive the appropriate level of ELD instruction based on California English Language Development Test (CELDT)levels as well as district Profile Card indicators of ELD standard mastery. Daily ELD instruction is provided for 20 minutes in kindergarten and 30 minutes in grades 1-6. The CDE standards-based adopted texts, Rigby "On Our Way to English" (K-5) and Thomson & Heinle "Visions" (6) are utilized in all classrooms.

Special Education Program:

The Special Education program at Indian Hills Elementary School provides two important services to a group of approximately 45 students; a Speech and Language program and a Resource Specialist program. An individualized Education Plan (IEP) is developed and updated annually through a collaboration of parents, teachers, caseworkers, and administrators in order to make placement/service decisions for each child. Access to the core curriculum is facilitated through daily individual and small group interventions with the Resource Specialist and two instructional aides. The school's goal for all Special Education students is to provide access to the core curriculum and to achieve maximum participation in the least restrictive environment possible.

Gifted and Talented Program (GATE):

Approximately 90 GATE students at Indian Hills in grades 2-6 are currently being served in their regular classrooms and through after-school workshops. Students receive daily differentiated instruction in classrooms, which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. In addition, students participate in after-school "Mad Science" workshops which provide opportunities that encourage the development of self-directed, in-depth inquiry.

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

Indian Hills' staff members are involved in a variety of long-range professional development activities. With the goal of proficiency for all students, our district has collaborated with Indian Hills to provide professional development opportunities which incorporate the California Standards for the Teaching Profession (CSTP), the California Professional Standards for Educational Leaders (CPSEL), and the federal No Child Left Behind (NCLB) requirements.

All of our professional staff development in the past two years has centered on the implementation of State Board of Education (SBE)-adopted materials and methods for using data to support our school's goals for achievement. At the beginning of each school year several days of professional staff development, focused on current educational research, assessed student performance data, and the support of student achievement, is offered to all classroom teachers, the resource specialist, resource teacher, and paraprofessionals. During the past two years our staff has participated in extensive training related to our Houghton-Mifflin language arts and math curriculum as well as our recently adopted Prentice Hall science curriculum.

In order to further ensure a high-quality, standards-aligned instructional program, the principal and teachers additionally participated last year in the California Assembly Bill (AB) 75/466 Math Institute and the California AB 75/466 Reading Institute training. Teachers recently completed their 80 hours of portfolio work for the AB466 Reading Institute and are currently working on their additional 80 hours of portfolio work for the AB466 Math Institute.

In order to better meet the needs of our 4th-6th grade at-risk student population, the principal, resource teacher, resource specialist, and several classroom teachers will be attending a summer district-wide training in the Sopris West Language! intervention program. This training will be used to implement a new reading intervention program in the 2007-2008 school year for 4th-6th grade students who are struggling to meet grade-level proficiency levels in English-language arts and have fallen two or more grade levels behind.

Providing opportunities for staff members to learn how to effectively integrate technology into the curriculum is also of great importance at Indian Hills, and with the purchase of document cameras and LCD projectors for each classroom in the 2007-2008 school year, an emphasis has been put on training teachers to use these new tools. Each year several members of the staff are given additional training in the latest educational technology trends and ideas for utilizing technology in the classroom during the annual Computer Using Educators (CUE) Conference.

Our library media clerk attends district-wide training on a monthly basis , as do our two bilingual tutors. Our office staff is offered yearly computer training on the district Zangle student information system as well as with the Microsoft Excel, Microsoft Publisher programs, and Data Director to access current student performance data that is used in assessing program effectiveness and furthering focus on individual student achievement.

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

The entire school community is involved in helping our students prepare for the challenges of elementary school, middle school, high school, and eventually the California High School Exit Exam (CAHSEE). Each grade level is committed to monitoring student achievement and providing appropriate interventions so that each child has the skills necessary to move on to the next grade, and our students at Indian Hills are prepared early for the organizational challenges of middle school and beyond.

Our students who are struggling academically and are at-risk of not meeting proficiency standards are provided interventions in the classroom such as Universal Access (UA) time for Challenge (above grade level students), Classroom Management (at grade level students), Extra Support (below grade level students), and English Language Learners. Time set aside daily for UA beyond the core program is as follows:

Language Arts: Kindergarten (30 min.), Grades 1-6 (30-45 min.)
Mathematics: Kindergarten-6th grade (15 min.)

Another intervention program at Indian Hills which is geared toward future student success in middle school and beyond is our newly implemented Sopris West Language! program. This is a program targeted toward at-risk 4th, 5th, and 6th grade students who need additional support in gaining grade-level proficiency in language arts. Classroom teachers recommend students who would benefit from such intervention, individual testing is completed to assess proficiency, and the resource teacher, resource specialist, and additional classroom teachers each work with a group of students on a daily basis to give much-needed support and strategies for success.

Under-performing students may also be referred by classroom teachers to our monthly Student Success Team (SST) in order to discuss and plan individualized intervention strategies for these children. These meetings are made up of a team of parents, classroom teachers, the resource specialist, and the principal, and they function as a strategy-sharing session. If in-class interventions are not successful after a reasonable period of time, these students may be referred for special testing by the district psychologist in order to determine whether or not there is a disability interfering with the learning process. Any identified students with disabilities (SWD) are supported in the classroom and on a pull-out basis by our resource specialist and her instructional aides as well as our speech and language pathologist, as needed, in order to meet the goals specified by their individualized education programs (IEPs). These IEPs are discussed at length with classroom teachers to ensure that appropriate accommodations are provided in the classroom to support the academic, social, and emotional needs of these students.

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

The primary services provided by categorical funds to under-performing students are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET):

Indian Hills Elementary School, through the JUSD Adult Education Department, offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. A credentialed teacher provides instruction twice a week for a total of four hours. The school also provides instructional materials to parent tutors through this program. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students.

Indian Hills provides additional opportunities for parents to learn literacy and tutoring skills through Family Math, Science, and Literacy Nights. Parents are given tutoring materials, taught activities to use with their children, and given time to practice teaching their children new skills with the support of teachers and other Indian Hills staff members.

Extended Learning Opportunity (ELO):

Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on English language arts and mathematics. Students' current levels of achievement in both mathematics and language

arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. Since many of our at-risk students are English learners, we also emphasize English fluency. Our extended learning programs include Summer ELO and before and after-school programs.

Gifted and Talented Education (GATE):

The Indian Hills' GATE program is primarily focused within the classroom setting with the regular classroom teacher. Gifted students at Indian Hills are clustered, and opportunities are provided for both GATE and high achievers. Enrichment to the state-driven curriculum centers on the extension activities provided by Houghton Mifflin and expands to include individualized classroom projects, after-school GATE workshops, and other services to students. All GATE students receive core curriculum in their regular grade level classooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. The gifted learners are provided opportunities for differentiated curriculum by compressing/compacting the core curriculum and enabling the gifted to accelerate their own learning. In addition to these classroom extension activities, GATE students participate in after school "Mad Science" workshops which engage students in challenging, hands-on experiments and collaborative activities. Through these workshops gifted learners are provided opportunities to pursue in-depth investigations, to generate more complex answers, and to produce products that are unique with a high degree of understanding. Academic achievement for GATE students is monitored and regularly reported to parents, and interventions are implemented if possible problems are identified.

English Learners:

English Learners at Indian Hills are placed with authorized teachers and are provided ELD instruction as well as SDAIE and primary language support from a bilingual language tutor as appropriate. The district-adopted Rigby "On Our Way to English" ELD program is utilized in all K-5 EL classrooms, and the Thomson & Heinle "Visions" program is utilized in Grade 6. All teachers at Indian Hills are qualified to instruct EL students and provide appropriate interventions and support strategies. Per Jurupa's Policy 6505, Regulation 6505, and Procedure 237, each English learner receives a program of instruction in English-language development (ELD) in order to increase proficiency in English as rapidly and as effectively as possible. At Indian Hills Elementary, English learners are grouped together homogeneously, according to their ELD levels, to attend ELD. ELD lessons are designed to promote English learners' acquisition of listening, speaking, reading, and writing skills in the second language.

In situations where students are grouped heterogeneously, that is, when various proficiency levels are placed in the same classroom, the teacher provides differentiated instruction using strategies appropriate to each language proficiency level represented in his/her class. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques.

Resource Specialist Program:

The Resource Specialist Program (RSP) provides assistance for students with learning disabilities who have a discrepancy between ability and achievement. Students served in this program have average or higher intelligence but require alternative learning strategies in addition to the regular classroom instruction. The services are provided by one Resource Specialist Program teacher in conjunction with two instructional aides in the classroom, working collaboratively with the regular teacher, and out of the classroom in small group instruction.

Language, Speech, and Hearing Program:

A speech and language pathologist provides speech and language therapy for those students with communication disorders who qualify for the program. Students are screened upon the recommendation of their parents or teacher.

Counseling Services:

A qualified counselor from the Youth Service Center is on campus one day per week. Fourth-sixth grade students may sign up to discuss individual or school-related problems. Parent permission slips are sent home.

Title I Program:

The Title I Program emphasizes high standards for all students. By promoting early achievement, increasing parent involvement, providing continuous professional development, and enhancing technology support for reading and math, the program will achieve its vision of developing students to become productive and responsible members of the community who will achieve their maximum potential in academic and social areas.

Parent meetings, interventions, and staff development opportunities are scheduled throughout the year to address the needs of our at-risk targeted Title I student population. The primary services provided through Title I funds include extended learning opportunities (ELO) before and after school in math and language arts, Family Math, Science, and Literacy Nights, purchases of parent resource materials, and professional development for staff members.

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

Indian Hills uses data from state, district, and curriculum embedded assessments to drive instruction. Teachers analyze state data at the beginning of the school year to identify and target subgroups and individual students who have not met anticipated targets. In addition, the district administers a Criterion Referenced Test (CRT) at the end of the year in grades K-1 and three times a year in grades 2-6. The CRTs provide data for analysis which measure how students are progressing in mastering the essential state standards. The district also requires the administration of the Houghton Mifflin Summative Assessment four times per year to measure mastery of the standards that have been taught in the HM themes. In addition, Indian Hills' teachers utilize the Houghton Mifflin Theme Skills tests at the end of each theme to provide a springboard for grade level data protocol sessions where students who require reteaching of specific standards are identified. During this grade level collaboration time, teachers analyze the data to determine mastered standards and standards that need additional focus.

Indian Hills restructured its instructional minutes to allow for minimum days each Wednesday. The Wednesday Grade Level Collaboration Meetings are used to 1) create and share strategies for high risk readers based on diagnostic assessment data, 2) review standards and student achievement, 3) implement the State Standards and full implementation of Houghton Mifflin programs, and 4) monitor student progress to help teachers know which tasks are effective as they continuously revise the selected tasks.

Indian Hills has monthly staff meetings and leadership meetings at which student achievement and school programs are examined. Special education teachers, instructional aides, bilingual language tutors (BLTs), classroom teachers, the resource teacher, and the principal work together to identify and address the needs of the Indian Hills' students. Indian Hills' Student Success Team regularly convenes to discuss interventions to meet the needs of those students who are not mastering the standards.

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

All of our teachers are fully credentialed and are identified as Highly Qualified Teachers as mandated by NCLB. Since nearly 53% of Indian Hills' students are identified as Title I, teachers at all grade levels work with those children that are experiencing low academic performance. Teachers plan instructional strategies dedicated to these students during their grade level collaboration and reconvene each week to follow up on student progress.

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

Students and families at Indian Hills Elementary School are provided access and connections to community resources through a wide range of local services.

In the interest of bringing success to every child on campus, the staff at Indian Hills offers a multitude of classroom interventions for those students not yet having attained proficiency on the CST as well as enrichment opportunities for those students in need of a challenge. In addition to participation in daily Universal Access (UA) time, which is small-group instruction in the classroom geared to meeting individual needs, students have the opportunity to find success in before and after school Extended Learning Opportunity (ELO) classes and Indian Hills' popular Family Night workshops. A Youth Outreach Counselor (YSC) is also available to provide counseling services on campus one day a week to students in grades 4-6. EL students, Title I, and GATE students are all provided additional interventions and enrichment opportunities throughout the day in their classrooms as teachers work to meet their individual needs and challenges.

Parent involvement is highly encouraged at Indian Hills Elementary School. Parent advisory groups are in place and actively provide involvement opportunities through School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I parent meetings, and the district GATE Advisory Committee. The following programs and/or support staff include additional efforts to engage parents in the education of their children:

Parent-Teacher Conferences
Translation services during meetings
Parent/Teacher/Student Compact (Title I)
Family Math, Science, and Literacy Nights
Academic Progress Reports
Regular phone calls from teachers to parents
Back-to-School Night
PTA Volunteer Program
Parent/Student School Handbook
Parent Resource Materials
School newsletter and flyers designed to inform parents of trainings, events, programs

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

From the analysis of data, perceived barriers are identified. Indian Hills has identified a number of perceived barriers: a decrease in parent involvement, increase in English Learners, a decrease in reading proficiency, and adaptation to changing school demographics and program implementation.

Parent involvement is crucial to student achievement and instrumental in student school readiness. The decrease in participation in "Family Nights," Back to School, and PTA- sponsored events illustrate a need for further parent participation.

English Language Learners, a fast growing sub-population, have a dual challenge of increased exposure to oral and written English on the one hand and the opportunity to practice English both in and out of the school setting. While the academic day addresses ELD instruction, oral language exposure, and access to Core subject matter using SDAIE, in addition, both the quantity and quality of language richness must be increased for these students.

While programmatic adaptations in mathematics have produced immediate increases over the past two years, these increases may stabilize during the coming school year keeping scores at the same general levels. Further increases in mathematics will need to occur in the area of problem solving, which assumes a higher level of reading competence than is currently present. As reading scores increase so will mathematics scores in the areas requiring reading (i.e., problem solving).

Reading is a much more difficult area for students to obtain competence than is mathematics. Programmatic changes have been made during the past two school years, with the addition of full implementation of Houghton Mifflin. These changes will hopefully be realized in a slow, but steady, rise in reading achievement and the related areas of language and spelling. Teaching adaptations that increase student recreational and informational reading will have a positive effect on test scores as will the specific targeting of state standards in the areas of language mechanics, grammar, and spelling.

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

With the full implementation of the Houghton Mifflin English Language Arts Program and Math Program, some limitations identified are insufficient staff development, time constraints and restrictions, and lack of opportunity to process changes. Teachers make every effort to meet the needs of all students, including under-performing students. Further alignment of staff development, curriculum, and scheduling with the JUSD vision of full implementation is needed.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Indian Hills students continue to make overall growth in all assessment areas. Each subsequent year has experienced over-projected growth on the Annual Performance Index (API). At an API score of 799, Indian Hills' staff and students are looking toward breaking 800. The Annual Yearly Progress (AYP) continues to grow in all subgroups. There is a concern for our growing English Learner population reaching the projected growth targets. Additional focus will be given to this subgroup to ensure student achievement.

INDIAN HILLS ELEMENTARY Accountability Report 2006-2007

Indian Hills Elementary is a K-6, Targeted Title 1 school with an enrollment of 690 students.

English Language Arts AYP:
• The 2006 AMO of 24.4% proficient was met by all students as well as all significant subgroups.
• In addition to meeting AMO target, there was an increase in the % proficient from 2005 to 2006 for all students schoolwide as well as all significant subgroups.
• The percentage of all students scoring proficient or above has increased from 43.9% in 2005 to 51.9% in 2006.
• The percentage of Hispanic students scoring proficient or above has increased from 37.9% in 2005 to 47% in 2006.
• The percentage of White students scoring proficient or above has increased from 52.2% in 2005 to 59.9% in 2006.
• The percentage of SED students scoring proficient or above has increased from 32.4% in 2005 to 41% in 2006.
• The percentage of English Learners scoring proficient or above has increased from 27.8% in 2005 to 35.4% in 2006.
• White students have the highest percent proficient rate (59.9%), followed by Hispanic students (47%). English Learner students had the lowest percent proficient rate of (35.4%).

Mathematics AYP:
• All AMO schoolwide targets have been met from 2002-2006.
• All significant subgroups have met the AMO targets from 2002-2006.
• The percentages of students scoring proficient or above between 2002 & 2006 have increased yearly schoolwide and for all significant subgroups.
• The percentage of all students scoring proficient or above has increased from 48.4% in 2005 to 61.1% in 2006.
• The percentage of Hispanic students scoring proficient or above has increased from 43% in 2005 to 59.1% in 2006.
• The percentage of White students scoring proficient or above has increased from 55.6% in 2005 to 65.4% in 2006.
• The percentage of SED students scoring proficient or above has increased from 38.7% in 2005 to 51% in 2006.
• The percentage of English Learners scoring proficient or above has increased from 41.7% in 2005 to 52.1% in 2006.
• White students have the highest percent proficient rate (65.4%), followed by Hispanic students (59.1%). SED students had the lowest percent proficient rate of (51%).

The Academic Performance Index (API) indicates:
• The 2006 Growth API is 799.
• From 1999-2006 there has been an overall API Growth of 144 points schoolwide compared to the state average of 138.
• From 1999-2006 there has been an overall API Growth of 200 points for the Hispanic Subgroup.
• From 1999-2006 there has been an overall API Growth of 107 points for the White Subgroup.

- From 1999-2006 there has been an overall API Growth of 191 points for the SED Subgroup.
- All API growth targets for schoolwide, Hispanic, White, SED and English Learners were met during the 2005-06 school year.
- The White subgroup outperformed all other significant subgroups in 2005-06.

Conclusions from Parent, Teacher and Student Input

Indian Hills Elementary School is a Targeted Title I Program School. Our school plan is based on a comprehensive school-wide needs assessment, including review of student assessment data from district CRTs, CSTs, other standards-based classroom assessments, progress of students receiving various interventions, and teacher observations. Parent surveys and staff surveys are used to assess program strengths and weaknesses. Members from SSC, ELAC, Indian Hills' Staff, and other interested parties examine school-wide needs assessments. The findings are used to produce the School Plan. In the spring, as part of our on-going process of making Indian Hills School a supportive, standards-based learning environment, a school-wide survey is disseminated, collected, and the information collated to better plan for the following year. The 2006-2007 Parent Survey found parents overwhelmingly agreed or strongly agreed that classroom settings were allowing students to learn, teachers expect students to succeed, and teachers were providing a quality education. Parents mostly agreed that the standards were challenging and standards were appropriate to the grade level. Unlike the teachers' observations, parents mostly agreed that students were receiving needed extra help, but a portion of parents were either uncertain or indicated more was needed. An overwhelming majority of parents strongly agreed or agreed that Indian Hills is a safe school and the administration, teachers, and staff are capable of keeping students safe. They also agreed that drugs and violence are not a problem and that the teachers, administration, and support staff care about students, Most parents strongly agreed or agreed that they feel welcomed on the campus. Most parents report that they read to their own children, provide a learning environment in the home, expect their children to do well in school, graduate from high school and attend college, and that they are a partner in their children's education.

School Goals for Improving Student Achievement

English Language Development

English Learner Achievement

1.) The percent of English Learners making annual progress in learning English will increase from 75.80% to 80.80% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #1 (06-07).

2.) The percent of English Learners attaining English proficiency (Early Advanced or Advanced on overall CELDT & Intermediate or above in each skill area) will increase from 57.10% to 62.10% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #2 (06-07).

3.) The percent of English Learners attaining academic proficiency in ELA will increase from 35.4% to 40.4% to exceed the district Annual Measurable Objective (AMO) of 24.4% as evidenced by the Indian Hills EL subgroup AYP reported in the 2007 APR, August 2007.

Mathematics

Mathematics Achievement

1.) The percent of students (schoolwide) attaining proficiency in Mathematics will increase from 61.1% to 66.1% (5% increase) as evidenced by the AYP results reported in August 2007 (APR).

2.) The percent of students (Hispanic) attaining proficiency in Mathematics will increase from 59.1% to 64.1% (5% increase) as evidenced by the AYP results reported in August 2007 (APR).

3.) The percent of students (SED) attaining proficiency in Mathematics will increase from 51% to 56% (5% increase) as evidenced by the AYP results reported in August 2007 (APR).

4.) The percent of students (English Learners) attaining proficiency in Mathematics will increase from 52.1% to 57.1% (5% increase) as evidenced by the AYP results reported in August 2007 (APR).

5.) Students will show an increased proficiency in Math by exceeding district Math CRT averages as evidenced by comparison results (June 2007 average % correct to June 2008).

Other

Centralized Services

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

S & DATE

To maintain a safe, disciplined, drug, alcohol, and tobacco-free learning environment.

Parental Involvement

Parent Involvement

Encourage parent involvement and engage parents in their children's education by providing the opportunity to participate in informational meetings, parenting workshops, Family Nights, and advisory committees. Parents will be taught skills and strategies to use at home in tutoring their own children and will be actively involved in a consistent and effective two-way communication between home and school in order to foster greater academic success for their children.

MISSION BELL ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

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

California's State Board of Education has adopted high academic standards in reading/language arts, mathematics, history-social science and science. The standards serve as the framework for directing district goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The Mission Bell staff is implementing curriculum and assessments that are aligned to the standards along with reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers at each site use a variety of assessments to determine each student's mastery of the standards. Teachers use the district adopted Houghton Mifflin texts for Reading/Language Arts and Mathematics as well as supplemental resources to assist student mastery towards the standards. Mission Bell has implemented strategies from Professional Learning Communities to develop an environment of collaboration.Teachers meet regularly during grade level articulation meetings to improve instruction. Lesson plans reflect standards-based lessons and are regularly reviewed by the principal. Formal and informal observations by the principal are conducted. Standards are posted in each classroom. Mission Bell School complies with the District policy to provide students access to standards aligned textbooks that support the core curriculum. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards. Students have access to standards-based materials in their classroom and available for check-out.

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

Mission Bell is required to have current standards-aligned state or locally adopted textbooks and laboratory materials for each pupil in the areas of reading/language arts, mathematics, science, and history-social science. Jurupa Unified School District has adopted the Houghtin Mifflin Language Arts, Mathematics and Social Studies and the Harcourt Science texts. All materials are consistent with the content and curriculum frameworks adopted by the State Board of Education.

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

Professional development is planned based on state mandates; the comprehensive needs assessment, and the schools goals and objectives in order to improve teaching of academic subjects and to help all children meet performance standards. All of Mission Bell's teachers have attended AB 466 Houghton Mifflin Mathematics training and the majority of the staff has attended the AB 466 Houghton Mifflin Language Arts training. The principal has attended AB75 training for both HM Language Arts and Mathematics. Professional staff development activities focus on data analysis, including significant subgroups, identifying weaknesses schoolwide and at each grade level, and developing a pyramid of interventions. Bilingual Language Tutors receive bi-monthly staff development provided by the district. The language arts and math programs are further supported through grade level articulation, conferences and staff training funded through Title 1. Teachers received training on adopted curriculum in English/language arts and continue to develop their competency in full implementation of adopted reading materials. New teachers receive on-going professional support through an assigned BTSA support provider and district provided new teacher training.

Teachers that need improvement are given assistance in formulating and implementing professional development plans. In addition, Mission Bell teachers participate in a rigorous program of staff development, which enables them to stay abreast of the latest educational research and instructional innovations. New teachers participate in the BTSA program.

Teachers at Mission Bell work toward improving their classroom instruction on a regular basis. Through use of District and Categorical Project funds, teachers are also able to attend outside workshops and inservices provided by leading professionals in the field of education.

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

All students are expected to meet or exceed the grade-level expectations set forth in the standards. Universal access time aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet their current instructional level of knowledge. Characteristics of this time include: opportunities for intensive, systematic teaching, practice to learn skills and strategies, opportunities for acceleration and enrichment, as well as development toward proficiency in English. Limited English speaking students that are not performing at grade level also have opportunities for small group instruction and/or remediation with a bilingual tutor in the regular classroom.

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

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss student assessment.

Mission Bell has a weekly minimum day for teacher collaboration. During grade level articulation meetings teacher use a variety of assessment data to discuss student progress. Teachers use this data to create SMART goals and develop intervention strategies.

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

Students are placed in classrooms in heterogeneous groups in all grades; therefore all classrooms have students that are low achieving. All classroom teachers at Mission Bell have students assigned to their classes who are experiencing difficulties in mastering grade level standards.

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

Mission Bell's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools. Six priorities are addressed: communication, parenting, student learning, volunteering, school decision making, and collaboration with the community. Teacher conferences are regularly scheduled, translations are provided as needed, monthly newsletters and progress reports are sent home, and a Parent/Teacher/Student Compact is signed. Community-Based English Tutoring (CBET) is available for adult second language learners in our community. PTA, SSC, GATE, and ELAC parent meetings are held on a regular basis. Mission Bell may offer parent trainings based on the needs of parents. We encourage parents to volunteer in classrooms, on study trips, and with other school functions.

Parenting skills are promoted and supported through the following activities and parent trainings:

Parent Resource Library (Title I Funded)
Latino Family Literacy Program (Title 1 Funded)
Community-Based English Tutoring (CBET/ESL/Title I Funded)
Helping Your Child With Homework (Title I Funded)
Science Fair Training (Title I Funded)
Family Math Night (Title I Funded)
Family Literacy Night (Title I Funded)

Parents are informed of special programs, activities, educational opportunities and extended learning times in a timely manner. Students with special needs i.e. Special Education, ELL, etc., may require special consideration with assessments. Parents receive information about the standards and accountability procedures. Students are informed of the standards and student work requirements through report cards, rubrics, assessment results, teacher and district developed assessment materials, fluency rate tests, individual portfolios, classroom projects and work, and standards posted in the classroom.

Home-school communication is well established and ongoing through school newsletters and class letters. District communications and most school communications are translated into Spanish. Student recognition, dates of interest, and important announcements are regularly featured in these communications as well as posted on the marquee.

The JUSD Board recognizes that homework is an effective educational tool for practice, reinforcement, and the development of good study habits. Assignments for elementary students should not exceed one-half hour per day for grades K-3 and four to six hours per week for grades 4 and 5. Homework assignments should promote the development of skills, encourage family participation, and stimulate students and parents to talk and read together often.

The parents of Mission Bell are provided training focusing on strategies and techniques to prepare their child for school. These parent-training programs are based on the standards of effective parent involvement programs: communication, parenting, student learning, volunteering, and school decision making and advocacy. The programs are provided in English and Spanish. Parent survey results indicate parents would like assistance with homework, literacy, and kindergarten preparation. Teachers, under the direction of the resource teacher, provide parent trainings for math, homework, standards, test preparation, science fair projects, reading strategies and kindergarten readiness.

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

Limited English proficiency of students and their families.
Distance from attendance area to public library.
Education levels of parents.
Minimal aide time to provide small group instruction.

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

Elevated vocabulary expectations in base materials.
District has not adopted a state approved Primary level ELA intervention progam.
Rapid pace of increasing difficulty of base materials.
Lack of vocabulary building elements in base materials (realia, picture cards).
District has not adopted a state approved Math intervention program.

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

Mission Bell provides extended learning opportunities for students who are retained or who are at risk for being retained. Such instruction will be provided as early in the school year, and as early in the student's school career as practical. The resource teacher oversees the intervention program which includes pull-out programs and our Extended Learning Opportunity program.

Services provided by the regular program to assist under-performing students include:

Language Assessment Center-translations and initial testing for placement, Resource Program (RSP)-assist Special Education students to meet goals, Special Day Classes, Speech and Language Specialist-serve Special Education students with speech/language needs, Student Success Team (SST), Health Center-provides a nurse, a health care aide, and training in health issues, Curriculum Department-identification of essential standards and curriculum support, Library Clerk-assist students in checking out of library materials, Psychologist -support staff and test students for qualification of Special Education, and Youth Service Center (YSC) Counselors-provides individual or group counseling as well as in class lessons/presentations.

A School-Based Coordinated Program (SBCP) is operational at Mission Bell and provides flexibility for the coordination of categorical programs/funds in an effort to have all students achieve grade level standards. SBCP programs are comprised of School Improvement (SI), Economic Impact Aid/English Language Learners (EIA/EL), Gifted and Talented Education (GATE), and Special Education. Teachers, other school staff members, Principal, Resource Teacher, and parents work together to develop and implement a program in which resources are coordinated and utilized to ensure that all students are striving to meet grade level standards. This affords Mission Bell the opportunity to coordinate services provided to GATE, at-risk, and special needs students with overall school improvement services and staff development. Categorical funds provide personnel, staff development, materials, and equipment to supplement the district core curriculum. The Title I program provides additional support to all students in language arts and math which meet the goals of the Local Improvement Plan and the District Strategic Plan. Categorically funded expenditures are directly related to the core curriculum, advance the goals in the Local Improvement Plan and achievement of student outcomes in the District Strategic Plan.

Services provided by categorical funds to enable underperforming students to meet standards include:

Resource Teacher
Parent Workshops
ELO
Bilingual Language Tutors
Conferences
Study Trips
Childcare During Parent Trainings
Recognition/Motivation Awards
Translators for Trainings
After-School Tutoring

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

English Proficiency

1.The percent of English Learners making annual progress in learning English will increase from 49.1% to 52% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #1(06-07).

2.The percent of English Learners attaining English Proficiency (Early Advanced or Advanced on overall CELDT & Intermediate or above in each skill area) will increase from 24.3% to 31.4% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #2 (06-07).

Mathematics

Math Proficiency

The number of Mission Bell students scoring Proficient or Advanced in Mathematics will increase by at least 2% from May 2006 to May 2007 as measured by the CST.

Other

Centralized Services

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

Parental Involvement

Parent Participation

The percentage of Mission Bell parents participating in activities, conferences, and classroom volunteer hours will increase by 5%.

Physical Education

Physical Fitness

50% of Mission Bell 5th graders will score within or exceed the Healthy Fitness Zone on 5 out of 6 areas as measured by the California Physical Fitness Test administered in Spring of 2007.

Reading/Language Arts

Reading Proficiency

The number of Mission Bell students scoring Proficient or Advanced in Language Arts will increase by at least 3% from May 2006 to May 2007 as measured by the CST.

School Climate

Safe Learning Environment

The number of Mission Bell students reporting feeling safe at school will increase by 5% as measured by the California Healthy Kids Survey.

PACIFIC AVENUE ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

Mission Statement: Our mission is to provide a first class education for all students. Through their experience in our program, Pacific Avenue students will be prepared academically for future educational challenges, experience a well-rounded curriculum, and learn respect for authority figures, peers, and themselves.

School Description: Pacific Avenue Elementary School is located in one of several unincorporated communities served by the Jurupa Unified School District, a growing district of over 20,000 students. Ethnic distribution is 80% Hispanic, 9% African American, 8% White (not Hispanic), and 2% Other. Pacific Avenue School is currently serving approximately 500 kindergarten through sixth grade students and 35 Head Start children.

According to CBEDS and STAR Demographic data, 75% of Pacific Avenue students receive free or reduced lunch, 47% of students are English learners, and the average parent education level is 1.97, where 1 is equal to "not a high school graduate, and 5 is equal to graduate school experience.

Our school under the NCLB AYP criteria has been identified as a Program Improvement school holding in Year 3.

Pacific Avenue School has 22 teachers. All of them are fully credentialed.

Analysis of Current Educational Practice

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

The Houghton Mifflin language arts and mathematics curriculum is aligned to state standards. All classrooms utilize adopted texts exclusively, and have removed supplemental materials. The instructional schedule has been redone to allow time for complete implementation of adopted texts with fidelity. Instructional coaches provide support to classroom teachers to ensure that all teachers utilize the adopted standards-based materials appropriately.

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

All student groups have access to adopted materials. Texts are provided to all students. Workbooks are provided by the district to grades K-2, and the site purchases workbooks for students in grades 3-6 to ensure that all students have all necessary materials to ensure mastery of subject matter.

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

All staff development focuses on the use of and strategies for adopted texts. Student performance is analyzed at the CST level and for interim, embedded assessments. All staff members have attended AB 466 for both language arts and mathematics, and the principal and coaches have attended AB 75 for both language arts and mathematics.

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

All classrooms utilized adopted materials formulated for use with under-performing students. Additionally, all classrooms provide 30 minutes of language arts Universal Access time and 15 minutes of math Universal Access time working specifically with under-performing students in small groups.

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

Teachers collaborate weekly during a Wednesday minimum day to analyze assessment results and improve instruction and learning. They utilize CST results, district CRT results, and embedded assessments such as the Houghton Mifflin Language Arts summative tests. Data Director, a service provided for by the district, provides disaggregated data and reports teachers utilize during their data analysis. Significantly underperforming students are served in a 4-6 grade Intervention program.

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

There are students in all classes who experience low performance. Our EL population in particular did not meet NCLB AYP expectations. EL students are found in all classrooms. Because classes are mixed heterogeneously, all teachers have students experiencing academic difficulties.

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

Families of students receiving free/reduced lunch are offered supplemental educational services. The school offers Extended Learning Opportunities (ELO) to students at risk of not mastering standards. The District offers a summer Extended Learning Opportunies program as well. Student Study Team meets weekly to discuss and offer interventions for students at risk. Additionally, an Intensive Intervention Program for students not meeting language arts standards is offered.

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

Pacific Avenue, as well as the Jurupa Unified School District in general, has a high percentage of students who come to school speaking limited English. Additionally, half of our students are bussed from several miles away, which makes it difficult for parents without transportation to become involved at the school.

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

The adopted programs for language arts and mathematics require a siginificant portion of the school day, which makes it difficult for teachers to reteach concepts not mastered by students either in whole group or Universal Access time.

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

Extended learning opportunities are provided to assist under- performing students in language arts and math, and a Summer Extended Learning Opportunities program is available for under- performing students. Student Study Teams Level I and II meet to discuss possible interventions for at risk of retention students. Coaches provide support for teachers in the implementation of intervention and Universal Access.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

All AYP targets were met for 2005-2006 STAR Testing. From 1999-2006 overall API growth=212. All API growth targets were met for 2005-2006. The gap between EL students narrowed significantly for the 2005-2006 school year.

Conclusions from Parent, Teacher and Student Input

Input reports an increase in the sense of achievement by students, staff, and parents.

School Goals for Improving Student Achievement

English Language Development

Improve ELD

The percent of English Learners making annual progress in learning English will increase from 59.3% to 62.3% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #1.

Mathematics

Improve Math Achievement

The percentage of all students scoring at proficient or higher in math will increase from 44.2% to 49.2% by May of 2007 as measured by CST administered in May, 2007.

Other

Centralized Services

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

Parental Involvement

Parent Strategies

By June 2007, parent participation in classrooms, family night's, and campus events will increase by 10% as measured by visitor log and sign in sheets.

Reading/Language Arts

Improve LA Achievement

The percentage of all students scoring at proficiency of higher in Language Arts will increase from 29.7% to 34.7% by May of 2007 as measured by CST administered in May, 2007.

School Climate

Improve Student Safety

School safety will improve as measured by a 10% reduction in suspensions and expulsions from 2006-2007 levels.

PEDLEY ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

Pedley Elementary is a K-6 school with an enrollment of 650 students. The school is in Year 3 of Program Improvement. Pedley Elementary School is student-centered, providing academic challenges, a safe environment and a creative learning atmosphere. We recognize individual talents and develop the strengths of everyone. Honesty, acceptance, cooperation and support empower our community to provide opportunities for all. Our students are high achievers in a world class school.

The staff of Pedley Elementary School together with the community, aims to provide an academically rigorous education for our students, while creating a climate that reinforces our awareness and appreciation of their heritage, their culture and their individual self-worth. Staff and parents work collaboratively to provide a safe, attractive, dynamic and enjoyable atmosphere for learning. Pedley school enables students to achieve at their highest level and become successful citizens in our society by maximizing the use of all available resources, partnering with parents, and maintaining a constant focus on achievement and improvement.

Pedley Elementary School is one of sixteen elementary schools in the Jurupa Unified School District. The district is a unified K-12 district encompassing 44 square miles. Pedley is located in an unincorporated area of Riverside County which is experiencing steady growth. Currently, Pedley's enrollment is 667 students, kindergarten through sixth grade. The school was constructed in 1953 and was recognized as a California Distinguished School in 1987. Our school was identified as Year 3 Program Improvement for the 2006-2007 school year based on not meeting Adequate Yearly Progress (AYP) requirements of NCLB.

Pedley Elementary will have the opportunity to participate in the High Priority Program in the 2007-2008 school year. This will allowed for a ELA coach and a math coach to assist teachers in an effort to improve classroom instruction.

Analysis of Current Educational Practice

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

Introduction

All Pedley Elementary School students have access to and participate in a rigorous core curriculum. Our base program has been developed to ensure all students are meeting established grade level standards. Teachers meet weekly in grade level team meetings to ensure successful and equitable implementation of the base program and supplemental programs.

Reading/Language Arts

Pedley's reading/language arts program reflects a balance between the skills and practice necessary to promote effective readers, writers' and literature base; which encourages personal reading and writing for the future. All students receive instruction from the district-adopted K-6 Houghton Mifflin Reading program. Phonics instruction is supported through the Houghton-Mifflin Reading program. Supplementary materials include the Step Up to Writing program.

The schools in Jurupa Unified School District utilize the California state standards for language arts. These standards will focus instruction and help teachers monitor the progress of all students. All core curriculum, supplemental materials, and staff development support the successful implementation of these standards. Assessment of student progress is evaluated through both formal and informal measures.

The focus of Pedley Elementary School is to ensure student mastery of basic skills in reading and writing. Pedley's program has been designed to promote literacy. In K-3 class size reduction classrooms, students are afforded more individualized instruction from the teacher to promote these skills. Students who are struggling with reading and writing may qualify for after school additional assistance through our Title I ELO program. Title I ELO class sizes are small to accommodate at-risk students. The goal of the program is to help all of our students become fluent readers.

Students who are two grade levels behind in language arts have the opportunity to participate in the intervention program, "Language". This program's goal is to fill in the gaps that may exist and which came evident through multiple assessments. This class is compose of students in 4th through 6th grade and it can only have a

maximum of 25 students total.

Mathematics

All students receive instruction through the district-adopted core curriculum K-6 Houghton Mifflin Mathematics program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the California State Mathematics Framework: Functions, Algebra, Geometry, Statistics and Probability, Measurement, Logic and Language. Students develop computation skills and problem solving skills through the district's core curriculum and supplemental materials.

Supplemental mathematics materials were ordered to ensure that all students are developing mathematical power and reasoning. Supplemental materials include the Houghton-Mifflin math intervention kits and manipulatives to support student learning.

Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal and informal measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. This type of direct assessment encourages teachers to used varied strategies to enhance basic computation skill mastery.

History/Social Science

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students understanding of historical periods, events, places, and people as presented in the district-adopted K-8 Houghton Mifflin Social Studies program.

Assessment of student progress is evaluated through both formal and informal measures. Instruction includes performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and/or cooperatively.

Science

Students receive instruction in life, earth, and physical science as presented in the K-6 Harcourt Science program. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring and applying are developed in the activity-based program through inquiry and investigation. Student progress is evaluated through formal and informal measures, oral and written projects and performance-based assessments, which include hands-on activities, investigations and open-ended questions.

Technology

Pedley Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students; teachers will expose students to the wealth of information and services available to them through various media. Students will leave Pedley Elementary School with the skills and experience they need to function successfully in an increasingly technological age. All classrooms are wired for voice, data, and cable as well as Internet access. We will utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success.

Visual/Performing Arts

Pedley Elementary School and the Jurupa Unified School District continued its partnership with the Riverside Philharmonic to provide an extensive study of the orchestra, which will culminate in attending a full concert by the orchestra at the Riverside Municipal Auditorium. Pedley students are also invited to theater productions at the Riverside Municipal Auditorium.

Physical Education

Students at Pedley Elementary School are provided with a well-developed physical education program, which integrates social skills with basic movement skills, physical fitness, organized games, and sports. Teachers work together on grade level teams to plan and implement the program and coordinate the use of facilities for all classrooms.

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

English Language Development

Pedley Elementary School currently serves 298 English language learner students. Spanish is the dominant language that the ELL students at Pedley Elementary School speak. These students are placed in Structured English Immersion classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969 or SB 395) whenever possible. Universal Access is provided in Language Arts for 30 minutes daily to meet the needs of the English learner. ELL students also receive ELD instruction from an authorized teacher and the support of a bilingual tutor. These students utilize the district-adopted series of Rigby to provide ELD instruction for the required daily minutes.

Special Education Program

The Special Education Program at Pedley Elementary School provides a wide range of services including: Language, Speech, and Hearing, Resource Specialist Program and two Low Cognitive Functioning classes. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education Program - GATE

GATE students are currently being served in their regular classrooms with a variety of instructional methods. Students receive weekly differentiated instruction which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. In addition, the students participate in an extended day GATE program. GATE students stay after school with a credentialed teacher to receive above and beyond enrichment activities. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and teacher input, observations, special honors or recognition received, language spoken at home and availability of enrichment experiences provided in the home environment. Pedley Elementary School is currently serving 73 gifted students in grades 2-6.

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

Alignment with standards
Teachers participate in minimum day collaboration meetings once a week to analyze data and focus on standards-based instruction. The grade level teams work cooperatively to develop SMART goals that targets areas that indicated a weakness in the summative assessments or the CRTs. They share their results from authentic assessments that they develop as a team.

Assessed student performance
Student performance on the norm referenced California Achievement Test, Sixth Edition (CAT-6), the criterion referenced California Standards Test (CST) and the district Criterion Referenced Test (CRT) indicated that a much stronger emphasis needed to be placed on upper grade math instruction and literacy. Teachers worked together to examine student work and make instructional decisions based on data.

Professional needs
New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession.

Teachers received AB 466 training in language arts and math. They have also worked on completing the required portfolio hours in both math and ELA. There was also training in pacing the curriculum in both ELA and math.

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

The primary services provided to under-performing students using categorical funding are in the form of additional instructional materials, technology to assist students, incentives for achievement and attendance, and professional development for staff. These items are discussed in item two above under the sub-categories of English Language Learner program, Special Education, Gifted and Talented program. Other categorical programs that assist students in meeting standards are: The Extended Learning Opportunity (ELO) programs throughout the school year, testing incentive programs, and attendance incentive programs.

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

Pedley Elementary School is a schoolwide Title I school as of the 2001-2002 school year. We identify at-risk students schoolwide. As a schoolwide Title I school, our focus is on literacy skills in all grades. Students are offered extended day activities to develop reading skills. Credentialed teachers and instructional aides work with students in our extended day reading, writing and math program throughout the school year. Teachers utilize supplemental materials available through the Houghton Mifflin language arts series in addition to other resource materials for mathematics review and instruction. Students in grade K-6 are supported in the classroom with Universal Access, supplementary instructional materials and varied instructional strategies.

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

The staff at Pedley Elementary School has been trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced California Achievement Test, Sixth Edition (CAT-6), the criterion referenced California Standards Test (CST), Houghton Mifflin summative assessments, and the districts criterion referenced test (CRT). Teachers use analysis reports from the Data Director to identify grade level and individual class strengths and weaknesses. Teachers participate in grade level meetings for this type of analysis. Pedley School also utilizes its own authentic assessements that target SMART goals developed by the grade level teachers. These goals target areas of need in both ELA and math. Once a week, teachers exchange and review student work at their grade level using a rubric to score the assessments through their weekly collaboration meetings.

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

All of Pedleys teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their weekly collaboration meetings. Teachers create SMART goals for math and language arts and develop authentic assessments to measure their SMART goal. Students are also grouped for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced).

Students are grouped accordingly by their assessments results during intervention time. Students who are in need of additional support are grouped and given additional intructional time while students who indicated mastery participate in enrichment activities.

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

School resources to assist low performing students have been discussed above in items two and five.

Parent and community resources and involvement

There are five parents on the School Site Council and 323 parents belong to PTA. During the 2005-2006 school year, thirty-two parents attended monthly ELAC meetings. Five parents served on the PTA executive board. The PTA held fund raising activities for field trips, assemblies and meeting the needs of the school. Classroom volunteers are honored at the end of the year volunteer tea. We will continue to encourage parent participation through PTA activities, serving as classroom volunteers, serving on School Site Council, serving on English Language Advisory Council, Community Based English Tutoring and helping with other school programs or activities.

Community involvement activities include Pedley family picnic, Family Math Night, Family Reading Night, First Aid workshop for parents, Title I parent meetings, GATE parent meetings, Spring Open House, monthly grade level parent workshops, monthly parent informational meetings, nutrition workshops, Spring Parent Conferences, Spring Carnival, Young Author/Artist showcase, Red Ribbon Week, book fairs, Skills Days, Principal for a Day and the partnership with the Riverside Philharmonic.

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

Interruptions/disruptions negatively impact classroom instruction and academic learning time.
All parents are not learning partners in the educational process.
Staff development is not geared toward the entire staff.
There is not enough time to work together.
The school perceives limited district support is provided.
The socio-economically disadvantaged subgroup achieves significantly below the school and the other subgroups on the Academic Performance Index.
Academic progress for the upper grades is not as positive as lower grades.

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

Universal Access and math intervention time is difficult to incorporate in the daily schedule.
Grades 4-6 have insufficient time and resources to teach reading in small groups or use guided reading leveled books.
There are not enough teachers in the ELO program to assist all of our at-risk students.
There are not enough volunteers in the classroom to assist all of our at-risk students.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

Educational Support for EL students

English Learners will be given additional academic support through parent workshops, staff development on effective strategies, and materials in an effort to make the core curriculum accessible to them.

Mathematics

Full implementation of math program

EPC #1: Instructional Program - Students will have access to all the core classroom and student materials in the adopted math program.

Math Interventions

All students who are not mastering the grade level standards will be given additional support through interventions such as ELO, UA, and grade level interventions.

Other

Centralized Services

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

Parental Involvement

LEAP 8.8 Parent and community

Parents will be given on-going information on their student's progress and how they can assist them at home. Parents will receive pertinent information in the language that they understand and translating services will be available at all times at the school site.

Professional Development

EPC #3 School Principal's Instruct. Lead. Train

Principal will participate in trainings that will assist in improving leadership skills and to improve understanding of the various programs that are being implemented at the school site. Trainings may also include those that provide a better understanding of a certain student group such as EL, GATE, RSP, and special education students.

EPC#4 Teacher Professional Development

Teachers will be given the opportunity to participate in various professional development activities that will assist them in improving their classroom instruction and to reach desired student gains.

ELA and Math Coach

Teachers will work collaborately with the math and ELA coach to improve classroom instruction. The coaches will conduct classroom visits, model lessons, and discuss data with teachers in an effort to improve student achievement with students who are not showing mastery of the grade level standards as evident by SMART goals, CRTs, or summative assessments. Coaches are part of the High Priority Grant that Pedley is participating in.

Reading/Language Arts

Full Implementation of ELA Program

Students will have access to core curriculum and student materials in their adopted ELA core curriculum. Students will have access to supplemental materials that will enhance or expand their understanding of a given concept.

ELA Interventions

Students who are not demonstrating mastery of grade level ELA standards will have opportunities to participate in interventions such as ELO, UA, Language, and other grade level developed interventions in an effort to improve their understanding of concepts.

Technology

Technology to Enhance Instruction

Teachers will utilize technology to enhance their instruction and to supplement their core curriculum in both ELA and math.

School Climate

Student Safety

All students will feel safe and have an awareness of the dangers of drugs and alcohol. Students will be made aware of school, bus, and classroom rules along with the consequences. Parents and students will be provided with a student handbook outlining all school procedures and rules.

Classroom Environment conducive to learning

Classroom environment will be conducive to student learning. Classroom equipment will be purchase to create a classroom environment where learning is effective and allows students to reach long-term learning goals.

PERALTA ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

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

District adopted texts include:
Houghton-Mifflin "Reading" CA edition(2004)
Houghton-Mifflin "Mathematics" CA edition (2002)
Rigby "On Our Way To English" CA edition
Sopris West "Language!" CA
Houghton-Mifflin "Social Studies" (2006)
Harcourt Brace "Science" (2000)

All texts are aligned to California Standards. The school complies with and monitors the following minutes per day in each classroom for the core HM Language Arts program: Kindergarten - 60 minutes, grades 1-3 - 2.5 hours, grades 4-6 - 2 hours. The minutes are as follows for the core HM Mathematics program: Kindergarten - 30 minutes, grades 1-6 - 60 minutes.

Supplemental materials are available to check out for Extended Learning Opportunities, including Rigby Reading Program.

Grade levels meet regularly to discuss the cirriculum, California State Standards, and collaborate on standards based lesson plans and assessments during weekly minimum day meetings.

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

"Step Up to Writing" is utilized schoolwide to supplement and enrich the writing program. Manipulatives, workbooks, computer software, leveled readers, big books, book sets, posters, and teacher resource books are all available to supplement and enrich the curriculum. "Accelerated Reader" books and software are available for extended learning opportunities. Classroom libraries have been made available to all grades.

English Language Development

Peralta Elementary school currently serves 242 English Language Learner (ELL) students. Spanish is the dominant language that the ELL students at Peralta Elementary School speak. These students are placed in structured English immersion classrooms with authorized teachers, (CLAD,BCLAD, SDAIE, SB1969 or SB395) whenever possible. Universal Access is provided in language arts for 30 minutes daily to meet the needs of the English learner. Time set aside daily for Universal Access beyond the core program is as follows: Language Arts - Kindergarten - 30 minutes, grades 1-6 - 30-45 minutes. Mathematics - Kindergarten - 6th grade - 15 minutes. ELL students also receive ELD instruction from an authroized teacher and the support of a bilingual tutor. These students utilize the district adopted series of Rigby "On Our Way To English" to provide ELD instruction 30 minutes daily.

Special Education Program

The special education program at Peralta Elementary School provides a wide range of services including: Language, Speech, and Hearing, Resource Specialist program and a Special Day primary level classroom. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The school's goal for all special education students is access to the core curriculm and maximum participation in the least restrictive environment.

Gifted and Talented Education Program GATE

GATE students are currently clustered in grades 3-6 and are being served in regular classrooms with a variety of instructional methods. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. In addition, the students may participate in an extended day GATE program. GATE students are identified based on multiple criteria. The GATE coordinator facilitates the identification process. Two catagories are used in identification: intellectual abiltiy and high achievement. The designated school psychologist conducts the intellectual assessment. The application process includes recoginition of creativity, leadership, and ability in the performing and visual arts. Peralta Elementary School is currently serving approximately 65 gifted students in grades 3-6. GATE students participate in a once a week pull out program where they learn about a new theme or study a different subject matter each month.

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

Grade levels meet prior to school starting to analyze STAR, Houghton Mifflin embedded assessments, and CRT data to set goals for the school year. Grade levels meet during minimum days to analyze CST, CRT, and Houghton-Mifflin embedded assessment data and chart individual student progress. Grade levels also utilize multiple assessments, district pacing guides, and California frameworks to map out instructional goals for the school year. A majority of teachers have been trained in AB466/Language Arts and the remainder will be trained in summer 2007. Minimum days occur on each Wednesday, providing teachers the opportunities to collaborate as grade level teams.

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

ELD/SDAIE Strategies
RSP/SDC
Differentiated Instruction/Universal Access
Small Group Instruction
Modified Assignments and Homework
Ability Grouping for Instruction
Cross-Age Tutoring
Bilingual Tutors

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

Extended Learning Opportunities
Summer Extended Learning Opportunities
Parent-Student Workshops/Family Nights
Credentialed teachers provide varied instructional strategies, differentiated instruction, and universal access in language arts and mathematics on a daily basis.

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

Quarterly CRTs are regularly reviewed and analyzed at grade level meetings. California Standards with low mastery as indicated on the CRT are targeted for instruction. STAR, CRT, and Houghton-Mifflin embedded assessment results are shared with parents at conference time and quarterly thereafter. Local assessments (CRT and Houghton-Mifflin embedded assessments) provide benchmarks that assist teachers in assessing California Standards mastery. Each teacher maintains charts detailing student quarterly progress on the CRTs and Houghton-Mifflin Summative tests as well as yearly progress on the CST.

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

All teachers work with students at their grade levels that are experiencing low academic achievement. All teachers plan instructional strategies aimed at these students in their grade level meetings. All grade levels group students for instruction giving students a greater opportunity to have success. Students are grouped for English Language Development by their level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced).

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

ELO/SELO
Think Together
RSP
Parent Education
Public Library
Business Partnership (Nestle)
ESL Adult Education Classes (CBET)
Newcomers Program for 4-6 Grade English Learners
Youth Service Counselor
PTA
School Site Council
ELAC
Supplemental Educational Services

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

Funding Shortages
Lack of Parental Involvement
Emotional issues: divorce, abuse, poverty, etc.
Reclassification rates of English learner students need to be increased.
Health Care of Students
Unsupervised "Latch-Key" Students
Transportation Issues
Staffing Shortages
Language barriers
Time limitations

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

Funding
Lack of teacher availability for after/before school intervention programs
Limited parent support/awareness
Too many students in the classroom (4-6).
Limited time constraints for mandated instructional minutes.
Lack of early intervention program in reading.
Limited programs to address social/emotional issues of the child.
Limited counselor time

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

PERALTA ELEMENTARY Accountability Report
2006-2007

Peralta Elementary is a K-6, Title 1 school with an enrollment of 640 students. The school is in Year 3 of Program Improvement.

English Language Arts AYP:
· The 2006 AMO of 24.4% proficient was met by all students schoolwide as well as the Hispanic, White and SED subgroups.
· The 2006 AMO of 24.4% proficient was not met by the English Learner subgroup.
· AMO targets for the English Learner subgroup have not been met for the past two years (2005 & 2006) and also in 2003.
· Although AMO targets were not met for the English Learner subgroup, there has been an increase in the proficiency rate from 2003-2006.

Mathematics AYP:
· All AMO schoolwide targets have been met from 2002-2006.
· All significant subgroups have met the AMO targets from 2002-2006.
· Although all AMO targets were met in 2006, there was a decrease in the % of students scoring proficient from 2005 to 2006.
· The percentage of all students scoring proficient or above has decreased from 56.8% in 2005 to 45.9% in 2006.
· The percentage of Hispanic students scoring proficient or above has decreased from 53.6% in 2005 to 43.3% in 2006.
· The percentage of White students scoring proficient or above has decreased from 62% in 2005 to 48.6% in 2006
· The percentage of SED students scoring proficient or above has decreased from 49.4% in 2005 to 36.8% in 2006.
· The percentage of English Learners scoring proficient or above has decreased from 45.5% in 2005 to 32.8% in 2006.
· White students have the highest percent proficient rate (48.6%), followed by Hispanic students (43.3%). English Learner students had the lowest percent proficient rate of (32.8%).

The Academic Performance Index (API) indicates:
· The 2006 API growth was 725.
· API growth targets for schoolwide, Hispanic, White, SED and English Learners were not met during the 2005-06 school year.
· From 1999-2006 there has been an overall API Growth of 104 points schoolwide compared to the state average of 138.
· From 1999-2006 there has been an overall API Growth of 139 points for the Hispanic Subgroup.
· From 1999-2006 there has been an overall API Growth of 92 points for the White Subgroup.
· From 1999-2006 there has been an overall API Growth of 141 points for the SED Subgroup.
· The White subgroup outperformed all other significant subgroups in 2005-06.

Conclusions from Parent, Teacher and Student Input

Parents were given the opportunity to complete a survey that addressed school culture, home/school communication, parent/community involvement, standards and assessment, teaching and learning. The results indicated that teachers need to continue communicating with parents about student progress and concerns. The Spanish speaking parents appreciate the support in the areas of translation and understanding curriculum. The surveys indicate that students receive homework on a regular basis and that student success in math and language arts are a high priority at Peralta School.

Teachers report that there is a "Kids come first" attitude at Peralta. Teachers feel literacy and math are high priorities. They expressed a desire to increase the use of technology in the classroom and to provide additional parent training opportunities at school.

The students surveys indicate that Peralta students feel safe at school, that the curriculum is appropriately challenging, and that their teachers care about their success. The students at Peralta are proud of their school.

School Goals for Improving Student Achievement

English Language Development

English Learner Achievement

1.The percent of English learners making annual progress in learning English will increase from 46.84% to 52.5% as evidenced by the results of the 2007 CELDT assessment and reported in AMAO #1.

2.The percent of English learners attaining English Proficiency (Early Advanced or Advanced on overall CELDT and Intermediate or above in each skill area) will increase from 31.76% to 32.1% as evidenced by the results of the 2007 CELDT assessment and reported in AMAO #2.

3.The percent of English learners attaining academic proficiency in ELA will increase from 18.0% to 24.4% to match or exceed the Annual Measurable Objective (AMO) of 24.4% as evidenced by the Peralta Elementary EL subgroup AYP reported in the 2007 APR, August, 2007.

Mathematics

Mathematics Achievement

1.The percent of students (schoolwide) attaining proficiency in mathematics will increase from 45.9% to 47.9% (2% increase) as evidenced by the AYP results reported in August, 2007 (APR).

2.The percent of students (Hispanic) attaining proficiency in mathematics will increase from 43.3% to 45.3% (2% increase) as evidenced by the AYP results reported in August, 2007(APR).

3.The percent of students (SED) attaining proficiency in mathematics will increase from 36.8% to 38.8% (2% increase) as evidenced by the AYP results reported in August, 2007(APR).

4.The percent of students (English learners) attaining proficiency in mathematics will increase from 32.8% to 36.8%(4% increase) as evidenced by the AYP results reported in August, 2007 (APR).

5.Students will show an increased proficiency in math by meeting or exceeding district math CRT averages as evidenced by comparison results (June, 2007 average % compared to June, 2008).

Other

Centralized Services

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

Parental Involvement

Parental Involvement

1. Engage parents in their childrens education by helping parents to develop skills to use at home that supports their childrens academic efforts at school.

2. Provide parents with techniques and strategies that they may use to improve their childrens academic success and to assist their children in learning at home.

3. Initiate consistent and effective two way communication between the home and school so parents may know when and how to help their children in support of classroom learning activities.

4. Foster effective and culturally sensitive communication with the home, including how to communicate with non-English speakers and how to give parents opportunities to assist in the instructional process both at school and at home.

Reading/Language Arts

Language Arts Achievement

1.The percent of students (schoolwide) attaining proficiency in English language arts will increase from 36% to 38% (2% increase) as evidenced by the AYP results reported in August, 2007 (APR).

2.The percent of students (Hispanic) attaining proficiency in English language arts will increase from 31.2% to 33.2% (2% increase) as evidenced by the AYP results reported in August, 2007 (APR).

3.The percent of students (SED) attaining proficiency in English language arts will increase from 8.9% to 18.9% (10% increase) as evidenced by the AYP results reported in August, 2007(APR).

4.The percent of students (English learners) attaining proficiency in English language arts will increase from 18% to 24.4% (6.4% increase) as evidenced by the AYP results reported in August, 2007 (APR).

5.Students will show an increased proficiency in English language arts by meeting or exceeding district ELA CRT averages as evidenced by comparison results (June, 2007 average % correct to June, 2008).

School Climate

Safe & DATE Campus

1. Develop campus wide P.R.I.D.E. (Personal Responsibility In Daily Effort) by putting academic and behavioral success in the reach of every student, focusing on a rewarding effort and fostering a "success attitude" grounded in personal responsibility.
2. Maintain a safe, disciplined, drug, alcohol and tobacco free learning environment.
3. Provide supervision of students to provide a safe and structured environment for learning and peer interaction.

RUSTIC LANE ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

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

Introduction

All Rustic Lane Elementary students have access to and participate in a rigorous core curriculum. Our base program has been developed to ensure all students are meeting established grade level standards. Teachers meet weekly in grade level team meetings during "TEAMS Time" to ensure successful and equitable implementation of the base and supplemental programs. The Professional Learning Community (PLC) model is followed during TEAMS Time, focusing on an analysis of what standards students have learned and what reteaching is required.

Reading/Language Arts

Rustic Lane's reading/language arts program reflects a balance between the skills and practice necessary to promote effective readers and writers. Literature based resources encourage personal reading and writing for the future. All students receive instruction utilizing the district-adopted K-6 Houghton-Mifflin Reading program. Phonics instruction is supported through the Houghton-Mifflin program. Students requiring intensive reading intervention in grades 4 - 6 receive instruction utilizing the district-adopted Sopris West "Language!" program. Supplementary materials include the Step Up to Writing program.

The schools in Jurupa Unifed School District utilize the California State Standards as the framework for Language Arts instruction. These standards provide a basis for focused instruction and provide teachers with monitoring points when measuring the progress of all students. All core curriculum, supplemental materials, and staff development supports the successful implementation of these standards. Assessment of student progress is evaluated through both formal and informal measures which include the following: District CRT Assessments; HM Summative Assessments; HM Theme Skills Assessments; "Language!" Chapter Assessments and the state CST assessment.

The focus of Rustic Lane Elementary School is to ensure student mastery of basic skills in reading and writing. Rustic Lane's program has been designed to promote literacy. In K-3 class size reduction classrooms, students are afforded more individualized instruction from the teacher to promote these skills. Students who are experiencing difficulty with reading and writing may qualify for extended learning opportunities (ELO) after school (ELA) through our Title I ELO program. Title I ELO class sizes are small to accommodate at-risk students. The goal of the program is to help all of our students achieve mastery of grade level standards.

Mathematics

All students receive instruction through the district-adopted core curriculum K-6 Houghton Mifflin Mathematics program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the California State Mathematics Framework: Functions, algebra, geometry, statistics and probability, measurement, logic and language. Students develop computation and problem solving skills through the districts core curriculum and supplemental materials.

Students who are struggling with mathematics may qualify for extended learning opportunities (ELO) at lunch time through our Title I ELO program. Title I ELO class sizes are small to accommodate at-risk students. The goal of the program is to help all of our students achieve mastery of grade level standards.

Supplemental resources include the Houghton-Mifflin math interventions kits and manipulatives to support student learning.

Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Student progress is monitored through both formal and informal assessments which include the following: District CRT Assessments; HM Chapter Tests; HM CA Standards Based Assessments; and the state CST assessment.

History/Social Science

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and

political literacy as well as behaviors and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate student understanding of historical periods, events, places, and people, as presented in the district-adopted K-8 Houghton Mifflin Social Studies program.

Student progress is monitored through both formal and informal assessments. Instruction incorporates performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of student working individually and/or cooperatively.

Science

Students receive instruction in life, earth, and physical science as presented in the K-6 Harcourt Science program. Six major themes (energy, evolution, patterns, and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring and applying are developed in the activity-based program through inquiry and investigation. Student progress is monitored through both formal and informal assessments, oral and written projects and performance-based assessments, which include hands-on activities, investigations, open-ended and higher level thinking questions.

Technology

Rustic Lane Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students; teachers will expose students to the wealth of information and services available to them through various medias. Students will leave Rustic Lane Elementary School with the skills and experience they need to function successfully in an increasingly technological age. All classrooms are wired for voice, data, and cable as well as internet access. We will utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success.

Physical Education

Students at Rustic Lane Elementary School are provided with a well-developed physical education program, which integrates social skills with basic movement skills, physical fitness, organized games, and sports. Teachers work together on grade level teams to plan and implement the program and coordinate with use of facilities for all classrooms.

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

English Language Development

Rustic Lane Elementary School serves 422 identified English language learner students. Spanish is the dominant language that the ELL population at Rustic Lane speak. These students are placed in Structured English Immersion or English Language Mainstream classrooms with authorized teachers (CLAD,BCLAD, SDAIE, SB 1969, SB 395). EL students access the core curriculum through a variety of differentiated instructional strategies which include SDAIE, SIOP, Universal Access, HM Supplemental EL materials and math manipulatives. Additionally each student has access to the student reading materials, practice books and auxilliary materials that accompany the Houghton Mifflin Language Arts program. EL students also receive the appropriate level of ELD instruction based on CELDT levels as well as District Profile Card indicators of ELD standard mastery. Daily ELD instruction is provided for 20 minutes in kindergarten and 30 minutes in 1-6 grades. The CDE standards based adopted text, Rigby "On Our Way to English" (K-5) and Thomson & Heinly "Visions" (6), are utilized in all classrooms.

Special Education Program

The Special Education program at Rustic Lane Elementary School provides a wide range of services including: Language, Speech, and Hearing, Resource Specialist program and a Special Day Class. An Individualized Education Plan (IEP) is developed to address the needs of each student. Parents collaborate in developing the IEP and making placement/service decisions for their child. Progress is monitored annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and achieve maximum participation in the least restrictive environment.

Gifted and Talented Education Program - GATE

GATE students are currently being served in their regular classrooms with a variety of instructional methods. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. Rustic Lane Elementary School is currently servicing 25 gifted students in grades 2-6.

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

Alignment with Standards

The JUSD Blueprint for Learning provides a foundation for standards-based instruction. Teachers participate in grade level release days (TEAMS Time)once a week on a scheduled instructional minimum day. Assessment data provided from the results of the District CRT, Houghton Mifflin Summative or Theme Skills assessments or Houghton Mifflin Math Chapter Tests is utilized to determine student mastery of grade level standards and plan for reteaching and/or intervention. Teachers readily access student data via the online Data Director system.

Assessed Student Performance

Student performance on the norm referenced California Achievement Test, Sixth Edition (CAT-6), the criterion referenced California Standards Test (CST) and the district Criterion Referenced Test (CRT) indicated that a much stronger emphasis needs to be placed on upper grade literacy (especially with the English learner subgroup).

Professional Needs

Although teachers have made great strides toward full program fidelity of the Houghton Mifflin programs, there is still a need for more training to enhance and support quality instruction with the Houghton Mifflin (HM) adoptions. Teachers need training in how to manage Universal Access, setting up and managing student collaborative groups, and many other aspects of implementing a successful language and mathematics programs using the adopted HM series.

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

Under-performing Rustic Lane students are engaged in Universal Access which addresses the needs of Challenge (Above grade level students), Classroom Management (At grade level students), Extra Support (Below grade level students), and English language learners.

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

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

Rustic Lane uses data from state, district, and curriculum embedded assessments to drive instruction. Rustic Lane analyzes state data at the beginnng of the school year to identify and target subgroups and individual students who have not met anticipated targets. In addition, the district administers a Criterion Reference Test (CRT) at the end of the year in grade K-1 and three times a year in grades 2-6. The CRTs provide data for analysis which measure how students are progressing in mastering the essential state standards. The district also requires the administration of the Houghton Mifflin Summative Assessment four time per year to measure mastery of the standards that have been taught in the HM themes. In addition, Rustic Lane utilizes the Houghton Mifflin Theme Skills tests at the end of each theme to conduct a data protocol session which identifies students who require reteaching of specific standards. During TEAMS Time, teachers analyze the data to determine mastered standards and standards that need additional focus.

All classrooms at Rustic Lane use the embedded Houghton Mifflin (HM) Assessments in language arts and math with the addition of the Houghton Mifflin Leveled Reading Passages Assessment kit. These include pre- and post- tests in math, Theme Skills tests, and The California Summative Tests in ELA. To address the need of meaningful examination of data, we have developed and established a schoolwide data analysis system based on the HM assessments to provide results in a timely manner that supports teacher collaboration and data driven decision making. During TEAMS Time, teachers will continue to regularly examine data from these assessments and use that information to modify instruction. All teachers have been trained to implement a data protocol, with a structured way of analyzing data that optimizes growth.

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

All teachers at Rustic Lane are fully credentialed and are identified as Highly Qualified Teachers as mandated by NCLB. All of Rustic Lane's teachers work with students at their grade levels that are experiencing low academic performance. Teacher plan instructional strategies aimed at these students during their teacher release time (TEAMS Time). Students are also grouped for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).

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

Students and families at Rustic Lane Elementary School are provided access and connections to community resources through a wide range of local services. A Youth Outreach Counselor provides counseling services to students in need at the school level.

Parents are given the opportunity to choose Supplemental Educational Services for the children. Sixty students are currently participating in the SES program after school.

Parent involvement is highly encouraged at Rustic Lane Elementary. Parent advisory groups are in place and are actively involved through SSC, GATE, Title I, and ELAC parent meetings. The following programs and/or support staff include additional efforts to engage parents in the education of their children:

Parent-Teacher Conferences
Translation services during meetings.
Parent/Teacher/Student Compact (Title I)
Family Math Nights
Academic Progress Reports
Regular phone calls from teachers to parents.
Back-to-School Night
Parent Volunteer Program (Documented through Involvement Log Sheets)
Parent Trainings
Parent/Student School Handbook
CBET
Parent Resource Library
CARES (counseling services)
Bilingual Outreach Worker
Community volunteers
Fliers and bulletins designed to inform patents of trainings, events, programs

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

Rustic Lane has almost 80% of our student population in the Free and Reduced Lunch program, identifying a major portion of students as economically disadvantaged. One third of the student population is EL and a larger number of parents have a primary language other than English.

In addition, a high rate of staff turnover is a current barrier toward improving academic achievement. There has been a 15% turn over per year for the past three years, including multiple long term substitute situations.

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

Although teachers have made great strides toward full program fidelity of the Houghton Mifflin programs, there is still a need for more training to fully implement the adopted core. Teachers need training in Universal Access, differentiation of instruction, SIOP and ELD utilizing the Rigby "On our Way to English" and Thomson and Heinle "Visions."

Teachers require further training in Intensive ELA Intervention. The Sopris West "Language!" intervention program will begin in the the Spring of 2007, and the intervention teachers will need further training and support.

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

Supplemental services provided through categorical funds include primary language support for English learners (Bilingual Tutor), extented learning opportunities in Math and ELA during the lunch period and after school, parent support and communications, Family Math and Literacy Nights and teacher accessibility to assessment data through a data management system.

Rustic Lane School was identified a schoolwide Title I School as of the 2001-2002 school year. The schoolwide goal is student mastery of standards in all academic areas as evidenced by Adequate Yearly Progress (AYP) and Academic Performance Index (API) yearly benchmarks.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

English Language Arts AYP:
• All AMO targets (schoolwide and subgroups) have been met in 2006.
• English Learner subgroup AMO target was met under Safe Harbor (22.6%).
• None of the AMO targets were met in 2005.
• AMO targets for the English Learner subgroup were not met for three consecutive years (2003, 2004 & 2005).
• Although AMO targets were not met in 2005 there was a significant increase in the % proficient in 2006 which placed Rustic Lane Elementary "on hold" in Year 3 PI.
• The percentage of all students scoring proficient or above has increased from 21.1% in 2005 to 26.7% in 2006.
• The percentage of Hispanic students scoring proficient or above has increased from 19.6% in 2005 to 25.2% in 2006.
• The percentage of SED students scoring proficient or above has increased from 18.1% in 2005 to 26.1% in 2006.
• The percentage of English Learners scoring proficient or above has increased from 12.2% in 2005 to 22.6% in 2006.
• SED students have the highest percent proficient rate (26.1%), followed by Hispanic students (25.2%). English Learner students had the lowest percent proficient rate of (22.6%).

Mathematics AYP:
• All AMO schoolwide targets have been met from 2002-2006.
• All significant subgroups have met the AMO targets from 2002-2006.
• The percentages of students scoring proficient or above between 2002 & 2005 have increased yearly schoolwide and for all significant subgroups.
• Although AYP targets for 2006 were met, there was a decrease in the proficiency rate in 3 out of 4 groups.
• The percentage of all students scoring proficient or above has decreased from 34.5% in 2005 to 33.6% in 2006.
• The percentage of Hispanic students scoring proficient or above has decreased from 34.8% in 2005 to 33.1% in 2006.
• The percentage of SED students scoring proficient or above has decreased from 32.2% in 2005 to 31.6% in 2006.
• The percentage of English Learners scoring proficient or above has increased from 27.4% in 2005 to 30.2% in 2006.
• Hispanic students have the highest percent proficient rate (33.1%).
• SED students (31.6%). English Learner students had the lowest percent proficient rate of (30.2%).

The Academic Performance Index (API) indicates:
• The 2006 API growth was 663.
• From 1999-2006 there has been an overall API Growth of 171 points schoolwide compared to the state average of 138.
• From 1999-2006 there has been an overall API Growth of 187 points for the Hispanic Subgroup.
• From 1999-2006 there has been an overall API Growth of 196 points for the SED Subgroup.
• All API growth targets for schoolwide, Hispanic, SED and English Learners were met during the 2005-06 school year.
• The Hispanic subgroup outperformed all other significant subgroups in 2005-06.

Conclusions from Parent, Teacher and Student Input

Parents were given the opportunity to complete a parent survey that addressed school culture, home/school connection, parent/community involvement, standards and assessment, and curriculum and instruction. The results indicated that the teachers need to continue communicating with parents about student progress and concerns. Overall parents are very pleased with the school climate and more specifically the recognition of individual student achievement.

Teachers' survey indicated a need to continue promoting parent involvement at all levels. The Academic Program Survey indicated that teachers are working on full implementation of the Houghon Mifflin in both mathematics and lanaguage arts. Additionally, teachers are pleased with the level of recognition of individual student achievement.

School Goals for Improving Student Achievement

Early Childhood Education

Transition Program

Rustic Lane will provide a transition program for Pre-school students to kindergarten.

English Language Development

English Learner Achievement

1. The percent of English learners making annual progress in learning English will increase from 57% to 59% as evidenced by the results of the 2007 CELDT assessment and reported in AMAO #1 (07-08).

2. The percent of English learners attaining English Proficiency (Early Advanced or Advanced on overall CELDT and Intermediate or above in each skill area) will increase from 37.4% to 39.4% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #2 (07-08).

3. The percent of English learners attaining academic proficiency in ELA will increase from 22.6% to 23% to match or exceed the district Annual Measurable Objective (AMO) of 23% as evidenced by the Rustic Lane EL subgroup AYP reported in the 2008 APR, August, 2008.

Mathematics

Mathematics Achievement

1. The percent of students (schoolwide) attaining proficiency in mathematics will increase from 33.6% to 37% (3.4% increase) as evidenced by the AYP results reported in August, 2008 (APR).

2. The percent of students (Hispanic) attaining proficiency in mathematics will increase from 33.1% to 37% (3.9% increase) as evidenced by the AYP results reported in August, 2008 (APR).

3. The percent of students (SED) attaining proficiency in mathematics will increase from 31.6% to 37% (5.4% increase) as evidenced by the AYP results reported in August, 2008 (APR).

4. The percent of students (English Learners) attaining proficiency in mathematics will increase from 30.2% to 37% (6.8% increase) as evidenced by the AYP results reported in August, 2008 (APR).

5. Students will show an increased proficiency in math by meeting or exceeding district Math CRT averages as evidenced by comparison results (June, 2007 average % correct to June, 2008).

Other

Centralized Services

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

S & DATE

To maintain a safe, disciplined, drug, alcohol and tobacco free learning environment.

Supplemental Ed. Services

Students attending Program Improvement Year 3 schools are given the opportunity to choose Supplemental Educational Services to improve learning.

Parental Involvement

Parent Involvement

1. Engage parents in their childrens education by helping parents to develop skills to use at home that supports their childrens academic efforts at school.

2. Provide parents with techniques and strategies that they may use to improve their childrens academic success and to assist their children in learning at home.

3. Initiate consistent and effective two-way communication between the home and school so parents may know when and how to help their children in support of classroom learning activities.

4. Foster effective and culturally sensitive communication with the home, including how to communicate with non-English speakers and how to give parents opportunities to assist in the instructional process both at school and at home.

Reading/Language Arts

Language Arts Achievement

1.The percent of students (schoolwide) attaining proficiency in English language arts will increase from 26.7% to 28.7% (2% increase) as evidenced by the AYP results reported in August, 2008 (APR).

2.The percent of students (Hispanic) attaining proficiency in English language arts will increase from 25.2% to 27.2% (2% increase) as evidenced by the AYP results reported in August, 2008 (APR).

3.The percent of students (SED) attaining proficiency in English language arts will increase from 26.1% to 28.1% (2% increase) as evidenced by the AYP results reported in August, 2008 (APR).

4.The percent of students (English Learners) attaining proficiency in English language arts will increase from 22.6% to 24.6% (2% increase) as evidenced by the AYP results reported in August, 2008 (APR).

5.Students will show an increased proficiency in English language arts by meeting or exceeding district ELA CRT averages as evidenced by comparison results (June, 2007 average % correct to June, 2008).

SKY COUNTRY ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

All Sky Country School students will be academically successful and master challenging state academic content standards. Students will develop their individual potential and self-worth to become successful, contributing citizens who celebrate diversity. Students will be supportive, respectful, and responsible.

Sky Country School is one of 16 elementary schools in the Jurupa Unified School District. Sky Country is located in an unincorporated area of Riverside County. Currently Sky Country's enrollment is 720 students, kindergarten through sixth grade. The school was constructed in 1984 and opened for enrollment in September 1984. Sky Country has 32 teachers. All of them are fully credentialed. Our student population consists of 59% Hispanic, 37% White (not Hispanic), 2% African-American and 2% other. Sky Country has 30 regular K-6 classes, one 4-6 SDC class and one full-time Resource Specialist.Our mission is to provide the best learning opportunities for our students and to encourage an environment in which all students can experience success. Sky Country staff maintains a student focus for all activities and programs, develops connections between life experiences and the curriculum and develops social, emotional and physical well-being in our students. Sky Country staff works collaboratively to ensure that all students receive the instruction they need in a comprehensible and effective manner.The vision for all Sky Country School students is to be academically successful and master challenging state academic content standards. Students will develop their individual potential and self-worth to become successful, contributing citizens.

Analysis of Current Educational Practice

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

Introduction

Sky Country aligns all instruction and assessment with state standards. Teachers instruct students in the state standards and move student achievement toward mastery of the standards at each grade level. The district adopted the Houghton Mifflin mathematics series and also the Houghton Mifflin Language Arts series for grades K-6 which are aligned to state standards. The district adopted Houghton Mifflin Social Studies curriculum which was used for the first time during the 2006-2007 school year. The science adoption, which is standards based, has been implemented for two years.

Base Program Description

Reading Language Arts

Sky Country's English Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The foundation of the Sky Country Curriculum is the language arts standards adopted by the state. All students receive instruction from the district adopted K-6 Houghton Mifflin Reading/Language Arts Program (EPC 1.1). Language arts is taught for 2.5 hours daily in grades 1-3 and for 2 hours daily in grades 4-6(EPC2.1) with an additional 30 minutes for Universal Access (EPC2.2). The use of pacing guides are monitored to insure full implementation of the language arts program (EPC8.1). A new intervention program for students in grades 4 -6 who are two years or more below grade level is being implemented(EPC 1.2). The adopted curriculum is "Language 3rd Edition". The publisher is Sopris West. Supplemental materials for extended learning opportunities include: The Accelerated Reader program, Reading Counts, STAR Reading and STAR Early Literacy and Mountain Language.

The ELA program promotes an integration of reading, writing, speaking, skill development and practice, and considers all components recommended by the California Reading Initiative and included in the state reading/language arts standards. These standards combined with assessment materials, assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the state standards.

Sky Country's Language Arts program emphasizes early intervention and assists students in grades 1-6 who are having difficulty learning to read. Certificated teachers plan and implement interventions for students who are struggling with reading. The goal of these programs is to help all of our students become fluent readers with good comprehension skills.

Mathematics

Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: functions, algebra, geometry, statistics and probability, discrete mathematics, measurement, number, and logic and language. Students develop computational skills, problem solving skills, mental arithmetic, estimation and calculator /computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption (Houghton Mifflin)(EPC 1.3). Math instruction occurs for one hour each day in all grades with 15 minutes for Universal Access (EPC 2.3, 2.4). The use of pacing guides are monitored to insure full implementation of the HM Mathematics program (EPC8.2). Supplemental mathematics materials such as Accelerated Math and Mountain Math are aligned to state standards and are used to support the learning of standards. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open ended and have multiple solutions. Assessment of student progress is evaluated through both formal (STAR, CRT tests) and informal (curriculum embedded assessments) (EPC 5.1), teacher-made tests, SMART goals and grade level assessments measures. Performance-based assessment appears in student work in the form of open ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members assist students who are struggling with mathematics. Specific interventions are employed in after school programs and in Universal Access focus groups. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Studies

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places, and people as presented in the state adopted standards and supported by the district adopted K-6 Houghton Mifflin Social Studies Program. The adopted texts are supplemented by a variety of materials to insure student mastery of the state social studies standards.

Assessment of student progress is evaluated through both formal and informal measures. Instruction includes performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and cooperatively.

Science

Students receive instruction in life, earth, and physical science as presented in the state adopted standards. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity - based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures, oral and written projects, and performance-based assessments which include hands-on activities, investigations, and open-ended questions. Students are encouraged to participate in the district's science fair each year.

Technology

Sky Country Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life long learners, and responsible, productive citizens in an ever changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Therefore, teachers expose students to the wealth of information and services available to them through various media by following the district adopted technology standards at each grade level. We utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success. Some of the computer programs implemented at Sky Country School are Accelerated Reader, Accelerated Math, Star Reading, Star Early Literacy.

Fine Arts

Students receive instruction and are exposed to art, drama, and experiences that are designed to facilitate

students understanding /development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. Students learn and then apply the basic artistic, dramatic, and musical elements and principles to their own work. Students compare and contrast periods, cultures, and major themes in fine arts from throughout the world. Band is offered to students on a voluntary basis as well as a before school choir for students in grades 3-6. An after school social dance class is offered for students in grades 5 and 6 and drama club is available for students in grades 3-6. All students participate in the annual Art Fair.

Physical Education

Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition.

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

The faculty at Sky Country addresses the needs of all students by diversifying instruction, providing additional specialized assistance, and using materials that are appropriate to their needs. Specifically:

Program for English Language Learners

Sky Country currently serves 181 EL students. Spanish is the dominant language spoken by English learners at Sky Country. These students are placed with authorized teachers. At this time all of Sky Country's teachers are authorized. Two part-time bilingual tutors assists teachers by providing primary language support for students in levels 1,2 and 3. The district has adopted the Rigby "On Our Way to English" series for instruction of EL students in English Language Development (ELD) in grades K-5 and Visions for grade 6. The Rigby adoption is new and was used beginning 2006-2007. Teachers received training on the new adoption in Augst 2006. ELD is taught 20 minutes/day in kindergarten and 30 minutes/day in grades 1-6.

The main goals of the English Language Learner program are for students to progress one level a year until they are reclassified as fluent English speakers, have success in academic areas, and achieve at the same high levels as their English Only counterparts. Teachers use a catch-up plan for students not accomplishing these goals. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card tracking student progress is kept for each student. Profile cards are updated twice a year. Students are assigned to either a Structured English Immersion (SEI) program or an English Language Mainstream (ELM) program depending on their instructional ELD level.

The ELAC meets four times a year and advises the principal on the development of a master plan for English learners and the development of the school's needs assessment. In addition, they assist with finding ways to make parents aware of the importance of regular school attendance.

Special Education Program

The Special Education Program at Sky Country Elementary School serves 54 students with a wide range of services including Language, Speech and Hearing, a Resource Specialist Program, and a Special Day Class (upper grade). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Program

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. Students receive differentiated instruction which may include special individual project studies, enrichment activities, an after school program, and directed higher level questioning through daily lessons. Students are also served in an optional after school class one day a week. The teachers work with GATE students on higher level thinking skill activities. Teachers are selected to teach GATE students based on their experience, demonstrated ability to work with GATE students, and coursework that they have taken that would provide them with a background conducive to differentiating instruction and enriching the curriculum. Teachers that are GATE certified are preferred. Students are identified through parent and teacher input, observations, special honors or recognition received, language spoken at home, environmental factors and scores on standardized tests. Sky Country is currently serving 41 students 3-6.

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

Alignment with Standards

During the past school year (2006-2007) teachers and staff at Sky Country Elementary School participated in staff development during our weekly minimum days. Teachers in grade level groups, cross grade level articulation groups and other groupings worked on materials alignment, assessment, implementation of specific curricular objectives, and other activities designed to assist students in successfully mastering standards.

Assessed Student Performance

Student performance on the criterion referenced California Standards Test (CST), the norm referenced CAT6 test, and the districts Criterion Referenced Test (CRT) indicated while successful growth has occurred, there is room for improvement in both language arts and mathematics. To facilitate growth, a minimum day has been implemented for teachers to work together to improve student achievement. Teachers meet on a regular basis to analyze student data, to set SMART goals in both language arts and math, and to plan interventions.

Professional Needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full-year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession. In Addition, 4-6 teachers have attended workshops in partnership with UCR developing their abilities to teach math concepts and the integration of math and science (MATE,CHAMPS, ALIAS). Optional staff development days have been held to collaborate on the instruction of the writing process, become more familiar with Marzano strategies and to learn to use Data Director to effectively analyze student data for the purpose of providing interventions and directed instruction. Teachers discussed and planned as a grade level regarding writing instruction and they developed a year long schedule for teaching writing. They also met with cross grade level colleagues to discuss expectations from one grade level to the next. The leadership team attended a Professional Learning Communities conference to help facilitate improvement in collaboration amongst and between grade levels and increase student achievement (EPC 7.1,7.2). A second leadership team, consisting of a member of each grade level, attended four days of training in Building Collaborative Cultures. They brought back what they learned in this training to help facilitate 30-minute meetings at their grade level and schoolwide. Teachers were provided with two release days per grade level to analyze data, look at CST Released Items and to plan and collaborate with their grade level colleagues. Teachers attended AB466 training in the Spring for math and in June for Language Arts (EPC 4.2). The principal has completed both AB75 for language arts and AB466 for mathematics (EPC3.1 and 3.2).

Instructional assistance and support is provided to classroom teachers by District TSA's. This assistance and support may be in the form of demonstration lessons, coaching strategies, or observations and collaborations.

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

Teachers at Sky Country Elementary School use multiple learning techniques such as small group instruction, guided reading with leveled reading materials, cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English-assisted instruction, instructional aides, bilingual tutors, parent volunteers and transition partners to assist under-performing students. Each teacher provides Universal Access time during the regular school day. Teachers assess their students often and provide needed interventions to students needing extra assistance. The READ program services students in grades 1-2. Students qualify for this extra help if they score in the lowest 20% of the grade level in reading ability. An instructional aide works with small group to build reading skills. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

Finally, Sky Country School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Carol Wylie Center and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents. Seven schools have an early intervention for School Success (EISS) Program, and two offer a Healthy Start School-Community program.

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

The faculty at Sky Country Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced CAT6, the criterion referenced California Standards Test (CST), and the districts Criterion Referenced Test (CRT) and Houghton Mifflin Summative tests. Teachers have been trained to analyze individual and group results and modify instruction to meet individual needs and to insure that every grade level standard has been taught and learned. In addition, classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet in a planning session once a week on Fridays for one and a half hours to look at student work, examine student progress, and to make instructional decisions. SMART goals are developed to increase student achievement.

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

All of our teachers work with students at their grade levels who are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their Friday planning meetings and twice-yearly grade level release days. Some grade levels group students for instruction giving students a greater opportunity to have success. Students are also grouped for English Language Development (ELD) by ELD level (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

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

School resources to assist low performing students have been discussed above in question 2 and question 5.

Parent and Community Resources and Involvement

There are five parents on the School Site Council, and many of our parents belong to the PTO. During the 2006 - 2007 school year, many parents attended planned ELAC meetings and advised the principal on a number of issues related to the education of English language learners. Eight parents served on the PTO Executive Board during the 2006-2007 school year. The PTO has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide schoolwide activities for students and families, including Book Fairs, Red Ribbon Week, Skills Day, and various assemblies. Parents volunteer in various capacities and the number of volunteer hours for 2006-2007 was in excess of 9,500 hours. We will continue to encourage parental participation through PTO activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), and helping with other school programs. Sixty-one parents graduated from the Parent Institute for Quality Education parenting classes. In addition, approximately 15 parents participated in the Latino Family Literacy program.

Community Involvement was continued through activities such as Back-to-School Night, Art Fair, Skills Day, and band and choir activities, Principal for a Day, school-business partnerships and a variety of student performances. These programs bring our students in contact with community members that enrich their educational experience.

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

Interruptions/Disruptions negatively impact classroom instruction and academic learning time.

Some parents are not learning partners in the educational process.

Some parents do not perceive themselves as learning partners in the educational process.

The socio-economically disadvantaged subgroup achieves significantly below the school and the other subgroups on the Academic Performance Index.

Academic progress for grades 5 and 6 is not as positive as in grades 2 through 4.

Combination classes make it difficult to teach the curriculum as effectively as possible.

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

There are insufficient funds to expand the READ program to serve grades 4-6.

Current technology resources do not allow intervention programs such as Accelerated Reader, Accelerated Math, STAR Reading, STAR Early Literacy to be implemented effectively.

There are insufficient funds to provide a comprehensive after school program.

Parenting classes need to be offered to help parents with parenting skills and to offer ways to help with their child's education.

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

The primary services provided to under-performing students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, and professional development for teachers. These items are discussed in item two above under the sub-categories of English Language Learner program, Special Education program, Gifted and Talented program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)

The purpose of the CBET program is to provide adult tutoring to students having difficulty with English Language Development. Jurupa Unified School District offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students. The Latino Family Literacy program was offered this year for 10 weeks. Parents learned the importance of reading to their children on a daily basis, created a family album and celebrate their successes.

Extended Learning Opportunity (ELO)

Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on language arts (reading) and mathematics. The focus is on essential state standards. Students current levels of achievement in both mathematics and language arts are assessed and the individual need of each child is addressed through whole group and individualized instruction. Students are re-tested and re-taught until mastery has been attained. Each grade level provided approximately 30 hours of extended learning opportunities.

Drug, Alcohol, Tobacco and Violence Education

The goal at Sky Country is to prevent students from developing favorable attitudes toward drugs/tobacco. The Too Good for Drugs and Too Good for Violence curriculums provide students opportunities to increase their knowledge of the negative effects of tobacco, alcohol and other drug use; increase their self confidence; develop positive peer relationships and engage in positive activities.

Single Plan For Student Achievement

English Language Development

ELD Progress

English learner students will meet Annual Measurable Achievment Objectives as measured by the October 2007 CELDT test and the May 2008 CST scores.

Mathematics

Math for all students

Improve student achievement in mathematics by developing further student mastery of computational and application skills.

Other

Centralized Services

No Child Left Behind (NCLB) and progress towards moving all students to high achievement.

Reading/Language Arts

ELA for all students

Improve student achievement in mathematics by developing further student mastery of reading and writing skills.

STONE AVENUE ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

The mission of Stone Avenue School is to foster the successful educational and social development of our students. By holding high expectations, inspiring a love of life-long learning, and instilling a commitment to excellence in our students, Stone Avenue parents and staff will lead and guide each student toward grade level proficiency, or above, as measured by performance in portfolios and state and district assessments.

Stone Avenue Elementary School opened in September, 1993, with an enrollment of 467 students which has grown to a current total enrollment of 700 students in kindergarten through 6th grades. It is a beautiful facility situated on a hill overlooking the surrounding community. The architectural design was the third of its type in the district with adaptations to its particular geographical surroundings. It is an attractive school in which we all take great pride.

Student Enrollment: Our October, 2006, K-6 enrollment was 700 students. The ethnic distribution is as follows: 69% Hispanic, 26% Anglo; 4% African American; and other 1%.

Analysis of Current Educational Practice

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

Curriculum standards for language arts and mathematics are continually reviewed and revised with the input of all the district's teachers. At Stone Avenue, teachers work in small groups to articulate and review standards at their grade level. Teachers have one minimum day each week for curriculum alignment, assessment and data analysis and grade level planning. Our curriculum standards representative teacher works with grade levels and individual teachers to update standards-based teaching practices. Standards updates are presented at monthly staff meetings and grade level meetings. We use the "Data Director" system to support an integrated approach to developing, managing and using data to drive our instructional practices, promote improvement and optimize the learning results through a standards-based approach for electronically reviewing student achievement data. This program delivers flexible analysis of individual student performance as well as analysis of group performance for identified groups of student (GATE, Title 1, EL). Stone Avenue uses the disrict-adopted Houghton-Mifflin program for language arts and mathematics. In addition, for students in grades 4-6 that are reading 2 or more years below grade level, Stone Avenue uses the reading intervention program, Language!. The school complies with and monitors the following minutes per day in each classroom for the core HM ELA program: Kindergarten=60 minutes, grades 1-3=2.5 hours, grades 4-6=2 hours. The minutes are as follows for the core HM math program: Kindergarten=30 minutes, grades 1-6=60 minutes. Each teacher follows the district pacing guide for both ELA and math.

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

Staff development opportunities provide concrete curricular interventions to be used in the standards-based classroom along with ideas for standards-based lesson planning and assessment. Site based optional staff development is encouraged and implemented. Teachers are provided opportunities to acquire standards-based instructional materials to be used throughout the school year. All principals and teachers have been provided the required AB75 and/or AB466 training in mathematics and language arts.

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

Professional development is considered to be a foundation for the instructional program. Continued staff development in the areas of language arts and mathematics instruction will further strengthen the existing program. Staff will explore resourceful ways of closing the achievement gap for students continuing to have difficulty with mastery of standards.

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

Students who are not meeting district minimum standards are provided with differnentiated instruction within the regular program. In addition, students requiring intervention are provided with extended learning opportunities during lunchtime 3 days each week.

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

Students who are not meeting district minimum standards are provided with differentiated instruction within the regular program. In addition, intervention programs are conducted 3 days per week during lunchtime for students' needed remediation. All teachers have received training on the Universal Access component of the newly adopted ELA series to ensure enrichment/extension activities, English learner activities, remediation activities or on grade level activities for all students on a daily basis. Time set aside daily for Universal Access beyond the core program is as follows:
Language Arts - Kindergarten=30 minutes, gr. 1-6=30-45 minutes
Mathematics - Kindergarten-6th grade=15 minutes

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

Success at mastering grade reading and math standards was measured by individual teachers using running records, teacher created assessments, teacher observation, curriculum-based measures of progress and standardized tests. Students are expected to show progress a minimum of 2 points on the STAR.

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

All teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their planning meetings. Students are grouped for English Language Development (ELD) by level.

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

Stone Avenue boasts one of the most active PTA groups in the district. Our PTA focuses upon assemblies and programs aimed at student achievement and enrichment. Students have had the opportunity to experience multiple astronomy nights, cinema spectaculars, parent programs for helping students with homework, and family instructional programs in the evenings. Our ELAC parent group has become an active group in decision making. This group meets regularly and is capably managed by a bilingual teacher. The ELAC meetings include discussion sessions about curriculum and remediation strategies at home, parent participation in activities like Science Fair project planning (every parent observed a project being set up and completed and then received all the materials necessary for them to help their own child to complete a project at home) and an avenue for discussion of areas of concern at the school. The principal participates in this portion of the meeting.

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

The barriers are as follows:

1. Reclassification rates of EL students need to be increased;
2. Parent support at home to help with homework; and
3. Healthcare of students.

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

Addressing the individual needs of students in the modern standards movement is a challenge to all faculties. Further staff development opportunitites will be explored to facilitate success in this area. In addition, based upon the current enrollment of our students whereby approximately 25% of the student body lives diagonally across the district and many of those parents do not possess a vehicle to pick their student up after ELO dismisses, those students are unable to attend any additional remediation programs. The administration at Stone Avenue is working closely with the JUSD district office to readjust the boundaries for attendance in the fall. Students who are not meeting minimal standards are encouraged to participate in the school's Extended Learning Opportunity (ELO) programs both after school and in the summer. Parents will be contacted both by parent/teacher conferences and in writing using the "Report of Mastery of District and State Standards" from recommending ELO. ELO is presented by fully credentialed teachers for one extra hour per day, three days each week during regular school year.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

During the 2005-2006 school year, the students at Stone Avenue were 1 point short of meeting the API score of 751. Teachers will be focusing upon specific ELA and Math standards that indicate a weakness on the CRT and STAR results for this academic year.

Conclusions from Parent, Teacher and Student Input

Parents, students and teacher input was collected and an increase in partnership between home and school will be emphasized in the upcoming school year. Parent signatures will be required on all homework assignment sheets to ensure parent/student participation and responsibility.

School Goals for Improving Student Achievement

English Language Development

ELL Students

All ELL students will progress a minimum of one level each year when EL standards are assessed. All ELL students who have been at Stone Avenue for three or more years will be reclassified before they enter middle school.

Mathematics

Mathematics Achievement

Students will show mastery of computational facts and math concepts based upon grade level standards.

Other

Centralized Services

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

Parental Involvement

Parent Involvement

Parents will have opportunities to be partners in their child's education through family programs, home materials, committee participation and school events.

Professional Development

Professional development opportunities

Teachers will have the opportunity to attend workshops, conferences and site-based inservices to enhance the teaching practices within the classroom.

Reading/Language Arts

Literacy

Students will improve achievement in literacy including reading, writing, oral communication, language development and spelling.

Technology

Through the use of technology, students will have the ability to access websites that enhance the language arts program. Through the use of technology, teachers will have the ability to provide visual access to information from around the world in all curricular areas. Teachers will have hardware available to access districtwide report card/gradebook information both from home and school.

Support materials and supplies

In order to completely facilitate a comprehensive reading/language arts program, assorted materials, supplies and hardware are necessary for success. The school must appropriate those items.

School Climate

Safe School

Students, parents and staff will feel that the school campus is a safe haven from bullying.

Science

Outdoor Education

Students in grade 6 will enhance their literacy skills through science education in an outdoor setting.

SUNNYSLOPE ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

Sunnyslope Elementary is a site-based managed school that encourages shared decision making. This process brings staff, students, parents, and the community together in creating academic excellence, incorporating a desire for lifelong learning. Shared decision making promotes ongoing changes to provide an outstanding educational program.

Sunnyslope strives to provide a challenging and progressive curriculum for all students. Our mission is to ensure that every student, regardless of his or her cultural, ethnic, academic, and/or socioeconomic orientation, is successful. We prepare students for the future by providing technological training, social and academic skills relative to today's world. This combination of experiences enhances self-confidence and self-esteem in our students. Sunnyslope Elementary School believes that the students we educate will make positive contributions in the future.

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. The report card, to be issued annually by local school boards for each elementary and secondary school in the State, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

As you read the School Accountability Report Card (SARC) for Sunnyslope Elementary School, you will find that what emerges is a picture of a school with a faculty that is professionally skilled and personally committed to meeting the needs of students. Also, you will see a student body that is motivated to perform to their highest potential.

Sunnyslope is a school where each and every child can experience daily success. Sunnyslope was named as a Distinguished California Elementary School in the Spring of 1993 by the State Department of Education. In March of 1998, Sunnyslope was named as the first Early Intervention for School Success Model School in the State of California. In addition to recognition in these areas, Sunnyslope is currently implementing the Technology 1510 and 1339 grants and is fully wired for Internet use. Sunnyslope Elementary offers: Exemplary programs, extended day opportunities for remediation and enrichment, extensive parent and family involvement programs, and strong community partnerships.

Sunnyslope is one of sixteen K-6 elementary schools in the Jurupa Unified School District. Our school is located in an unincorporated suburban area. Sunnyslope's enrollment is 637 students. It was constructed in 1988 and opened for enrollment in September of that year. Sunnyslope has a culturally and linguistically diverse population with an ethnic representation of 82.3 percent Hispanic, 14.6 percent Anglo, 1.4 percent African American, 1.1 percent Asian, .3 percent American Indian or Alaska Native, and .2 percent Filipino. 70.2 percent of the students qualify for free or reduced lunch.

Analysis of Current Educational Practice

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

Introduction
Sunnyslope Elementary uses the California Content Standards (CSTs), district Criterion-Referenced Tests (CRTs), and curriculum-embedded Summative Assessments to support grade-level collaboration, student intervention, and inform instruction. A concerted effort has been made to purchase materials that would address the standards. Our school has continued to move in that direction using available funding. From these funds, leveled reading materials have been purchased to supplement the base language arts program of Houghton Mifflin, ensuring the success of students meeting the language arts state standards. In addition, the district adopted the Houghton Mifflin mathematics series for grades K-6 that is aligned to the state standards. Social studies and science adoptions are supplemented by materials that specifically address the state standards in these subject areas at each grade level.

Base Program Description

Reading/Language Arts
Sunnyslope's Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base, which encourages personal reading and writing for the future. All students receive instruction from the district-adopted K-6 Houghton Mifflin Reading program. Phonics instruction is supported through Houghton Mifflin materials. Extra support materials include Houghton Mifflin Universal Access books such as: English Language Learner Support Handbook, Extra Support Handbook,

Challenge Handbook, and Classroom Management Handbook.

Jurupa Unified Schools have used state language arts standards for every grade level. These standards focus instruction and help teachers monitor the progress of all students. All core curriculum, supplemental materials, and staff development support the successful implementation of these standards.

The primary focus of Sunnyslope Elementary is literacy. Sunnyslope' s program has been designed to ensure student mastery of basic skills in reading and writing. Our Title I and after school programs will offer additional support for our at-risk students. These students will have access to summer school in order to increase literacy skills and ensure their future success. All programs have been designed with the ultimate goal of having every student reading at grade level by the third grade.

Mathematics
All students receive instruction through the district-adopted core curriculum Houghton Mifflin Mathematics. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning. Students develop computation skills and problem solving skills through the district's core curriculum and supplemental materials. Supplemental math materials were ordered to ensure that all students are developing mathematical power. Extra Support materials include Houghton Mifflin Intervention Handbook and Student Practice Handbook.

Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal and informal measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Teachers use varied strategies to enhance students' basic math computation skills and problem solving skills.

History/Social Studies
Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places and people as presented in the district adopted K-8 Houghton-Mifflin Social Studies Program. California Content Standards will drive all instruction.

Science
Students receive instruction in life, earth, and physical science as presented in the K-6 Harcourt Science Program. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relation, inferring and applying are developed in the activity-based program through inquiry and investigation. Student progress is evaluated through formal and informal measures, oral and written projects and performance-based assessments that include hands-on activities, investigations, and open-ended questions.

Technology
Sunnyslope recognizes the need to effectively utilize technology, in order to fully prepare our students to become confident, lifelong learners, and responsible, productive citizens in an ever-changing information age. Students need to understand how to use technology as a tool in transmitting knowledge and exposing them to a wealth of information and services available. Sunnyslope received funding through the Technology 1510 and 1339 grants. These curriculum grants integrate current technology with language arts instruction. Students will leave Sunnyslope with the skills and experience necessary to compete in a technological age.

Fine Arts
Students in grades K-6 receive instruction through the district-adopted series: Silver Burdett Music Program. Students' knowledge in the areas of art, drama, and music are supplemented/extended through assemblies provided by the Music Center in Riverside, school programs, and classroom activities. District adopted standards are followed in both visual and performing arts to assure a complete understanding of basic concepts.

For the past few years, Jurupa Unified School District has entered a partnership with the Riverside Philharmonic to provide an extensive study of the orchestra that will culminate in attending a full concert at the Riverside Municipal Auditorium.

Physical Education
Students at Sunnyslope are provided with a well-developed physical education program, which integrates social skills with basic movement skills, physical fitness, games, and sports. Teachers work together on grade level teams to plan and implement the program and coordinate the use of facilities for all classrooms. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The physical education standards provide the curricular frame for physical education.

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

The faculty at Sunnyslope addresses the needs of all students by diversifying instruction, providing additional specialized assistance, and using materials that are appropriate to their needs. Specifically:

Program for English Language Learners
Sunnyslope currently serves 256 English Language Learners (ELL). Spanish is the dominant language that the ELL students speak at Sunnyslope. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. At this time, all of Sunnyslope's teachers are either authorized or are participating in training to become authorized. ELL students also receive primary language support by working with a bilingual instructional aide. Curriculum for English Language Development (ELD) is the state ELD standards. The district has also adopted the Rigby (K-5) and Visions (6) series for instruction of EL students in English Language Development. ELD support materials include the Houghton Mifflin Universal Access Handbook for English Language Learners.

The main goals of the English Language Learner program are for students to become fluent English speakers, have success in academic areas, and achieve at the same high levels as their English only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). Teachers also assess their students to determine the proper instructional ELD level for each student. A profile card tracks student progress, and is kept up to date for each student.

Sunnyslope has an active English Language Advisory Committee (ELAC) that is elected from the parents of EL students. The ELAC meets periodically and advises the principal on the development of a master plan for English learners and the development of the schools needs assessment. It is also a forum where parents of English learners and other community members are informed of program options and ELD standards, and the function they serve.

Special Education Program
The Special Education Program at Sunnyslope provides a wide range of services including language, speech and hearing; a Resource Specialist Program; two preschool Special Day Classes; and a fourth through sixth grade Special Day Class. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment. Extra support materials include the Houghton Mifflin Extra Support Handbook.

Gifted and Talented Education Program
Gifted and Talented Education (GATE) students at Sunnyslope are served in regular education classrooms with a variety of differentiated instructional methods. Students receive 200 minutes weekly of differentiated instruction, which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. Students are identified through the use of standardized achievement tests,

results of IQ tests, parent and teacher input, observations, special honors or recognition received, language spoken at home, and availability of enrichment experiences provided in the home environment. Sunnyslope is currently serving 52 gifted students in grades 2-6. Extra support materials include the Houghton Mifflin Challenge Handbook.

Program for Title I Students
Sunnyslope Elementary was identified as a Title I school from 1998-Present. In the spring of 2001, Sunnyslope received schoolwide status. We have identified at-risk students schoolwide. We will be expanding intervention programs and purchasing additional materials to serve children K-6. Students having difficulty with the standards were identified by their teachers and recommended for the after-school and summer Extended Learning Opportunity (ELO) program. This program concentrated on remediation in the standards addressed in the students classroom in both reading and mathematics. Credentialed teachers and instructional aides worked with students in our extended day reading intervention program during one, eight to ten week session. Students in grades K-6 were supported in the classroom with supplementary instructional materials and varied instructional strategies to assist in mastery of the state curriculum standards.

Meetings for Title I parents are held periodically during the year. During these meetings, discussions are held regarding how the Title I program can be improved, what assistance can be offered to Title I parents, and what role parents play in the education of their student(s). A survey of Title I parents is conducted once a year and the information gathered is used to improve the Title I program. Parents sign the Title I compact and agree to assist their student in improving his/her academic performance. A copy of the Title I compact can be found in the appendix.

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

Alignment with Standards
During the school year, teachers and staff at Sunnyslope Elementary School participated in staff development in strategies for English language learners (tied to all curricular standards), guided reading/small group instruction (tied to reading standards), Step Up To Writing, Differentiated Instruction, and Houghton Mifflin.

Assessed Student Performance
Student Performance on the norm referenced California Achievement Test, 6th edition test (CAT6), the criterion referenced California Standards Test (CST), the districts Criterion Referenced Test (CRT), the Houghton Mifflin ELA summative tests at grades first through sixth, and the Houghton Mifflin Integrated Theme Tests at kindergarten indicated that a much stronger emphasis should be placed on reading and writing instruction. Teachers participated in a weekly minimum day whose purpose was to examine student work and make instructional decisions based on student data. Teachers were also given instruction in technology for their classrooms. Sunnyslope participated in the Literacy Training and Differentiated Instruction Training conducted by the Riverside County Office of Education.

Professional Needs
New teachers participated in the Beginning Teacher Support and Assessment (BTSA) and in the California Formative Assessment and Support System for Teachers (CFASST). Teachers participated in staff development in the following: AB472/466 in ELA and Math, Step Up To Writing, Data Analysis, Academic Program Survey Training and Completion, Professional Learning Community (PLC), collaborative teaming, GATE Conference, JUSD ELD State Standards Assessment Training.

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

Teachers at Sunnyslope Elementary School use multiple learning techniques such as cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English assisted instruction, instructional aides, bilingual tutors, and parent volunteers. Technology plays an important part as well. Students have access to computers in their classroom, and in a lab setting, to assist them in learning. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

Sunnyslope Elementary School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center of Riverside and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents. Sunnyslope Elementary offers a Healthy Start school-community program. Sunnyslope Elementary offers additional counseling services three days a week through a Student Community Liason.

Preschool Transition Plan
Through a newsletter sent out to all parents of Sunnyslope students, pre-kindergarten children and their parents are invited to a Kindergarten Orientation Tea held in May. Kindergarten teachers explain the program and visit the kindergarten classes. Parents have the opportunity to view a slide show presentation of what a day in kindergarten entails. At this event, parents receive a copy of the districts kindergarten standards. Teachers stress the importance of social and academic development and give parents ideas for how to help their children prepare for school. Our state preschool and SDC preschool classes take time to tour the kindergarten classrooms and meet the teachers to ease the transition into kindergarten.

Technology Plan
Objectives for technology are consistent with the school and district plans. The technology committee meets to evaluate and make recommendations for a comprehensive and balanced program at all grade levels and for all students. The school purchased document presenters for every classroom.

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

The faculty at Sunnyslope Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the STAR Test, the criterion referenced California Standards Test (CST), and the district Criterion Referenced Test (CRT). Teachers use the Data Director program to analyze individual and group results and to modify instruction to meet individual needs and to insure that every grade level standard has been taught and learned. Classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet in a collaborative planning sessions once a month for one and a half hours to look at student work, examine student progress, and to make instructional decisions.

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

All of our teachers work with students at their grade levels who are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their Friday planning meetings. Students are also placed in classrooms for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

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

School resources to assist low performing students have been discussed in section two and section five.

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

The following barriers were identified and progress toward addressing each has been noted in parenthesis following the barrier.

Teachers need planning time to coordinate and align standards-based instructional practices, materials, and programs. (Planning time has been provided for grade levels on each Friday by creating a minimum day. The time can also be used for staff development, as needed.)

Student intervention programs should be more explicitly targeted. (Using Data Director and common assessments, teachers will identify groups of students who are in need of instruction in specific concepts. Teachers will recommend these students for ELO and instruction based on the findings. We are expecting this years ELO to be more successful as Data Director has improved and our teachers' searches will be more refined.)

English language learners often do not have the literacy skills to successfully complete grade level standards based work. (We have continued with the CBET program, ELO, and summer ELO. We have also intensified our efforts in providing quality ELD instruction to students at their language level. Our classes have been composed of same language level students to the best of our ability. As new students come to our school, every effort is made to give them an appropriate placement according to their language level.)

A lack of agreement between teachers and parents as to a clear definition of parent involvement. (Teachers are communicating more with parents to express what kind of parent involvement is expected.)

Many parents are unable to assist their students with work at home. (In our CBET program, we are informing parents as to how to help students with work associated with the standards. We need to develop a way of providing assistance to our English-speaking parents as well.)

While remedies to many of these areas have been addressed, an ongoing discussion of possible solutions has been the topic of staff and parent meetings. Therefore, solutions to these barriers are incorporated into this plan and reflected in the budget.

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

The Accelerated Reader program was purchased for one class per grade level. Part of the program is the Star Reading program which tests students and assigns a reading level. This program was very successful in the piloted classes. Teachers reported higher motivation in students regarding reading.

However, our students need additional appropriate reading intervention books and assessments for the program.

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

The primary services provided to under-performing students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. These items are discussed in item two above under the sub-categories of English Language Learner Program, Special Education Program, Gifted and Talented Program, and the Title 1 Program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)
The purpose of the CBET program is to support students and families as they learn English. The program provides academic support, as well as assistance with language acquisition. Sunnyslope Elementary offers instruction in Essential State Standards and tutoring skills to Spanish speaking adults from the neighborhood. Credentialed teacher provide CBET workshops once a month. The school also provides instructional materials to parent tutors through this program. Parent workshops are offered in the afternoon and are designed to provide parents with skills and materials to help their students in academic areas. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students. In addition, three Title I meetings are provided to inform parents about the Title 1 program and services.

Title III Funds
The Title III funds are used to provide intensive English instruction for English language learners at the beginning, early intermediate, and intermediate levels of English Language Development (ELD). Students have participated in this extended learning opportunity that included eight to ten weeks of instruction after-school as part of our Extended Learning Opportunity program during the school year. The students in this program have benefited greatly from the additional attention to their ELD skills.

Extended Learning Opportunity (ELO)
Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on language arts (reading) and mathematics. The focus is on essential standards in grades K-3 and on minimum standards in grades 4-6. Students' current levels of achievement in both mathematics and language arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. Students are re-tested and re-taught until mastery can be attained. As part of our program, we meet with parents and students at least once during the program to assess student progress and ensure extra homework efforts are tied to the essential or minimum standards. A survey is conducted with parents to gain their input on the effectiveness of the program and other issues relevant to this group of students. Since many of our at-risk students are English learners, we also emphasize English fluency. Our extended learning program includes Summer ELO, Spring ELO, after school programs.

Drug, Alcohol, Tobacco Education (TUPE/SDFSC) & Violence Prevention/Yellow Ribbon Week
A goal of Sunnyslope staff is to give students the knowledge needed to make healthy life choices. The instructional program, Too Good for Drugs, at K-6 addresses drug, alcohol, and violence prevention. This program allows students to increase their knowledge of the negative effects of tobacco, alcohol and other drug use, increase their self-confidence, develop positive peer relationships and engage in positive activities. Students learn self-esteem, decision making, refusal skills and coping strategies. Students also gain information regarding nicotine, drugs, and tobacco use through Red Ribbon Week and Yellow Ribbon Week activities, assemblies, and instruction from district personnel.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

English Language Arts AYP:
• The 2006 AMO of 24.4% proficient was met by all students as well as all significant subgroups.
• In addition to meeting AMO target, there was an increase in the % proficient from 2005 to 2006 for all students schoolwide as well as all significant subgroups.
• The percentage of all students scoring proficient or above has increased from 31.9% in 2005 to 33.5% in 2006.
• The percentage of Hispanic students scoring proficient or above has increased from 28.4% in 2005 to 29.3% in 2006.
• The percentage of White students scoring proficient or above has increased from 38.3% in 2005 to 45.6% in 2006.
• The percentage of SED students scoring proficient or above has increased from 28.7% in 2005 to 30% in 2006.
• The percentage of English Learners scoring proficient or above has increased from 22.8% in 2005 to 24.7% in 2006.
• White students have the highest percent proficient rate (45.6%), followed by SED students (30%). English learner students had the lowest percent proficient rate of (24.7%).

Mathematics AYP:
• All AMO schoolwide targets have been met from 2002-2006.
• All significant subgroups have met the AMO targets from 2002-2006.
• The percentages of students scoring proficient or above between 2002 & 2006 have increased yearly schoolwide and for all significant subgroups.
• The percentage of all students scoring proficient or above has increased from 45.5% in 2005 to 47.9% in 2006.
• The percentage of Hispanic students scoring proficient or above has increased from 43.8% in 2005 to 44.7% in 2006.
• The percentage of White students scoring proficient or above has increased from 47.7% in 2005 to 56.7% in 2006.
• The percentage of SED students scoring proficient or above has increased from 42% in 2005 to 46.5% in 2006.
• The percentage of English learners scoring proficient or above has increased from 39.2% in 2005 to 40.9% in 2006.
• White students have the highest percent proficient rate (56.7%), followed by SED students (46.5%). English learner students had the lowest percent proficient rate of (40.9%).

The Academic Performance Index (API) indicates:
• The 2006 Growth API is 740.
• From 1999-2006 there has been an overall API Growth of 171 points schoolwide compared to the state average of 138.
• From 1999-2006 there has been an overall API Growth of 199 points for the Hispanic Subgroup.
• From 1999-2006 there has been an overall API Growth of 149 points for the White Subgroup.
• From 1999-2006 there has been an overall API Growth of 219 points for the SED Subgroup.
• All API growth targets for schoolwide, Hispanic, White, SED and English Learners were met during the 2005-06 school year.
• The White subgroup outperformed all other significant subgroups in 2005-06.

Conclusions from Parent, Teacher and Student Input

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

School Goals for Improving Student Achievement

English Language Development

English Learner Achievement

1. The percent of English learners making annual progress in learning English will increase from 51.59% to 54.1% as evidenced by the results of the 2007 CELDT assessment and reported in AMAO#1.
2. The percent of English learners attaining English proficiency (Early Advanced or Advanced on overall CELDT and Intermediate or above in each skill area) will increase from 30.33% to 34.1% as evidenced by the results of the 2007 CELDT assessment and reported in AMAO#2.
3. The percent of English learners attaining academic proficiency in ELA will maintain or exceed 24.7% to match or exceed the Annual Measurable Objective (AMO) of 24.4% as evidenced by the Sunnyslope Elementary EL subgroup AYP reported in the 2007 APR, August 2007.

Mathematics

Mathematics Achievement

1. The percent of students (schoolwide) attaining proficiency in mathematics will increase from 47.9% to 48.9% (1% increase) as evidenced by the SYP results reported in August, 2007 (APR).
2. The percent of students (Hispanic) attaining proficiency in mathematics will increase from 44.7% to 45.7.0% (1% increase) as evidenced by the AYP results reported in August, 2007 (APR).
3. The percent of students (SED) attaining proficiency in mathematics will increase from 46.5% to 47.5% (1% increase) as evidenced by the SYP results reported in August, 2007 (APR).
4. The percent of students (English learners) attaining proficiency in mathematics will increase from 40.9% to 41.9% (1% increase) as evidenced by the AYP results reported in August, 2007 (APR).
5. Students will show an increased proficiency in math by meeting or exceeding district math CRT averages as evidenced by comparison results (June, 2007 averabe % compared to June, 2008).

Other

Centralized Services

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

Dual Immersion/Language Acquisition

1. English only students in the kindergarten Dual Immersion class will acquire reading, writing, listening, speaking and mathematic skills in Spanish at the kindergarten level.
2. English learners in the kindergarten Dual Immersion class will acquire reading, writing, listening, speaking and mathematics skills in Spanish at the kindergarten level.
3. English learners in the kindergarten Dual Immersion program will develop listening and speaking skills in English.

Parental Involvement

Parent Involvement

1. Engage parents in their children's education by helping parents develop skills to use at home that supports their children's academic efforts at school.
2. Provide parents with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.
3. Initiate consistent and effective two way communication between the home and school so parents may know when and how to help their children in support of classroom learning activities.
4. Foster effective and culturally sensitive communication with the home, including how to communicate with non-English speakers and how to give parents opportunities to assist in the instructional process.

Reading/Language Arts

Language Arts Achievement

1. The percent of students (schoolwide) attaining proficiency in English language arts will increase from 33.5% to 35.2% (1.7% increase) as evidenced by the AYP results reported in August, 2007 (APR).
2. The percent of students (Hispanic) attaining proficiency in English language arts will increase from 29.3% to 35.2% (5.9% increase) as evidenced by the AYP results reported in August, 2007 (APR).
3. The percent of students (SED) attaining proficiency in English language arts will increase from 30.0% to 35.2% (5.2% increase) as evidenced by the AYP results reported in August, 2007 (APR).
4. The percent of students (English learners) attaining proficiency in English language arts will increase from 24.7% to 35.2% (10.5% increase) as evidenced by the AYP results reported in August, 2007 (APR).
5. Students will show an increased proficiency in English language arts by meeting or exceeding district ELA CRT averages as evidenced by comparison results (June, 2007 average % correct to June, 2008).

TROTH STREET ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Analysis of Current Educational Practice

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

Over the past nine years Troth Street has used the California Content (State) standards to guide instruction. These standards, were developed by teachers and administrators in California for each grade level and subject area and were approved by the California State Board of Education.

Base Program Description

Reading and Language Arts:

The school complies with and monitors the following minutes per day in each classroom for the core HM Language Arts program: Kindergarten - 60 min., grades 1-3 - 2.5 hrs., grades 4-6 - 2 hrs.

The program promotes an integration of reading, writing, speaking and skill development and practice and incorporates all components recommended by the California Reading Initiative and included in the state reading/language arts standards. Curriculum standards implementation combined with assessment materials, guide teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the state standards. At Troth Street, teachers are provided uninterrupted instructional time for Language Arts.

Student progress is evaluated through both formal (CAT6, CST, and Summative tests) and informal measures (CRTs chapter tests, teacher-made tests, performance assessments, etc.). Certificated teachers plan and implement interventions for students who are struggling with reading. The goal of these programs is to help all students become fluent readers. We provide and monitor additional time to implement the intervention programs in language arts by way of service of a consultant, a reading coach, classroom teachers, instructional aides, bilingual language tutors, and before and after school ELO programs.

Mathematics:

Students develop computation skills, problem solving skills, mental arithmetic, estimation, and calculator/computer technology as presented in the state standards, and supported by the district's mathematics adoption (Houghton Mifflin Mathematics). The school complies with and monitors the following minutes per day in each classroom for the core HM Mathematics program: Kindergarten - 30 min., grades 1-6-60 min. Curriculum standards implementation combined with assessment materials, guide teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the state standards.

Student progress is evaluated through both formal (CAT6, CST, and CRT tests) and informal measures (chapter tests, teacher-made tests, performance assessments, etc.). Certificated teachers plan and implement interventions for students who are struggling with mathematics. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Science:

Students receive instruction designed to develop historical, ethical, cultural, geographical, economic, and sociopolitical literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students understanding of historical periods, events, places, and people as presented in the district adopted K-8 Houghton Mifflin Social Studies Program.

Student progress is evaluated through both formal and informal measures. Instruction includes performance

assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and cooperatively.

Science:

Students receive instruction in life, earth, and physical science as presented in the K-5 Harcourt Science Program and the Prentice Hall Science Program for grade 6. Six major themes (energy; evolution; patterns and change; stability; systems and interactions; and scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the district's activity-based program through inquiry and investigation. The scientific method is incorporated into instruction. Student progress is evaluated through formal and informal measures, CST, grade 5 oral and written projects, and performance-based assessments, which include hands on activities, investigations, and open-ended questions.

Technology:

Troth Street recognizes the need to use technology in order to equip our students in becoming confident, life-long learners, and responsible productive citizens. Teachers follow the district-adopted technology standards at each grade level.

Technology is used to enhance and enrich learning, increase our effectiveness as educators, and to prepare all students for success.

Fine Arts:

Students receive instruction and are exposed to art, drama, and music (K-6 Silver Burdett Music Program) experiences that are designed to facilitate students understanding/development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. In addition, a district music teacher is on campus two half days a week to provide assistance in instrumental instruction.

Physical Education:

Students are provided with age-appropriate physical education activities that focus on the development of basic movement skills, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, self-control, self-image, leadership, fellowship, teamwork, and competition.

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

All students at Troth Street have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The California State Content Standards guide the curriculum. Differentiated curriculum is provided through a variety of homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Categorical funding is primarily spent to provide under-performing students extended learning opportunities, a reading coach,additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, and assistance to parents. These items are discussed in the sub-categories of English Learners, Special Education, Gifted and Talented Education, and Title I, Title III, IIUSP.

English Learners:

All of Troth's students are placed with authorized (SB1969, CLAD, BCLAD, or BCC) teachers. Two six-hour bilingual tutors and five part-time bilingual tutors assist students with primary language support. The district has adopted the Rigby "On Our Way to English" series for grades K-5 and Sixth grade uses the Visions Program for daily English language development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading, and writing in English. Students are grouped by language proficiency levels and EO students and FEP students are grouped accordingly. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little English proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

The English Language Advisory Committee (ELAC) meets regularly and advises the principal on the development of a master plan for English learners, and the development of the school's needs assessment. In addition, they assist with the administration of the schools language census, and in finding ways to make parents aware of the importance of regular school attendance.

Special Education

The special education program at Troth Street serves students with a wide range of services, including language, speech and hearing; a Resource Specialist program; Special Day Class; and adaptive physical education. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The schools goal for all special education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education:

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. All GATE students receive core curriculum in their regular classrooms, including curriculum that engages the academic and social/emotional development of the gifted learner. Students receive differentiated instruction, which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. At Troth Street School, the GATE students also receive a weekly half-day of instruction from faculty members in science, social science, art, and literature. Release time is provided to teachers providing GATE instruction.

Title I:

Troth Street is a Schoolwide Title I No Child Left Behind school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills. This is achieved through classroom instruction, practice on selected software and through the Extended Learning Opportunities programs held before, after school and during the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits, written correspondence and parent conferences.

Supplementary materials are available in classrooms to modify instructional programs in order to meet the needs of students. Strategies such as using one to one help, small group instruction, cooperative learning, peer tutoring, hands-on activities, and technology-assisted instruction are used as interventions in helping students succeed.

Students who are experiencing difficulty in learning to read and write have opportunities to participate in the district Extended Learning Opportunities (ELO) program that is offered before and after school and during the summer. Title I funding is used to lower the teacher-student ratio in the before and after school classes, and to provide teachers to work with small groups of children.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents, students, and staff sign a compact, identifying each persons responsibilities in helping the child be successful.

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

Staff development has been directly linked to needs identified in our last analysis of student achievement data. Troth Street will review student progress, conduct additional after school and week-end (State Buy Back Days) staff development days (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the before and after school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction.

For the 2007-2008 school year, Troth Street proposes the following staff development days:

-August, 2007: Dennis Parker, Improving Student Achievement

-October, 2007: Dennis Parker, Improving Student Achievement

-September/October 2007: Gregg Nelsen: Review of student achievement during the 2006-2007 school year and development of strategic plan for program improvement 2007-2008. Our goal is to determine the effectiveness of strategies used during the past year to improve instruction, and to determine next steps for the 2007-2008 and 2008-2009 school year.

-September 2007 - June 2008: AB466 for Language Arts and Math - for untrained teachers.

-September 2007 - June 2008: Language Intervention Program for new hires, new teachers, etc.

-September 2007 - June 2008: Professional Learning Communities (PLC) for new hires, new teachers, etc.

-Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.

-New teachers will participate in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This full- year program places mentor teachers with beginning teachers to ensure a smooth start in the teaching profession.

-Support and guidance similar to that of previous years will continue to be provided to new teachers.

-Provide teachers with assessment and electronic monitoring systems to use the Houghton Mifflin curriculum (imbedded assessments).

-Teachers will continue to meet with grade level teams and/or Gregg Nelsen to review language arts and mathematics and assessments on minimum days. Teachers will follow a district pacing schedule for Houghton Mifflin for all grades and monitor it on an ongoing basis.

-The faculty will use the RCOE protocols for collaborative grade level meetings.

The principal has participated in the AB75 mathematics and language arts training.

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

All students at Troth Street have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The California State Content Standards guide the curriculum. Differentiated instruction is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, and collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry. Time set aside daily for Universal Access beyond the core program is as follows: Language Arts - Kindergarten - 30 min., grades 1-6 - 30-45 min. Mathematics - Kindergarten - 6th grade - 15 min. Students receive additional assistance through ELO programs, a reading coach, instructional aides, bilingual language tutors, and parent volunteers.

Preschool Transition Plan

A successful transition from preschool to kindergarten is facilitated by: ongoing communication between staff, familiarization of respective curriculums, assessment tools, continual parent involvement, support, and training. Parents gain knowledge about Troth Street School, community resources, and kindergarten expectations and have more involvement in the education of their child and a smoother, more successful transition for the children.

Strategies to Achieve Goals and Objectives:

-Preschool and kindergarten staff continue ongoing communication to discuss assessment strategies on preschool profiles, progress reports and release time to update the transition program at Troth Street.

-Kindergarten staff will continue preschool parent meetings each spring to disseminate information regarding kindergarten expectations.

-Written information will continue to be provided to preschool parents to ease their childs transition into kindergarten.

Regular Education Students Requiring Program Modifications

Regular education students who need modifications in the core program receive assistance through the development of a 504 Program Modification Plan (Student Study Team), developed with their teachers, parents, health care workers and others to meet their special needs.

Technology Plan

Objectives for technology are consistent with school and district goals. Teachers expose students to a wealth of information available through technology to enhance the teaching of standards. Troth Street strives to use technology to enhance and enrich learning, increase effectiveness as educators and prepare all students for academic success.

Gender Equity/Sexual Harassment/Non-Discrimination

Neither students nor employees are excluded from participation in any curricular or extracurricular educational program based on gender, sexual orientation or ethnicity. The policies are given to all parents annually (in English and Spanish) in the Parent Notification Brochure and the Parent-Student Handbook at the beginning of each school year. They are given to all employees in the Employee Notification Brochure and the Staff Handbook. The policies are reviewed as part of the student orientation at the beginning of the year, and quarterly thereafter. The School Site Council, English Learners Advisory Committee, and PTA also receive orientation on these policies, as well as written copies.

Policies are posted in the office and lounge. Additional copies are available in the office upon request. All staff is trained and understand district sexual harassment policy, gender equity, and non-discrimination. They are apprised of the signs of harassment, and follow school procedures in informing school officials when they suspect sexual harassment, gender inequity, and/or discrimination. The school nurse presents lessons on values, friendship, and self-concept.

The teachers at Troth Street meet to place students in classrooms. Every classroom is reviewed for gender balance.

For students that are in danger of being retained, teachers set up individual parent meetings with the at-risk student, and Student Study Team (SST). These meetings focus on strategies to help the student to meet promotion requirements. Students are provided with non-discriminatory counseling, guidance, and the opportunity to attend summer ELO.

The school's principal handles complaints concerning discrimination and sexual harassment. The principal uses the adopted board policies and procedures.

Uniform Complaint Procedure

The district has a written policy approved by the Local Educational Agency (LEA) on sexual harassment and nondiscrimination that includes information on the procedures for reporting charges and seeking remedies. The written policy on sexual harassment, nondiscrimination, and the complaint process are posted in the main office and staff lounge. The policies are given to all parents annually (in English and Spanish) in the Parent Notification Brochure and the Parent-Student Handbook. They are given to all employees in the Employee Notification Brochure and the Staff Handbook. The policies are reviewed as part of the student orientation at the beginning of the year. New students receive information as they register. The School Site Council, English Learners Advisory Committee, and PTA also receive orientation on these policies, as well as written copies.

School Safety Plan

To ensure that there is a safe and orderly environment; Troth Street has established an assertive discipline policy. In coordination with the principal, each teacher has developed a classroom discipline plan. Both students and parents are aware of the rules.

Quality coupons and super star coupons are given to students for positive conduct in classrooms, the cafeteria, and the playground. Drawings are held weekly. Awards assemblies are held quarterly in recognition for outstanding academics and behavior. Students also receive recognition for perfect attendance.

Troth Street School, in accordance with Senate Bill 187, has safe schools strategies that include the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, the District's Discipline Handbook and Sexual Harassment policy, school dress code, status of school crime, and procedures and rules for safety during school hours as well as to and from school.

Several agencies ensure that safety standards are met. These include: the local fire department, Keenan and Associates (Administrator of Workers Compensation), the Jurupa Unified School District Safety Committee, the Jurupa Unified School District Maintenance Department and school custodians.

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

All students at Troth Street have access to the core curriculum, including RSP,SDC, LSH, GATE, and EL students. The California State Content Standards guide the curriculum. Differentiated instuction is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Categorical funds are spent to provide under-performing students additional academic instruction, materials, technology incentives for achievement and attendance, a reading coach, professional development for the staff, and assistance to parents.

English Learners

More than half of Troth Street pupils are English Learners (ELs). Spanish is the most common language spoken by our EL students. These students are placed with authorized (SB 395, CLAD, BCLAD, LDS or BCC) teachers. Two six hour and five part-time bilingual tutors assist students with primary language support. The district has adopted the Rigby on our Way to English for grades K-5 and Visions for 6th Grade for daily English Language Development (ELD).

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading, and writing in English. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes (SEI), and teachers use SDAIE techniques.

Troth Street has an active parent group, the English Language Advisory Committee (ELAC). The ELAC meets four to six times a year and advises the principal on the development of a master plan for English learners, and

the development of the schools needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

All students are screened for English proficiency based on the Home Language Survey parents complete at the time of registration. Those students who indicate a language other than English and are first time in California or are enrolling in kindergarten will be sent to the Jurupa U.S.D. Assessment Center for further screening. Based on this screening (and that of the classroom teacher) a student may participate in the following program options:

Option 1: Mainstream English Program

The Mainstream English Program provides the opportunity for the acquisition of English in an educational setting in which the language and materials of instruction are presented in English. The following plan reflects this model of instruction:

Subjects Taught in English

Language Arts
Mathematics
Science
Social Studies
Physical Education
Music/Art

Option 2: Structured English Immersion Program

The Structured English Immersion Program (SEI) provides an educational setting in which the language and materials of instruction are in English. The curriculum and presentation are specially designed for students who are learning the English language. They are provided by authorized teachers. Instructional clarification and reinforcement may be provided in the primary language of the student to facilitate the understanding of concepts, directions, assignments, and content. A strong English Language Development (ELD) program is an essential component of this option (kindergarten 20 minutes, grades 1-6, 30 minutes). The following plan reflects this model of instruction:

Subjects Taught in English

Language Arts
Mathematics
Science
Social Studies
Physical Education, Music/Art

Option 3: Bilingual Spanish Program

The Bilingual Spanish Program is only available to students receiving a waiver and is offered at select schools in the district.

The Bilingual Spanish Program provides the opportunity for students to learn English as quickly and efficiently as possible through a strong English language development component. Primary language instruction is offered to ensure access to the core curriculum. The amount of primary language is determined by the students level of English proficiency. Those students with the least amount of English proficiency receive the greatest amount of primary language instruction. As students gain in language proficiency, the amount of English instruction is increased until the student meets the criteria to transition into an English language arts program. After successful completion of the transition process, the student enters a mainstream English program. When instruction is given in English, district-adopted English texts are used. When instruction is given in Spanish, Spanish texts are used. Currently at Troth Street School, no parents have applied for a waiver.

Special Education:

The Special Education program at Troth Street provides students with a wide range of services, including language, speech and hearing; a Resource Specialist program; Special Day Class; and adaptive physical education. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and in making placement/service decisions for their children. Progress is evaluated annually through the IEP process. The school's goal for all special education students is access to the core curriculum and maximum participation in the least restrictive environment.

Students experiencing difficulties will be recommended to the Student Study Team (SST) for interventions and program modifications. After interventions and regular classroom modifications have been attempted, the SST may opt to refer students to the Jurupa Support Services for additional assessment and possible placement into one of the programs below:

Resource Specialist Program:

Our Resource Specialist Program (RSP) assist students with identified learning disabilities who require assistance for less than 50% of the day. Students may receive services from the two fully credentialed Resource Specialists and from instructional aide(s) in either a classroom or pullout setting. In addition to assistance from special education personnel, students may receive modified instructional programs and materials. Parents, classroom teachers, special education staff, and administrative staff determine instructional goals through the development of an Individualized Educational Program (IEP). RSP students may receive assistance in the classroom or in a pullout setting, based on the Individualized Educational Plan.

Special Day Class:

Students who need assistance for more than 50% of the time are placed in our Special Day Class. Students receive services from the classroom teacher (who has a regular teaching credential and a Learning Handicap credential) and instructional aide(s). Instructional programs are modified to meet their special needs. Strategies used include ability grouping, one-on-one groups, and small group instruction. Six hours of instructional aide time is provided. As their skills improve, they are mainstreamed for portions of the day back into the regular classrooms. Parents, classroom teachers, special education staff, and administrative staff determine instructional goals through the development of an Individualized Educational Program (IEP).

Language, Speech and Hearing Specialist Program:

The Language, Speech, and Hearing Specialist assist students with identified language or articulation problems. The students are served in a pullout program as identified in the students IEP.

Low-Incidence Disability Program:

Students with low incidence disabilities may be served either by an itinerant specialist or in a program offered through the Riverside County Office of Education. Such disabilities include vision impairment, hearing impairment and multiple handicaps.

Severely Emotionally Disturbed (SED) Programs:

Students whose emotional problems significantly impair their ability to perform academically may qualify for an SED program offered through the Riverside County Office of Education and through private agencies.

Mental Health Services:

Students who may be able to remain in a regular class or Special Day Class with mental health services may receive counseling through the district, County Mental Health Services or through private agencies.

Gifted and Talented Education:

GATE students are currently being served in regular classrooms with a variety of differentiated instructional -

methods. All GATE students receive core curriculum in their regular classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. At Troth Street, the GATE students also receive a half day of instruction from faculty members in science, social science, art and literature.

Title I:

Troth Street is a Schoolwide Title I, No Child Left Behind school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills, through classroom instruction, practice on selected software and through the Extended Learning Opportunities programs held after school and during the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits and written correspondence. A reading coach, grades K-3, (Title I funds) works with teachers to aide and develop strategies to assist in the instruction of language arts. A consultant (Title I funds)assist K-6 staff with data analysis and instructional strategies in English language arts and math.

State adopted supplementary materials are available in classrooms to modify instructional programs in order to meet the needs of students. Strategies such as using one-on-one help, small group instruction, cooperative learning, peer tutoring, hands-on activities, and technology-assisted instruction are used as interventions in helping students succeed.

Students who are experiencing difficulty in learning to read and write have opportunities to participate in Title I and district Extended Learning Opportunities program which is offered after school and during the summer (SELO). Title I funding is used to lower the teacher-student ratio in the after school classes, to provide teachers to work with small groups of children.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents, students and staff sign a compact, identifying each persons responsibilities in helping the child be successful.

Interpretation of test scores is available in English and Spanish. Teachers, with the assistance of the School Site Council, English Learners Advisory Committee, and Parent Teacher Association provide information to parents on how they can become involved in their child's education.

Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring (CBET) Program:

In cooperation with the JUSD Adult Education department, Troth Street offers parent workshops to Spanish-speaking adults from our community, which is coordinated by a staff member. A Family Literacy program provides information to parents and is coordinated by staff members. The school also provides instructional materials to parent tutors through this program. Participants in the program sign an agreement to tutor one or more EL students.

Extended Learning Opportunities (ELO):

Our supplemental program for at-risk students focuses on language arts and mathematics standards. Students current levels of achievement in mathematics and language arts are regularly assessed which identifies them as participants in the program. Students are retaught the skills and retested to ensure mastery. Students may participate in our Extended Learning program before and after school, and/or during the summer.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) Programs:

The Tobacco Use Prevention Education Program and the Safe and Drug Free Schools and Communities program provide students with opportunities to increase their knowledge of the negative effects of tobacco, alcohol and other drug use. Teachers present instruction about the effects of drug, alcohol and tobacco on the human body, resisting peer pressure, and refusal skills. Teachers provide lessons focusing on conflict

resolution and bullying. All students participate in schoolwide activities that reinforce these skills and values.

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

Troth Street uses data from state, district and curriculum embedded assessments to drive instruction. Troth Street analyzes state data at the beginning of the school year to identify and target subgroups and individual students who have not met anticipated targets. In addition, the district administers a Criterion Reference Test (CRT) at the end of the year in grade K-1 and three times a year in grades 2-6. The CRTs provide data for analysis which measure how students are progressing in mastering the essential state standards. The district also requires the administration of the Hougton - Mifflin Summative Assessment four times per year to measure mastery of the standards that have been taught in the HM themes. In addition, Troth Street teachers may use the Houghton Mifflin Theme Skills tests at the end of each theme to conduct a data protocol session which identifies students who require reteaching of specific standards. During regular scheduled grade level meetings teachers analyze the data to determine mastered standards and standards that need additional focus.

All classrooms at Troth Street use the embedded Houghton Mifflin (HM) Assessments in language arts and math with the addition of the Houghton Mifflin Leveled Reading Passages Assessment Kit. These include pre- and post-tests in math, Theme Skills test and The California Summative Tests in ELA. To address the need of meaningful examination of data, we have developed and established a schoolwide data analysis system based on the HM assessments to provide results in a timely manner that supports teacher collaboration and data driven decision making. During grade-level meetings, teachers will continue to regularly examine data from these assessments and use that information to modify instruction. All teachers have been trained to implement a data protocol, with a structured way of analyzing data the optimizes growth.

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

All teachers at Troth Street are fully credentialed and are identified as Highly Qualified Teachers as mandated by NCLB. All of Troth Street's teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students during their teacher release time. Students are also grouped for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced.)

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

Students and families at Troth Street Elementary School are provided access and connections to community resources through a wide range of local services. Students requiring additional assisstance may participate in the services provided by the district's Student Assistance Program, Healthy Start, Student Study Team, Child Protective Services, and School and Community Outreach Team Program.

Parents are given the opportunity to choose Supplemental Educational Services for their children. At least 100 students are currently participating in the SES program after school.

Parent involvement is highly encouraged at Troth Street Elementary. Parent advisory groups are in place and are actively involved through PTA, SSC, GATE, Title I, and ELAC parent meetings. The following programs and/or support staff include additional efforts to engage parents in the education of their children:

Parent-Teacher Conferences
Translation services during meetings
Parent/Teacher/Student Compact (Title I)
Family Math Nights
Academic Progress Reports
Regular phone calls from teachers to parents
Back-to-School Night
Parent Volunteer Program (documented through Involvement Log Sheets)
Parent-Trainings - PESA
Parent/Student School Handbook
CBET
Parent Resource Library Rm.28
Community volunteers
Fliers and bulletins designed to inform parents of trainings, events, programs

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

The Leadership Team has spent time in data analysis and review of the surveys of parents, teachers, and support staff. The Team has identified the following barriers and underlying causes for low achievement.
1. Although parents support the school and teachers and have high expectations for their children, there is a lack of reading material in the homes and reading is not a daily activity conducted by siblings or parents.
2. Lack of basic education of many parents contibutes to lack of motivation of some of our students.
3. There is a continuing need for professional development that focuses on teaching strategies and approaches that foster academic achievement among English Learners and socio-economically disadvantaged students.
4. Additional interventions are needed to address specific skill needs for at risk students. Intervention programs are explicitly targeted.
5. Many parents do not speak English (or are limited English speaking) making it difficult to help their children.

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

In addition to the barriers listed above, the staff has noted that there are systemic barriers to student achievement:
1. Teachers need training in Universal Access, differentiation of instruction, SIOP, and ELD, utilizing the Rigby "On our Way to English" and Thomson and Heinle "Visions".
2. The Leadership Team feels that they will continue to explore ways in which to have sufficient time to collaborate, examine student achievement data, student work samples, discuss possible strategies, and plan appropriate instruction to address areas of weakness.
3. While restructuring the program to allow for weekly teacher-planning time has helped, additional time is needed for teachers to thoroughly plan for instruction and assessment to enable all students to meet standards.
4. Teachers require further training in Intensive ELA Intervention. The Sopris West "Language!" intervention program began in the Fall of 2006, and the intervention teachers will need further training and support.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

English Learner Achievement

1. The percent of English learners making annual progress in learning English will increase from 51.2% to 54% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #1 (06-07).

2. The percent of English learners attaining English proficiency (Early Advanced or Advanced on overall CELDT and Intermediate or above in each skill area) will increase from 33.3% to 35% as evidenced by the results of the 2006 CELDT assessment and reported in AMAO #2 (06-07).

3. The percent of English learners attaining academic proficiency in ELA will increase from 22.6% to 24.4% to match or exceed the Annual Measurable Objective (AMO) of 24.4% as evidenced by the Troth Street EL subgroup AYP reported , August, 2007 APR.

Mathematics

Mathematics Achievment

1. The percent of students(school-wide) attaining proficiency in mathematics will increase from 44% to 45% (1% increase) as evidenced by the AYP results reported in August, 2007 APR.

2. The percent of students (Hispanic) attaining proficiency in mathematics will increase from 43.8% to 44.8% (1.0% increase) as evidenced by the AYP results reported in August, 2007 APR.

3. The percent of students (SED) attaining proficiency in mathematics will increase form 42.8% to 43.8% (1% increase) as evidenced by the AYP results reported in August, 2007 APR.

4. The percent of students (English learners) attaining proficiency in mathematics will increase from 41.5% to 42.5% (1% increase) as evidenced by the AYP results reported in August, 2007 APR.

5. Students will show an increased proficiency in math by meeting or exceeding district math CRT averages as evidenced by comparison results (June, 2006 average % correct to June, 2007).

Other

Centralized Services

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

Supplemental Ed. Services

Students attending Program Improvement Year 3 schools are given the opportunity to choose Supplemental Educational Services to improve learning.

Safe and Date

To maintain a safe, disciplined, drug alcohol and tobacco free learning environment

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Parental Involvement

Parent Involvement

1. Engage parents in their childrens' education by helping parent to develop skills to use at home that support their childrens' academic efforts at school.

2. Provide parents with techniques and strategies that they may use to improve their childrens' academic success and to assist their children in learning at home.

3. Initiate consistent and effective two-way communication between the home and school so parents may know when and how to help their children in support of classroom learning activities.

4. Foster effective and culturally sensitive communication with the home, including how to communicate with non-English speakers and how to give parents opportunities to assist in the instructional process both at school and at home.

Reading/Language Arts

Language Arts Achievement

1. The percent of students (school-wide) attaining proficiency in English language arts will increase from 27.2% to 30% (2.8% increase) as evidenced by the AYP results reported in August, 2007 (APR).

2. The percent of students (Hispanic) Attaining proficiency in English language arts will increase from 26.3% to 30% (3.7% increase) as evidenced by the AYP results reported in August, 2007 (APR).

3. The percent of students (SED) attaining proficiecy in English language arts will increase form 25.7% to 30% (4.3% increase) as evidenced by the AYP results reported in August, 2007 (APR).

4. The percent of students (English learners) attaining proficiecy in English language arts will increase form 22.6% to 24.4% (1.8% increase) as evidenced by the AYP results reported in August, 2007 (APR).

5.Students will show an increased proficiency in English language arts by meeting or exceeding District ELA CRT average as evidenced by comparison results (June, 2006 average % correct to June, 2007)

VAN BUREN ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

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

Jurupa Unified School District supplies state adopted materials to Van Buren for all core subjects. All Van Buren students have access to and participte in a rigorous core curriculum. Our base program has been developed to ensure that all students are meeting established grade level standards. Teachers meet weekly in grade level team meetings to ensure successful and equitable implementation of the base and supplemental programs. The Professional Learning Community (PLC) model is followed during the grade level team meetings, focusing on what standards students have mastered and what reteaching is required.

Language Arts
All students have access to and demonstrate mastery of the core curriculum. Students receive daily instruction in language arts using the district adopted Houghton Mifflin Reading and Language Arts series along with the Step Up to Writing program. Students in kindergarten receive 60 minutes daily instruction in reading and language arts; students in grades 2-3 receive 2.5 hours of reading and language arts instruction, and students in grades 4-6 receive 2 hours of reading and language arts instruction. Students in grades fourth, fifth and sixth requiring intensive reading intervention receive instruction utilizing the district adopted Sopris West "Language!" program.
The schools in Jurupa Unified School District utilize the California State Standards as the framework for Language Arts instruction. These standards provide the basis for focused instruction and provide teachers with monitoring points when measuring the progress of all students. All core curriculum and supplemental materials, and staff development supports the successful implementation of these standards. Assessment of student progress is evaluated through both formal and informal measures which include the following: District CRT Assessments; HM Summative Assessments; HM Theme Skills Assessments; "Language!" Chapter Assessments and the state CST assessment.

Mathematics
All students have access to and demonstrate mastery of the core curriculum. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the California State Mathematics Framework: Functions, algebra, geometry, statistics and probability, measurement, logic and language. Students develop computation and problem solving skills through the districts core curriculum and supplemental materials, Houghton-Mifflin Mathematics program. Students in kindergarten receive 30 minutes daily in math and students in grades 1-6 receive 60 minutes of instruction.

History/Social Studies
All students have access to and demonstrate mastery of the core curriculum. Students receive instruction in social studies using the district adopted Houghton Mifflin Social Studies series.

Science
All students have access to and demonstrate mastery of the core curriculum. Students receive instruction in Science in grades K-5 using the district adopted Harcourt-Brace series. In grade 6, students receive instruction using the district adopted Prentice Hall series.

Physical Education
Students at Van Buren Elementary have access to 100 minutes of physical education per week. Students have access to a physical education program that incorporates basic age-appropriate movements and skills, physical fitness and organized sports.

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

Jurupa Unified School District supplies state adopted materials to Van Buren for all core subjects. The district adopted Houghton-Mifflin Language Arts, Mathematics and Social Studies programs are aligned to California language arts, mathematics and social studies standards. All three programs include teacher resource materials to address the needs of at-risk, English Learner, and GATE students during the intervention period (Universal Access).

English Language Development
Van Buren Elementary School serves 339 identified English language learner students. Spanish is the dominant language that the ELL population at Van Buren speak. These students are placed in Structured English Immersion or English Language Mainstream classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969, SB 395). E.L. students access the core curriculum through a variety of differentiated instructional strategies which include SDAIE, Universal Access, HM Supplemental E.L. materials. Additionally, each student has access to the student reading materials, practice books and auxilliary materials that accompany the Houghton Mifflin Language Arts program. E.L. students also receive the appropriate level of ELD instruction based on CELDT levels as well as District Profile Card indicators of ELD standard mastery. Daily ELD instruction is provided for 20 minutes in Kindergarten and 30 minutes in grades first through sixth. The CDE standards based adopted text, Rigby "On Our Way to English" (K-5) and Thomson & Heinly "Visions" (6), are utilized in all classrooms.

Special Education Program
The Special Education program at Van Buren Elementary School provides a wide range of services including: Language, Speech, and Hearing, Resource Specialist program and Special Day Class. An Individualized Education Plan (IEP) is developed to address the needs of each student. Parents collaborate in developing the IEP and making placement/service decisions for their child. Progress is monitored annually through the IEP process.

Gifted and Talented Education - GATE
The Van Buren GATE program is centered both within and outside the classroom setting. GATE curriculum in the classroom primarily centers on the accelerated district curriculum standards. The Houghton Mifflin Challenge Activities help enrich and motivate the GATE students during Universal Access time. GATE students participate in a project-based extended learning program. Students receive four days of project-based learning per month; one whole day every month during the school day and three days after school.

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

Alignment with Standards
The JUSD Blueprint for Learning provides a foundation for standards-based instruction. Teachers participate in grade level release days once a week on a scheduled instructional minimum day. Assessment data provided from the results of the District CRT, Houghton Mifflin Summative or Theme Skills assessments or Houghton Mifflin Math tests is utilized to determine student mastery of grade level standards and plan for reteaching and/or intervention. Teachers readily access student data via the online Data Director system.

Assessed Student Performance
Student performance on the norm referenced California Achievement Test, Sixth Edition (CAT-6), the criterion referenced California Standards Test (CST) and the district Criterion Referenced Test (CRT) indicated that a much stronger emphasis needs to be placed on upper grade literacy (especially with the English Learner and Special Education subgroups).

Professional Needs
Teachers at Van Buren have made great strides toward full program fidelity of the Houghton Mifflin programs. Teachers feel that there is still a need for more training to enhance support and support quality instruction with Houghton Mifflin adoptions. Teachers need more training on how to set up and manage student collaborative groups, and other aspects of implementing a successful language and mathematics programs using the adopted H-M series. Teachers at Van Buren also feel there is a need for further staff development and district support in implementing the newly adopted Rigby "On Our Way to English" ELD program.

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

Van Buren has developed interventions to meet the needs of under-performing students. Teachers have received training in differentiated instruction, effective reading strategies, and effective writing strategies. The Houghton Mifflin English Language Arts and Math program have components that provide extra support and interventions. These extra support materials are used during Universal Access time. Time set aside daily for Universal Access beyond the core program is as follows: Language Arts - Kindergarten - 30 min., grades 1-6 - 30-45 min. Mathematics - Kindergarten - 6th grade - 15 minutes. Beyond Universal Access, teachers use flexible grouping throughout the day to assist in meeting the needs of students needing extra support. For students who are under-performing due to language, the Houghton Mifflin English Language Arts program provides English learner support lessons to assist students in accessing the core curriculum. In addition, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. Rigby ELD is used to provide a minimum of 20 minutes of ELD instruction in kindergarten and 30 minutes in grades 1-6. In sixth grade, English learner students receive additional language development support with the Visions Program which is a district adopted program geared to provide additional literacy development. Throughout the school day, the teacher provides differentiated instruction using strategies appropriate to each language proficiency level represented in his/her class. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques.

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

The primary services provided to under-performing students using categorical funding are in the form of additional instructional materials, technology to assist students and professional development for staff. Supplemental services provided through categorical funds include primary language support for English learners (Bilingual Tutors), extended learning opportunities in math and ELA during the lunch period and after school, parent support and communication (Parent Outreach Worker), and teacher accessibility to assessment data through a data management system (DATA Director).

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

Van Buren uses data from state, district and curriculum embedded assessments to drive instruction. Van Buren teachers analyze data at the beginning of the school year to identify and target subgroups and individual students who have not met anticipated targets. In addition, the district administers a Criterion Referenced Test (CRT) at the end of the year in grades K-1 and three times per year in grades 2-6. The CRTs provide data for analysis which measure how students are progressing in mastering the essential state standards. The district also requires the administration of the Houghton Mifflin Summative Assessment four times per year to measure mastery of the standards that have been taught in the H-M themes. During grade level teacher meetings, teachers conduct Data Protocols to analyze the data to determine mastered standards and standards that need additional focus/reteaching.

All classrooms at Van Buren use the embedded Houghton Mifflin (HM) Assessments in language arts and math with the addition of the Houghton Mifflin Leveled Reading Passages Assessment Kit. These include pre- and post- tests in math, Theme Skills tests, and The California Summative Tests in ELA. All teachers have been trained to implement a data protocol, with a structured way of analizing data that optimize growth.

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

All teachers at Van Buren are fully credentialed and are identified as Highly Qualified Teachers as mandated by NCLB. All of Van Buren's teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students during their release time. Students are also grouped for English Language Development (ELD) by ELD level.

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

Students and families at Van Buren Elementary School are provided access and connections to community resources through a wide range of local resources. A Parent Outreach Worker is a vital component of the school to home connection. The Outreach Worker organizes and hosts a variety of workshops for parents to help improve their child's academic achievement. The Outreach Worker also serves as the liason between teachers and parents. A Youth Outreach Counselor provides counseling services to students in need at the school level.

Parents are given the opportunity to choose Supplemental Education Services for their children. Over seventy students are currently participating in the ASES program after school with Think Together.

Parent involvement is highly encouraged at Van Buren Elementary. Parent advisory groups are in place and actively involved through SSC and ELAC parent meetings. The following programs and/or support staff include additional efforts to engage parents in the education of their children:

Parent-Teacher Conferences
Parent/Teacher/Student Compact
Academic Progress Reports
Back-to-School Night
Parent Volunteer Program (Documented through Involvement Log Sheets)
Parent/Student Handbook
CBET
Grade level Parent Workshops
Fliers and bulletins designed to inform parents of trainings, events and programs

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

Van Buren Elementary has approximately 90% of our student population in the Free and Reduced Lunch program, identifying a major portion of students as economically disadvantaged. More than half of the student population is EL and a larger number of parents have a primary language other than English. This high rate of EL population comes to school with little formal academic experience.

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

Although teachers are fully implementing the Houghton Mifflin programs, there is still a need for more training to fully implement the adopted core curriculum. Teachers need training in Universal Access, differentiation of instruction, SIOP, and ELD using the Rigby "On Our Way to English" and Thomson and Heinle "Visions."

Teachers require further training in Intensive ELA Intervention. The Sopris West "Language!" intervention program will expand in the Fall of 2007, and the intervention teachers will need further training and support.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

ELD Goals

All English learner students in grades first through sixth will demonstrate improvement in the area of English Language Development (ELD).

Mathematics

Math Goal Grades 2-6

All students in grades second through sixth will demonstrate improvement in the area of mathematics.

Math Goal Grades K-1

All students in grades kindergarten and first will demonstrate improvement in the area of mathematics.

At least 60% first grade students and 60 % of kindergarten students, including English learner students and other subgroups, will demonstrate 80% mastery as measured by the Jurupa Unified School District (JUSD) Math CRTs.

Other

Centralized Services

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

Staff Development

Van Buren staff will continue to participate in Professional Learning Communities (PLC) training to continue making progress in team collaboration. Teachers will be provided with instructional assistance and support in English language arts and math.

Parental Involvement

Increase Parental Inv.

Parents will participate in school sponsored activities that supports student achievement.

Reading/Language Arts

ELA Goal Grades 2-6

All students in grades 2-6 including E.L. and Special Ed. students will demonstrate improvement in the area of English language arts.

ELA Intervention

All students in grades first through second grade not developing academic skills (making adequate progress) in the area of English language arts as identified by classroom teacher, and students in grades third through sixth who are B, BB or FBB.

ELA Goal Grades K - 1

All students in grades kindergarten and first grade will demonstrate improvement in the area of English language arts.

WEST RIVERSIDE ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

Motto: Be the Best at West

Mission Statement

We, the West Riverside Elementary School Team, consisting of students, parents, teachers, administrators and the community, are committed to providing a positive safe learning environment where each individual can achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by a structured and consistent schoolwide program.

Vision Statement

West Riverside students are intrinsically motivated, independent learners. Rigorous academic standards are aligned with instruction, materials, professional development, and assessments to ensure student success with cognitive skills. Detailed, data-driven focus aids in the examination of program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that no child will be left behind in the pursuit of life-long learning and future achievement.

West Riverside Elementary School is located at 3972 Riverview Dr. in the unincorporated area of Riverside County. The area is composed of low income housing and apartments in a suburban area.

West Riverside is one of sixteen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves more than 20,000 students in grades kindergarten through twelve. Established in 1963, our school district includes 16 elementary schools, 3 middle schools, 2 comprehensive high schools, a continuation high school, an adult school and a special needs school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence.

The first school in the Jurupa area was built in 1856 on the site now occupied by West Riverside Elementary. The current buildings were erected in 1949. The building housing the main office, nurses office and teachers lounge was built in 1990. West Riverside has an enrollment of 802 students in kindergarten through sixth grade (CBEDS 2006). The student population consists of 92.1% Hispanic; 1.2% African American; 5.6% Anglo; and the remaining 1% is made up of Asian, Filipino and Pacific Islander. The transiency rate is currently 21%. Ninety percent of our students qualify for free or reduced lunch. Sixty percent of our students are English language learners.

Two Preschool and two Headstart classes are located on our campus. Up to twenty-four students attend each session. Each class is staffed with a teacher and an aide. Numerous parent helpers volunteer in these classrooms. Preschool and Headstart emphasize both developmental skills and pre-kindergarten academic readiness skills as part of their curriculum.

West Riverside continues to experience an increasing population of English language learners. To address this issue, the District has placed an emphasis on having teachers that are fully qualified to teach ELD and SDAIE at West Riverside. Every teacher at West Riverside posseses CLAD, BCLAD or comparable authorization.

The following are West Riverside demographics. Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

West Riverside was initially identified as a Program Improvement school when the 2004 ELA AMO was not met for English learners. The ELA AMO was not met for the same subgroup in 2005, moving West Riverside into Year 2 Program Improvement. The school is currently holding at Year 2 PI after meeting all AYP targets of NCLB in 2006.

Analysis of Current Educational Practice

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

Core Curriculum Components
JUSD has adopted the California State Standards. Standards aligned Criterion Reference Tests are utilized to monitor students' progress toward mastery of the state standards and to guide instruction. Supporting the California State Standards, Jurupa Unified School District supplies State adopted materials to all West Riverside

students for instruction in all core subjects.

Reading Language Arts:
West Riverside's English Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The school complies with and monitors the following minutes per day in each classroom for the core HM Language Arts program: Kindergarten-30 minutes, grades 1-3-2.5 hours, and grades 4-6-2 hours. The foundation of the West Riverside curriculum is the California State English Language Arts Standards. The program promotes an integration of reading, writing, speaking, skill development and practice, and considers all components recommended by the California Reading Initiative and included in the state reading/language arts standards. These standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

All students receive instruction from the district adopted Houghton Mifflin Reading/Language Arts, California issue. The text addresses the California State Standards through themes. The spiraled and comprehensive themes address reading strategies, comprehension, phonemic awareness, decoding, vocabulary development, spelling, grammar, and study skills. The Step Up to Writing Program adopted by the Jurupa Unified School district during the 2003-2004 school year, scaffolds student experiences with a tangible writing structure. The components of Step Up to Writing have been clearly outlined for every grade level, K-6, and aligned to the stories/themes in our reading program.

Assessment of student progress is evaluated through both formal (Theme Tests, Summative Tests, CAT6, CST, CRT tests) and informal measures. West Riverside's Language Arts program emphasizes early intervention and assists students in grades 1-6 who are having difficulty learning to read. Certificated teachers plan and implement interventions for students who are struggling.

Mathematics:
Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, algebra, geometry, statistics and probability, discrete mathematics, measurement, number, and logic and language. Students develop computation skills, problem solving skills, mental arithmetic, estimation, and calculator/computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards. The district has adopted and implemented the Hougton Mifflin Mathematics series for grades K-6. A district pacing guide has been developed to ensure alignment of the adopted program to state standards and assessments. The school complies with and monitors the following minutes per day in each classroom for core HM Mathematics program: Kindergarten-30 minutes, grades 1-6-60 minutes.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal (Houghton Mifflin math assessments, CAT6, CST, CRT tests) and informal measures. Performance-based assessment appears in students' work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members explore reasonable interventions and assist students who are struggling with mathematics. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Studies:
Students are introduced to basic spatial, temporal, and casual relationships, emphasizing the geographic and historical connections between the world today and long ago, to develop higher levels of critical thinking for the future. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. The district adopted K-8 Houghton Mifflin Social Studies program is used to address the state curriculum standards.

Assessment of student progress is evaluated through both formal and informal measures. Instruction includes performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and cooperatively.

Science:
Students receive instruction in life, earth, and physical science as presented in the adopted state standards and supported by the Prentice Hall Science Program (grade 6) and Harcourt Brace (grades K-5). Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relation, inferring, and applying are developed in the activity-based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures, oral and written projects, and performance-based assessments that include hands-on activities, investigations, and open-ended questions.

Technology:
West Riverside Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible, productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Therefore, teachers expose students to the wealth of information and services available to them through various media by following the district adopted technology standards at each grade level. Document readers, projectors, carts, and laptops were purchased during the 2006-2007 school year to support classroom instruction. The possibility of installing wireless internet connection is being explored for the 2007-2008 school year.

Fine Arts:
Students receive instruction and are exposed to art, drama, and music experiences that are designed to facilitate students' understanding/development of aesthetic perception, creative expresssion, fine arts heritage, and aesthetic valuing. District adopted standards are followed in both visual and performing arts to assure a complete understanding of basic concepts. A band program and choir programs are offered to students on a voluntary basis. Students have opportunities to attend music and fine arts performances through district grants/partnerships.

Physical Education:
Students are provided with age appropriate physical education activities that focus on the development of basic movement skills and knowledge, self-image and personal development, and social development. Grade level themes are supported by examination of motor learning, biomechanics, exercise physiology and fitness, human growth and development, psychology, aesthetics, sociology, and historical perspectives. The California Physical Education Standards provide the curricular frame for physical education. Each year fifth grade students participate in the Physical Fitness Test.

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

STRATEGIES TO MEET THE NEEDS OF LIMITED ENGLISH SPEAKING STUDENTS

Through various funding sources, West Riverside Elementary implements the following strategies to increase achievement of EL students:

- Staff development addresses HM ELA and math programs, differentiated instruction/universal access, effective reading strategies, and effective writing strategies.
- Rigby ELD is used to provide a minimum of 20 minutes of ELD instruction in kindergarten and 30 minutes in grades 1-5. Sixth grade utilizes Visions for 30 minutes a day.
- Specially designed assessments and profile cards matching ELD standards are used for continuous monitoring of ELD progress.
- Students making insufficient progress may be given extra tutoring, referred to Student Success Team and/or referred to ELO programs.
- The District-operated summer school program will be offered to at-risk/retention candidates.
- Credentialed reading resource teachers are used to address the needs of lower level readers.
- Parent meetings provide English speaking and Spanish speaking parents information to help their children.
- CBET class provides English training and instructional support for parents, which enables them to tutor West Riverside students.
- Teachers meet in grade level groups to analyze and discuss student achievement data and identify effective strategies for their grade level.
- English learners are identified for participation in GATE.

Assessed Needs of Economically Disadvantaged Students:

Although economically disadvantaged students are progressing in all subject area, analysis of assessment results show that many are still not achieving all grade level standards. API targets were reached in all subgroups. The AYP target for economically disadvantaged students was met. West Riverside maintains one of the highest gains on the API in JUSD; with SED subgroup outperforming all other significant subgroups in 2005-2006.

STRATEGIES TO MEET NEEDS OF ECONOMICALLY DISADVANTAGED STUDENTS

To meet needs of West Riverside's low achieving student population, we have continued some effective instructional strategies and are implementing newly designed programs, as follows:

- Staff development addresses HM ELA and math programs, Language! reading intervention, differentiated instruction/universal access, effective reading strategies, and effective writing strategies.
- Students making insufficient progress may be given extra tutoring, referred to Student Success Team, and/or referred to ELO programs.
- Teachers meet in grade level groups to analyze and discuss student achievement data and identify effective strategies for their grade level.
- Parent meetings provide English-speaking and Spanish-speaking parents information to help their children.
- The District-operated summer school program will be offered to at-risk/retention candidates.
- Student study team referrals are made for students who do not make sufficient progress through supplemental program services.
- Credentialed reading resource teachers are used to address the needs of lower level readers.
- SED students are identified for participation in GATE.

Assessed Needs of Gifted and Talented Students:

GATE students at each grade level are meeting district standards as evidenced on district CRTs. Emphasis is on continued growth for GATE students and the expansion of critical and creative thinking skills, with expansion of interests.

STRATEGIES TO MEET THE NEEDS OF GATE STUDENTS

The West Riverside GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at West Riverside are clustered and there is not a GATE school in JUSD. Opportunities are provided for both GATE and high achievers. After-school classes are provided to identified GATE students. Curriculum in all these settings primarily centers on the accelerated district curriculum standards compacting the curriculum, and extending the lessons presented.

- Teachers participate in staff development activities to better identify and address the needs of GATE and accelerated students.
- Staff development activities focus on differentiated instruction, universal access, and enrichment to meet the needs of GATE and accelerated students in a regular classroom setting.
- Teachers enrich and extend core curriculum lesson by utilizing Internet access through our mobile laptop labs.

Assessed Needs of Students with Exceptional Needs:

Special Education students are meeting goals and objectives on their IEPs. While this is not a significant subgroup at West Riverside, special education students met math AYP targets in 2005 and 2006. They are closing the gap, slowly, toward meeting grade level standards.

STRATEGIES TO MEET NEEDS OF STUDENTS WITH EXCEPTIONAL NEEDS

Special education teachers, instructional aides, and mainstreaming teachers meet to adapt core curriculum lessons and materials for use by special education students. Our resource specialist works with students with more critical needs in the resource room, while instructional aides work primarily in regular classrooms with individuals with and without exceptional needs as allowed in our SBCP.

- Staff development addresses HM ELA and Math programs, differentiated instruction/universal access, effective reading strategies, and effective writing strategies.
- Students making insufficient progress may be given extra tutoring or referred to Student Success Team.
- Parent meetings provide English speaking and Spanish speaking parents information to help their children at home.
- Credential reading resource teachers provide small group instruction.
- Classroom and school libraries contain leveled books for self-selected student reading.
- IEP Team may meet to discuss additional interventions and strategies to be considered for IEP addendums.
- Language! reading program is provided as an intervention for RSP and SDC students in grades 4-6 who are reading two or more levels below their respective grade level.

Supplemental Strategies to Meet Assessed Needs of All Students

From assessment results, West Riverside staff determined what pieces of our Title I program worked and which pieces needed reconstruction. West Riverside has committed funds and support to the following determined strategies to meet the needs of students:

West Riverside restructured its instructional minutes to allow for minimum days on Friday. The Friday grade level planning days are used to 1) create and share strategies for all learners based on diagnostic assessment data, 2) review standards and student achievement, and 3) analyze student data to help teachers know which tasks are effective as they continuously monitor student progress.

West Riverside promotes uninterrupted periods of instruction in the morning by limiting morning announcements to only those important to student safety, holding assemblies in the afternoon, and limiting morning official business for teachers.

Faculty and staff participate in professional development activities (conferences, in-service, etc.) that will enhance the learning of their students and that will advance them professionally. Staff will assist in planning presenting and supporting staff development and providing technical support.

- A full-time and part-time Resource Teachers are employed to implement intense reading recovery strategies.
- A Title I clerk is employed to assist students and teachers, develop/acquire instructional materials, coordinate Title I, G.A.T.E., SIP, and other consolidated program activities including staff development, ELO, parent involvement, etc.
- An assistant principal is employed to coordinate school activities and programs, monitor classroom instruction for full implementation of core curriculum, support student behavioral and academic expectations, interact with parents regarding student achievement and behavior, and other assigned duties.
- A four-hour Title I clerk provides support for students, their parents, and teachers within the West Riverside programs.
- An additional health clerk will be available to assist students and parents with health related issues that may be inhibiting students from being successful.
- Teachers create/implement interventions to meet the needs of students making insufficient academic progress in the standards, such as after-school classes.
- Implementation of the Houghton Mifflin Language Arts and Math series further focuses instruction K-6, developing a common language of strategies, and instruction for better communication among grade levels and student programs.
- Common assessment materials enable teachers, parents, and students to examine student achievement with short-term and long-term objectives.
- Site administrators and teachers attend PLC conferences and trainings to further develop collaboration and intervention strategies that lead to higher student achievement.
- Materials, supplies and equipment are purchased to ensure student mastery of all standards.
- West Riverside, along with the other schools in JUSD, implement the Step Up to Writing program to standardize the writing program and expectations, to increase student achievement on writing tasks, and to ensure that students become effective communicators.
- Increased exposure to technology helps students to meet the standards through varying strategies and to understand the worlds communication systems.
- Students will be given incentives to improve attendance/behavior and increase student achievement. (i.e. choir, intramural sports, attendance awards, effort awards..)
- Students will have the opportunity to participate in field trips that will increase their knowledge and educational

opportunities, including Sixth Grade students who have the opportunity to participate in Outdoor Science Camp.
- Parent meetings that focus on grade level standards and instruction are provided. The classes and appropriate materials are presented in both English and Spanish.
- Parents participate in committees and classes that will contribute to their understanding of the school and learning process. Parents are encouraged to attend parent meetings and to volunteer to help in classes and in West Riverside's parent center. Parent incentives are employed.

Budget Rational: To improve overall student achievement, address the special needs of subgroups and the total student population, and support the collective strategies developed to address those needs, funds have been allocated to support and implement supplemental strategies.

Identification of Students for Special Services:

The Special Education Program at West Riverside Elementary School serves qualifying students with a wide range of services including language, speech and hearing; a Resource Specialist Program; and a Special Day Class (grades 4-6). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services.

Teachers examine testing information (CSTs, CRTs, Houghton Mifflin embedded assessments.), their own assessments, tests/quiz scores, student work samples, and observations to determine if a student is in need of special services. At that point, teachers fill out appropriate paperwork for the Student Success Team. Interventions are examined and implemented. If problems still continue and testing is warranted, the district psychologist and/or RSP teacher will provide testing. A decision is made as to the appropriate placement and interventions for the student.

An Individualized Education Plan (IEP) is developed to address the needs of each student in Special Ed. Parents participate in developing the IEP and making placements/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is success through access to the core curriculum and maximum participation in the least restricted environment.

Title I students are identified by multiple measures: CST scores, CRT scores, and teacher observation. West Riverside Elementary School is a Schoolwide Title I School. Services are available to all students and those identified; targeted at-risk students. Meetings with parents are held if retention is a possibility.

West Riverside identifies gifted learners based on multiple criteria, including achievement on tests, subject matter, leadership, creativity, barriers, perceived abilities, attitude toward school, special training/abilities, recognitions, hinderances, and health. We are sensitive to student characteristics, which might interfere with test performance or other indicators of giftedness. Special points are given to such students to interact those barriers.

Identification of EL students begins at registration. Per Jurupa Unified School District Policy 6505, Regulation 6505, and Procedure 237, Home Language Surveys (HLS) are completed by parents at West Riverside Elementary School. A copy of the Survey is placed in the student's cumulative file. Another copy is sent to the Language Services Department. The HLS is used to determine the primary language of each student at the time of enrollment. Each survey is dated and has the signature of the parent or guardian. At the Language Assessment Center, the student is assessed for language proficiency in English comprehension and speaking. The state-authorized California English Language Development Test is used for grade levels K-12. Students are assigned an EL level, which is forwarded to the school.

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

Staff Development and Articulation:

All teachers have completed AB 466 Language Arts and Mathematics training. The Principal has completed AB 75 Language Arts and Mathematics. The Assistant has completed AB 75 training in Mathematics.

- At a minimum day Friday each month, grade levels discuss data (CST, CRT's, API, AYP, HM assessments, student work samples, etc.) to determine needs and strategies to meet those needs.
- At a minimum day Friday each quarter grade levels will examine writing for student achievement, needs and strategies to meet those needs.
- Grade levels will articulate with the grade levels above/below for program fluidity and gaps based on data and the CST blueprints. (Grades 2-6)
- Grade levels will review short and long term planning based on State Standards, data and CST blueprints. (Grades 2-6)
- JUSD and/or an educational consultant will in-service teachers in September/October regarding current data (CST's, CRT's, API, AYP, and AMO's) and continue to provide technical support through the Program Improvement process.
- Select 4-6 teachers, and RSP and SDC teachers, recieved 40 hours of staff development in the Language! reading intervention program.
- JUSD TSA will provide coaching and staff development regarding universal access during language arts block and Step Up to Writing.
- Step Up to Writing staff development and support will continue during 2007-2008.
- Paraprofessionals will be included in staff development activities as appropriate.
- Teachers will be compensated to create/implement interventions to meet the needs of all students, including, but not limited to, before and after school ELO programs.
- Purchase "technical time" from the JUSD support technician.
- Purchase incentives and materials/supplies/hardware/software to ensure student mastery of the standards and promote parent/teacher/student communication.

Communicating to Meet Student Needs:

West Riverside restructured its instructional minutes to allow for minimum days on Friday. The Friday grade level planning days are used to 1) create and share strategies for all learners based on diagnostic assessment data, 2) review standards and student achievement, and 3) analyze student data to help teachers know which tasks are effective as they continuously monitor student progress. Two Fridays each month are devoted to ELA and two Fridays each month are devoted to Math.

Student achievement data is analyzed by the principal, assistant principal, and teachers on a regular and on-going basis and is used to make decisions regarding curriculum, instruction, staff development, parent involvement, and budgets.

West Riverside has monthly staff meetings and leadership meetings at which student achievement and school programs are examined. Special education teachers, aides, bilingual language tutors, classroom teachers, the TSA, and administration work together to identify and address the needs of the West Riverside students. West Riverside's Students Success Team meets to discuss interventions to meet the needs of those students who are not mastering the standards.

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

The regular education program provides all students access to the core content through highly qualified and trained teachers, interventions within the regular program (universal access), and textbooks for every student. All teachers have opportunities to meet with our site Student Success team to discuss program modifications and interventions for under-performing students.

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

Administrators and teachers at West Riverside use data on a regular and on-going basis to make decisions related to improving student achievement. An educational consultant provides data and training to help teachers and administrators analyze and understand the data. Administators and teachers have been trained on the district Data Director system to access data and reports of local and state assessments. Teachers meet during grade level collaboration sessions to analyze results of district CRTs, CSTs, language arts and math embedded assessments, other classroom assessments, and student work samples and use results to modify instruction and improve student achievement.

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

Highly Qualified Staff:

All teachers at West Riverside are fully credentialed and identified as Highly Qualified Teachers as mandated by NCLB. All teachers are authorized to teach ELD and SDAIE to English learners and many of them are bilingual, possessing BCLAD or comparable authorizations. Beginning teachers participate in Jurupa Unified School District and Riverside County Department of Education sponsored California Formative Assessment and Support System for Teachers (CFASST/BTSA). Mentor teachers work with beginning teachers examining professional practices, including examination of the California Standards for Teachers. JUSD also participates in the Peer Assistance Review (PAR) Program. All teachers may voluntarily participate in this program. Teachers who receive 'Needs improvement' in two or more areas of their evaluations are automatically enrolled in PAR. The program pairs the participating teacher with a mentor teacher to improve professional skills including engaging and supporting all students in learning, creating, and maintaining effective environments for student learning, and understanding and organizing subject matter for student learning

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

Parent and Community Involvement and Resources:
A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that "no child will be left behind." West Riverside employs the National Standards for Parent/Family Involvement Programs to guide parent participation. Regular, two-way communication betweeen the school and home fosters a clearer vision for each student and promotes higher student achievement. Written communication is provided in both English and Spanish. CBET classes, parent meetings, quarterly parent tips, SST meetings, and parenting classes support parents as active participants in their own children's education. Parents are welcome on the West Riverside campus and are encouraged to volunteer in the classrooms, as chaperones, and helping throughout the school. Parent volunteers have a workroom and meeting center at which they volunteer, hold meetings, and host parent classes.

There are seven parents on the School Site Council, adhering to state mandated parity. The School Site Council meets six times a year and any stockholder may attend. Notification of meetings and agendas are posted and/or distributed 72 hours prior to the meetings, conforming to the Brown Act. The Council collaborates with teachers and school administration examining program effectiveness, school safety, and learning opportunities. The Council reviews and approves the School Plan.

Community involvement is continued through activities such as Back-to-School Night, Skills Day, Science Camp, Family Math Night, CBET classes, band activities, Principal for a Day, school-business partnerships and a variety of student performances.

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

West Riverside has 90% of our student population in the free and reduced lunch program, identifying a major portion of students as economically disadvantaged. Sixty percent of the student population is EL and another 15% have been identified FEP. The majority of parents have a primary language other than English. Data drawn from the STAR parent survey indicates a large portion of the parents of West Riverside students never graduated from high school. Some are not able to read or write in their own language and many have difficulty helping their students with homework that is in English. West Riverside has many hours of volunteerism, but closer examination demonstrates that the same small group of parents is doing most of the volunteering. Parent Meetings host a larger number of primary parents participating than upper grade parents participating. The Leadership Team also examined barriers within our own staff. Some of those barriers were teacher resistance to chage, poor staff development timing, and combination classrooms. The perceived barriers give focus to plan development, examiniation, and implementation but are not used as excuses for failure to meet goals established.

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

Full implementation of Houghton Mifflin language arts does not allow for adequate time to teach science and social studies at all grade levels. During the 2006-2007 school year, teachers reported less increase in math achievement, and greater improvement in reading, due to less focus on math achievement.

Some teachers need more time and practice to fully implement universal access in language arts and math to better meet the needs of under-performing students. Our district TSA focuses assistance to teachers on implementing universal access in language arts and math.

Many of our English learners are making good progress towards meeting grade level standards. However, some just need more time to develop proficiency in English listening, speaking, reading, and writing to improve their achievement in the English curriculum. Limited English vocabulary, even for advanced level English learners, hinders their academic progress. A schoolwide focus on building reading fluency and English vocabulary, and a motivational reading program, help address these needs.

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

The primary services provided to under-performing students using categorical funding are in the form of supplemental academic materials and resources, reading resource teachers, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. Time set aside for Universal Access beyond the core program is as follows: Language Arts-Kindergarten-30 minutes, grades 1-6-30-45 minutes, Mathematics-Kindergarten-6th-15 minutes. These items are discussed in the sub-categories of English Language Learner program, Special Education program, Gifted and Talented Education program, and the Title I program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET):

West Riverside Elementary School, through the JUSD Adult Education Department offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the community. The school also provides instructional materials to parent tutors through this program. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students. In addition, special grade level curriculum meetings are held for parents to enable them to help their children with homework and review class work.

Extended Learning Opportunity (ELO):

Our grades K-6 supplemental program is structured for students at various levels of academic proficiency. The emphasis of the program is on targeted grade level standards in Language Arts and mathematics.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

Early Childhood Education

Transition Program

West Riverside will provide a transition program for Pre-school students to kindergarten. Pre-school students will be invited to assemblies and other activities that kindergarten students attend. Pre-schoolers will visit the office, cafeteria, kindergarten playground and classrooms in the spring to become familiar with the rest of the campus. Pre-school students will participate in joint activities with kindergarten when appropriate. Kindergarten staff will visit pre-school classrooms to meet the students in the spring. Joint meetings will be held between pre -school and kindergarten teachers to review the developmental assessments. Parents will be provided with developmental information and will be asked to attend a transition meeting with the kindergarten staff prior to start of school. Registration information for kindergarten will be given in the spring in both English and Spanish. The Title I clerk Pre-school records will be transferred to the school of attendance with transition information included.

English Language Development

Implement ELD Program

A variety of strategies will be used to meet the assessed needs of limited English speaking students to increase their English Language Development (ELD) as evidenced on the CELDT assessment.

Mathematics

Mathematics Goal 3

Improve student achievement in mathematics by developing further student mastery of computational and application skills.

Other

Centralized Services

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

Parental Involvement

Parent Improvement

Improve parent involvement and communication by:

1. Providing parents an opportunity to discuss, receive information, and attend meetings related to West Riverside's PI status, Title I program, GATE program, EL program, CBET, SSC, ELAC, and all other educational programs.

2. Providing parents the opportunity to attend trainings related to literacy, mathematics, and parenting classes.

3. Communicating to parents in both English and Spanish in all forms of written communiques including a quarterly newsletter.

Reading/Language Arts

Reading

Improve all student achievement in English language arts by developing further student mastery of comprehension skills.

Writing

Improve student achievement in English language arts through further student mastery of effective writing conventions, strategies, and applications.

JURUPA MIDDLE SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

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

JMS offers a comprehensive middle school program designed to meet the intellectual, social, and emotional needs of middle school students transitioning into a comprehensive high school program. The curriculum provides all students with instruction in the areas of English, reading, math, science, social studies, and physical education. A variety of electives are offered including AVID, art, band, chorus,video production, yearbook, study skills, and exploratory classes. We also offer assistance after school through the at-risk intervention program "ThinkTogether," which provides homework help and curriculum support.

Students who qualify for special programs or services are serviced via our Gifted And Talented Education program, Resource Specialist Program,and Special Day Class program. Students who require extra assistance in acquiring English as a second language are serviced through our English Language Development Program.

JMS Mission Statement: Jurupa Middle School empowers students to achieve personal excellence.

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

Analysis of Current Educational Practice

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

All Jurupa Middle School students have access to and particpate in a rigorous curriculum. The instructional programs are based on state standards with a focus on the most essential standards. Teachers meet in grade level and subject area meetings to ensure successful and equitable implementation of the base program and supplemental programs. Assessment data is analyzed and used to direct instruction.

Jurupa Middle School has high academic expectations in reading, language arts, mathematics, science, and social studies. These expectations, combined with State Standards, serve as the framework for directing school goals, objectives, and expected learning outcomes towards standards mastery. JMS teachers use district adopted resources and supplemental materials to assist student mastery towards the standards. Lesson plans reflect standards-based curriculum and are available for review by administrators. Formal and informal observations by the principal and vice-principal are conducted regularly.

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

District policy provides student access to standards-aligned textbooks which support the core curriculum. JMS provides the most recent state, Board-adopted, core instructional programs (2001-2007 adoption) documented to be in daily use in every classroom with materials for every student. Students also have standards-based materials for use at home.

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

Alignment to Standards
Teachers in core subject areas participate in regular meetings to analyze common assessment data to improve standards-based instruction and to guide lesson planning.

Alignment to Assessed Student Performance
Grade level/subject area teacher teams work cooperatively to share data, focus on under-performing students, and to develop lesson plans to focus on areas needing improvement.

Alignment to Professional Needs
New teachers participate in the Beginning Teacher Support and Assessment (BTSA) program. Staff development is based on state mandates and school needs related to implementation of those mandates. The school's goals and objectives are reviewed in order to improve teaching of academic subjects and to help all students meet District Performance Standards. As needed, to comply with district and state policies, teachers may receive training related to adopted curriculum, supplemental materials, and teaching methods for differentiated instruction and full implementation of standards-based curriculum. Staff development activities are also based on cooperateive data analysis, lesson planning and pacing, and common assessments development.

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

The primary services provided to aid under-performing students are as follows:

District-wide curriculum training for teachers, AVID Site Coordinator, DATA Team, Data Director Program, Healthy Start Program, Library Technician, Psychologist, Reading/ELA Classes, RSP and SCD classes, School and Community Outreach Team (SCORE), School Attendance Review Board (SARB), SIOP (Sheltered Instructional Observation Protocol,Speech and Language, Student Study Team, Student Assistance Program (SAP), and Translators.

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

The primary services provided to under-performing students using Categorical funding are in the form of additional instructional materials, technology, and technology support services to assist students; incentives for achievement and attendance, and professional development and collaboration time for staff.
JMS categorical programs include: ADA, AVID Program with Coordinator, Bilingual Tutors, CBET Coordinator, childcare during parent trainings, clerical assistant, computer assisted instruction, conferences for teachers and parents, Economic Impact Aid/English Learner Program (EIA/ELL), English Learner Facilitator, Extended Learning Opportunity (ELO) summer school, Instructional Aids, School Improvement (SI), shadow and remedial classes for ELA and Math, staff development, technology support services, and translators.

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

During release days, monthly meetings, and training opportunities, JMS teachers evaluate assessment data to make instructional decisions to improve student achievement. Data sources used include the results from the CST's, CRT's, and summative common assessments based on district adopted curriculum. Teachers use reports from DataDirector to identify grade level and individual class strengths and weaknesses, as well as identifying the needs of individual students.

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

All JMS teachers work with students who are experienceing low academic performance. Teachers plan insructional strategies aimed at these students during their release days and monthly meetings.

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

School resources to assist low performing students have been listed in the above items two through six.

Family and community resources
Family involvement at Jurupa Middle School is highly encouraged and parent input is a valued resource. Services and opportunities which enable parents to play a more integral part in our school include: Annual EIA Meeting, AVID Parent Night, Back-to-School Night, CBET, community business partners, community volunteers, JUSD website, fliers to inform parents of trainings, events, and programs, McTeacher Night at McDonalds,Panther Orientation Day, parent/student school handbook,Parent/Teacher/Student Compact, automated service phone calls, studnet progress reports, PTA, SSC, GATE, and ELAC parent meetings, school newsletter with calendar of events, student planners, Parent-Teacher conferences, Technology Showcase Night, translation of written documents for parents/guardians.

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

Barriers include: inadequate number of student support service personnel (including, but not limited to campus supervisors, counselors, translators, administrators, health service individuals, bilingual clerk hours, etc.), data analysis--inadequate or inconsistent use schoolwide, bilingual resources and materials in core classes and library collection are limited, use of common assessments and pacing guides lacks consistency, staff technology use lacks consistency, inadequate electrical outlets, inadequate technological support for technology in classrooms, inadequate restrooms for students and staff, uninterrupted instructional minutes for standardized curriculum, student attendance, parent involvement, buildings and rooms need rehab or upgrades, inadequate scheduling of busses, inadequate levels of student homework completion, inconsistent attendance at before/after school tutoring, improving staff understanding of data and its purpose in analysis.

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

Limitations include: intervention time is being provided for core subjects, however it is difficult to incorporate into the daily schedule; staff technology use, though improving, still has some inconsistency; data analysis, while practiced by many teachers to direct learning, still lacks schoolwide use; common pacing guides, which have been implemented schoolwide, lacks consistency among core classes; inadequate electrical outlets and technological support make it difficult to effectively use technology in the classrooms; bilingual and and high interest, low-level reading materials in core classes and library are limited, though there is a plan to increase the number available.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

The 2006 AYP and API criteria were not met. Overall, students met 18 of 21 AYP criteria. English learners did not meet their growth targets for AYP or API in the areas of math and English. Socioeconomically disadvantaged students did not meet the API Growth target or the AYP with regard to Math.

Conclusions from Parent, Teacher and Student Input

Parents were given the opportunity to complete a parent survey that addressed school culture, home/school communication, parent/community involvement, standards and assessment, teaching and learning. The results indicated that teachers need to continue communicating with parents about student progress and concerns.
The student survey indicated students do not apply themselves to schoolwork outside of classes.
The teacher survey incidated that, overall, JMS students do not perform consistently and perform inconsistently with regard to doing homework or achieveing high test scores.

School Goals for Improving Student Achievement

English Language Development

English Learner Students

All English learners will become proficient in English and reach high academic standards. Jurupa Middle School teachers will work to improve the academic performance of all English learner students to the level of the performance goals, as established by the Academic Performance Index.

History/Social Science

Soc. Studies Improvements

Provide a balanced, comprehensive program aligned to State standards that uses effective teaching strategies to meet the needs of all learners. All students will improve in social studies, and teachers will work to improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index.

Mathematics

Math Improvements

All students will improve in math, and teachers will work to improve the academic performance of all students in math to the level of the performance goals, as established by the Academic Performance Index.

Other

Centralized Services

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

Parental Involvement

Increase Parent Involvement

Parents will participate in school activities that support student achievement.

Single Plan For Student Achievement

Professional Development

Provide Staff Development

Teachers will be provided with instructional assistance, training, and support as needed. This may be through coaches/content experts, or through staff development that focuses on best practices, technology, and/or instructional strategies.

Reading/Language Arts

ELA/Reading Improvements

To improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index in the area of reading, writing, grammar and oral communication skills.

Science

Science Improvements

Provide a balanced, comprehensive program aligned to State standards that uses effective teaching strategies to meet the needs of all learners. All students will improve in Science, and teachers will work to improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index.

MIRA LOMA MIDDLE SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Analysis of Current Educational Practice

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

Curriculum Components

Reading and Language Arts Program

Mira Loma Middle Schools English-Language Arts program is literature-based with an emphasis on meaning and fluency. All students receive instruction from the State/District adopted text, Prentice Hall Literature program. We are fully implementing this curriculum and all of its components. Each ELA teacher has been AB466 trained (specific training to enable full implementation of the core curriculum).

Students are moved into, through, and beyond literature selections with a variety of multi-modal (auditory, visual, and kinesthetic) activities. The integration of thinking, listening, speaking, and writing activities is consistent throughout the school. Students who have low reading levels (285-324 CST)will be scheduled in an ELA shadow class in addition to their regular ELA class. In the ELA shadow classes, State adopted intervention materials will be used. Students who score below 285 on the CST will be enrolled in a two-period reading class that provides intensive instruction using the High Point curriculum. Another supplemental program that is used schoolwide is our Accelerated Reader program. It is above and beyond our core curriculum and designed to encourage students to do outside pleasure reading. All students are expected to read 30 minutes daily for homework. Part of each student's grade is his/her outside reading and progress in this schoolwide reading program. Sustained reading time will be given through exploratory, electives, and advisory period. Each department will support and encourage students to actively participate in our schoolwide reading program, our advisory, exploratory, and elective teachers will be working together to monitor this program. Our Accelerated Reader program provides data on student progress in independent reading. Rewards and incentives help to motivate students to keep reading. Each time a student finishes a book, he/she takes a short quiz on that book and earns points for each quiz passed.

We use a schoolwide approach (Step Up to Writing) to teach the writing process. Most of of our ELA teachers are trained in this approach. Students are offered a wide variety of writing assignments, including writing activities related to content areas such as social studies, physical education, math, science, and exploratory classes.

Mira Loma offers a variety of approaches and strategies to meet the varying needs of diverse learners. English learners in the Structured English Immersion program (levels 1,2,3) receive daily instruction in English Language Development using the District-adopted program called Visions. English learners in the English Language Mainstream program (levels 4,5) are taught by qualified teachers trained in using SDAIE strategies to enhance the learning of these special needs students. Reading tutorial classes,and Learning Academy held before/after school and on Saturdays are extended learning opportunities that are available for additional support. EL students will also be included in our Intensive Reading Intervention Program.

Mathematics Program

Students receive mathematics instruction in the fundamental concepts in each strand of the California State standards. Students develop computation skills, problem solving skills, mental arithmetic, estimation, and calculator/computer technology as supported by the District's mathematics adoption. Jurupa Unified Schools have delineated and implemented JUSD curriculum standards based upon State standards. The District adopted Prentice Hall Pre-Algebra and Algebra texts are used and are carefully aligned to State standards. AB466 training has been provided for all math teachers to enable them to fully implement this core curriculum.

At Mira Loma Middle School, seventh grade students are scheduled into Algebra 1, Pre-Algebra 7, or Math 7 classes based on their CRT and STAR testing results. Eighth grade students are assigned Algebra 1, or Pre Algebra 8 based on test results and seventh grade achievement. Students scoring 284 and below on the math CST will be scheduled in a math tutorial class embedded in the school day in addition to their regular math class. Saturday Learning Academy or before/after school extending learning opportunities are available for additional learning support. Algebra power point, Accelerated Math, Quizdom, math whiteboards, and geometer sketchpads will be used to extend learning and comprehension of State standards.

Assessment of student progress is conducted through both formal (STAR tests, District CRT tests, embedded core assessments and other math department common assessments) and informal (teacher made tests and other forms of evaluation) measures. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies, teaching or other interventions, and materials to ensure mastery of standards.

History/Social Studies

Students receive instruction designed to develop historical, ethical, cultural, geographical, economic, and sociopolitical literacy as well as to understand the behavior and values that are essential to a democratic society. Students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the past. The desire is to have our students develop higher levels of critical thinking for the future by learning from the past. Supplementing the text is literature-containing stories of ordinary and extraordinary people that describe the human experience, enriching concepts of courage, justice, heroism, leadership, respect, and individual responsibilities. The District has adopted the Holt Rinehart and Winston Social Studies program to be used to address the state/district curriculum standards beginning September, 2006.

Assessment of student progress is evaluated through both formal (STAR test, District CRT test, department generated common assessments) and informal (teacher generated multiple assessments) measures. This includes performance assessment opportunities for students to apply their knowledge through oral or written tasks, projects, History Day, as well as observations of students working individually or cooperatively.

Science

Students receive instruction in life and physical science as presented in the State/District standards and as supported by the Prentice Hall Science program. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in our activity/lab based program through inquiry and investigation. Science teachers have developed science labs that support the standards for 7th and 8th grades,in a hands-on emphasis that empowers students to think critically and perform science experimental method skills. There is emphasis on integrating math standards and writing standards into science instruction. Students collect data in experiments, using algebraic equations and graphing in the eighth grade, especially. Writing is supported in frequent analysis and in lab reports and research projects. In addition, careers in science and technology are explored. Students can further demonstrate their learning through the Science Fair program, participating in the Science Olympiad or the annual Family Science Night sponsored by the Science department.

Student progress is evaluated through formal (STAR test, District CRT test and Science Department common assessments) and informal (teacher generated multiple assessments) measures. Performance-based assessments include hands on lab activities, lab write-ups, oral and written projects, and open-ended questions.

Physical Education

All students are enrolled in a daily physical education class. Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games and sports. Integrated with physical fitness training and sports is the development of social skills. Self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, competition, and a life long desire for fitness are qualities we hope to instill in our students. The physical education standards provide the curricular frame for our PE classes. These courses have developed course outlines and student progress is evaluated informally by teacher generated multiple assessments. Several seventh period PE classes will be offered for students who require a seven-period day to accommodate intervention classes needed by those students.

Elective and Exploratory Classes

Students at Mira Loma Middle School who are near the proficient level in both language arts and mathematics (325+) either sign up for an elective class (band, choir, newspaper, video, or yearbook) or are placed in an exploratory class (computers, personal/social responsibility/careers). All courses are a full year. Teachers for these classes have developed course outlines and student progress is evaluated informally by multiple teacher generated assessments. Time is also provided during these classes to support two school-wide programs: Accelerated Reader and Step-Up to Writing.

Intervention or Tutorial Classes

Students who are scored in the 285-325 on the CST in math or language arts may be enrolled in reading, writing, or math tutorial classes in place of an exploratory class. Students who score below 285 on the CST will be enrolled in a two-period block reading class that provides intensive instruction using the High Point curriculum. The Intensive Reading Intervention program consists of four levels, Basic, A,B, and C and six entry points within these levels. Intervention, shadow or tutorial classes are in reading, language arts,or math. These classes are embedded within the school day and available to students in need. Student progress is monitored through the formal testing program, success in their core classes,curriculum embedded assessments, and teacher generated multiple assessments.

Summary of Improvement Actions

Alignment of instruction with State content standards and Essential Program Components (EPCs): Grade level department meet to collaborate and develop pacing guides and common assessments.

Instructional Program: State/District adopted core reading/language arts and math program materials are used daily with every student.

Intervention Program: State/District adopted intervention materials are used with students that are below 325 on the CSTs. We are adding several sections of reading and math intervention classes that will be embedded in the school day.

Instructional time: Students who are not meeting State content standards are given more instructional time in reading and math tutorials that are embedded in the school day. Students who are low in both math and reading/ELA will be assigned a seventh period in order to fit all their required courses.

Principal's Instructional Leadership Training: The Principal has completed the AB75 Principal Training Program provided by the District or County Office through a State Board-authorized provider.

Credentialed Teachers and Professional Development Opportunities: All math and ELA teachers have received AB466 training to assist with full implementation of the core curriculum.

Student Achievement Monitoring System: We will use multiple measures to evaluate progress towards student mastery of all content standards. These measures will include STAR testing, CELDT, District CRTs, and other common assessments developed by department grade level teams. The purpose of these assessments is to provide timely data to teachers and the Principal to make decisions that will improve instruction and student achievement. Time will be provided for teachers to analyze this data to make instructional decisions. This will also provide the basis for a monitoring system.

Monthly Collaboration: Time is dedicated during department meetings, staff meetings, staff development days, minimum days, hourly pay, and release time using substitutes. The purpose of these collaborations is to focus on data analysis, developing common assessments, and lesson sharing and lesson delivery of the core curriculum.

Curriculum pacing: Each core subject area will develop and implement a pacing calendar for teaching specific standards during the school year. The purpose of this is to ensure that all teachers know when each lesson is expected to be taught and in what sequence the content will be covered. This will make common assessments and shared lessons more effective.

State-Adopted Textbooks: Each student will be assigned a textbook for each of his/her core academic subjects. These textbooks will be used for both class work and homework.

Articulation between grade levels: We will provide opportunities for our teachers to collaborate with 6th grade and high school teachers to facilitate smooth transitions and academically prepare students for the next grade level.

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

English Language Development

Mira Loma Middle School currently serves 400 English learner students. Spanish is the dominant language of the English language learner students at Mira Loma. Mira Loma provides a Newcomer's Program for English language learners who have been in the United States for less than one year. The remianing English learners students are placed into Structured English Immersion classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969, SB 395) whenever possible. English language learners also receive ELD instruction from an authorized teacher and the support of a bilingual tutor. These students utilize the District-adopted series, Visions, to provide 51 minutes of ELD instruction daily. Those English learners who score below 285 on the CST will be assigned a two-period block of the High Point curriculum in the place of their ELA and ELD classes.

Special Education Program

The Resource Student Program (RSP) is available to students who qualify and have an Individualized Education Program written. RSP is offered in math and language arts. Students who are performing well and close to being exited from special education are enrolled in collaborative program. In the collaborative program, students are enrolled in mainstream core classes and receive extra support from the RSP teacher or instructional aide who works with the regular education teacher in the core class. RSP students who are scored below 324 on their CSTs and not able to successfully complete regular education classes are enrolled in RSP classes with two-hour blocks for reading using the High Point curriculum and a math class with a math tutorial. Most Special Education students will have a seven period day. All RSP students are fully mainstreamed in science and social studies.

The Special Day Classes (SDC) are available to students who qualify and have an Individualized Education Program written. SDC is offered in math, language arts, science,and social studies classes. All SDC students are enrolled in the regular physical education classes and some students are in regular exploratory classes. SDC students who are low in both reading/ELA and math will have only one semester of science and one semester of social studies to accommodate their need for two hours of math and reading or they will have a seven period day.

Gifted and Talented Program-GATE

Currently Mira Loma Middle School serves 122 gifted and talented students in the 7th and 8th grades. GATE students are currently served in regular classrooms in clusters using a variety of instructional methods. Differentiated instruction for GATE students may include special individual/group projects, enrichment activities and/or directed higher level questioning through daily lessons. Students are also given the opportunity to utilize special technological programs and materials. In addition, the GATE students may be enrolled in a highly engaging elective class that is embedded within their regular school day. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and teacher input, observations, special

honors or recognition received, language spoken at home and availablility of enrichment experiences provided in the home environment. GATE students are given many opportunities to take field trips to colleges, universities, museums, and the educational trip to Europe.

Improvement of Instructional Strategies and Materials:

1.Provide collaboration time, curriculum pacing, data analysis, lesson sharing, peer coaching, common assessments, and articulation time for teachers.
2.Use High Point a State approved remedial language arts program to help students that are missing basic skills and are two years below grade level.
3.Implement Accelerated Reader and Step Up to Writing as schoolwide approaches/strategies to reading and writing.
4. Use Accelerated Math (based on State standards) as a program to supplement our math classes. It is computer based and allows for a differentiated approach to teaching students critical math skills.
5. Staff development will emphasize strategies to meet the needs of our diverse group of students. Areas will include differentiated instruction, Step-Up-To-Writing,GATE Certification Training provided by the district, differentiated assessment, reading and writing strategies in the content areas, SDAIE strategies, English Language Development (ELD) standards and SDAIE strategies to be integrated, AVID strategies, maintaining a positive/supportive classroom environment and peer coaching.
6. A schoolwide writing rubric will be developed and utilized to provide consistency and emphasize the importance of writing across all content areas.
7. Conferences and consultants will be focused on literacy or mathematic areas. Those attending a conference will make a presentation to their department or the staff.
8. AVID tutors will be used to provide support for AVID students and other tutorial classes.
9. Instruction using educational technology is a high priority in every subject area. Each classroom is well equipped with LCD projectors, DVD, video players, 8' screens, surround sound, and interwrite boards.
10. SST process, 504 Plans, and IEPs will provide support for students who need additional help being successful.
11. Providing agendas for all students as both an organizational and communication tool is a priority. Each team will develop a written plan to ensure student use of the agenda.
12. Structured reading time is allocated each morning for the Accelerated Reader program. Each team develops a program to ensure participation.
13. Each team will develop a written plan to keep effective communication with their parents including behavior issues, academic progress, positive telephone calls, and homework assignments.
14. Placement Cards and Catch-up Plans are in place to ensure English learners are placed in their appropriate language levels and scheduled in the correct classrooms. Catch-up plans will be developed for students who are not acquiring language at a reasonable rate of time.

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

Alignment with Standards

Teachers participate in department grade level release days to analyze data and focus on standards-based instruction. The department grade level teams work cooperatively to monitor student learning and modify instruction as needed, develop pacing guides and common assessments.

Assess Student Performance

Student performance on the norm referenced CAT, the criterion referenced CST, and the district criterion referenced test (CRT) indicate that a strong emphasis needs to be placed on instruction for EL learners, Special Needs learners and Algebra classes.

Professional Needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program. This is a full-year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession. All ELA and math teachers have received AB466 training.

Leadership Team and the School Site Council create and monitor our staff development plan. Staff development and collaboration time will be scheduled during minimum days, staff development buy out days (3), department meetings, staff meetings, extra hourly pay for meetings after school, staff retreats and with release time (substitutes).

Areas for staff development include the Accelerated Reader program, the Accelerated Math program, Step Up to Writing, writing rubrics, differentiated instruction (meeting needs of English learners, GATE, and special needs students), differentiated assessments, effective lesson planning to teach standards, SDAIE teaching strategies, English Language Development process and standards, AVID strategies, success with at-risk students, disciplining with dignity and respect, maintaining a positive and supportive classroom management system, peer coaching/lesson sharing, gender equity, effective use of technology, using data to monitor student learning and modify instruction as needed, disaster first aid training, and communicating effectively with parents.

The Leadership team will meet regularly to develop and evaluate the staff development program.
The SST/504 process will be used to identify and look for strategies to support students.

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

Flexible Grouping
Team Teaching
Small Group Instruction
Differentiated Instruction and Assessment
Accelerated Reader
University Tutors and Partnership
AVID Tutors and Peer Tutors
Parent Volunteers in Classrooms
Computer Tutorial Programs
Saturday Learning Academy
Extended Learning Opportunity (ELO),
Before/After/Summer Programs
Intervention Classes-Math Tutorials, Reading Tutorials,
Writing Tutorials, Study Skills
Accelerated Math
SST Process
Academic Counseling Provided by Resource
Teacher
Parent/Team Conferences and Retention Meetings
Peer Mediation/Conflict Resolution

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

STAR Testing
Department Created Common Assessments
District Criterion-Reference Testing (CRTs) with Benchmarks
GATE Identification
CELDT Testing
Informal Classroom Assessments
Planned meeting time for data analysis and formulating SMART goals (Specific, Measurable, Attainable, Results-oriented, Time-bound).

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

Students are heterogeneously scheduled, so all teachers experience some low student performance.

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

Parental Involvement Policy:

Mira Loma Middle School values parental involvement as a core component in student success. To that end, we have increased efforts to encourage parental involvement through the principals monthly Parent Breakfast Teas, Back to School Night, Family Science Night, History Day, Family Math Night, Academic Awards Night and school choir and band evening performances. Additionally, there are expanded opportunities available for those who can participate or volunteer to help with special events throughout the school year, or serve on special committees such as PTA/Parent Booster Club, School Discipline and Safety, School Site Council or English Learners Advisory Council. Parental involvement is also improved through offering parenting classes and special evening workshops, and CBET courses. Communication with parents has also improved through the use of a new phone system, a school marquee for announcements, school newsletters, and frequent mailings. These communications are given in both English and Spanish whenever possible. Three office secretaries are bilingual and are often used as interpreters for parents in conferences with administration, school counselor, and teachers. As parents enter the main office, a special effort goes into welcoming them and making the front entrance attractive and inviting. Parenting brochures, pamphlets, and posters are visible and distributed in this front lobby area. We view parent involvement as a crucial component to an effective and safe learning environment and directly related to increased student achievement.

Activities that Mira Loma offers to encourage parent involvement :

Parent Booster Club
ELL Materials Available to Parents
CBET Parent Education
Parenting Classes
University Partnerships
School Psychologist
Active, Supportive Parent Community
School-Community Liaisons (Including Community Library)
School Resource Officer
Referrals to outside community agencies for mental health services .
Family Math/Science/Reading Nights
Business Partnerships
History Day
Student Technology Showcase Night
Family Science Night
Book Fair
Peer Mediation/Conflict Resolution
AVID Program
GATE parent meetings
Field trips to area colleges and universities.

Parent Breakfast Teas
Parent Newsletters
Parent/Student Orientation Meetings
Parent Volunteer Program
Counseling services, medical support from Healthy Families.
EBSCO and World Book web-based research resources.
Meetings and information helping transition students from elementary to middle to high school.
Information related to SST/504 Plan programs.
Information and choices on Alternative Education settings.
Information on parenting classes and counseling programs
CBET program to help English language learning parents work with their children.
On Campus Detention Program and Saturday School as alternatives to suspension.
Principal for a Day
Red Ribbon Week

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

Language Barriers
Socio-Economic Status
Family Dynamics
Budget Reduction
Community Gang Activity
Student/Parent Apathy
Need for additional support services for students.
Limited site staffing in school counseling and administration .

Overcoming the Barriers

In order to overcome barriers to learning, the school plan covers the following areas:

1.A plan to significantly improve student literacy (reading and writing),
2.A plan to improve student attitude and increase parent involvement;
3.A plan to more closely align instruction/assessment/standards;
4.A plan to coordinate instruction so that standards are taught in a specific sequence and time frame; and
5.A staff development plan that is effective, long term, and helps teachers differentiate instruction and assessment.

The School Leadership Team has just completed specialized training through Riverside County Office of Education in a 2-year module on transforming our school into a Professional Learning Community (PLC). This PLC approach includes guiding staff through the development of a mission, vision and values for our school. It focuses on learning and results. 80% of the staff is trained in these PLC concepts.

We are using schoolwide approaches to reading by fully implementing the core curriculum, supplementing our programs with State adopted intervention materials, supplementing our core Language Arts program with a schoolwide reading program (Accelerated Reader), and using a schoolwide writing strategy through all content areas (Step-Up-To-Writing). To support and supplement our core math curriculum, we use Accelerated Math which is a computer-based math intervention program based on the California State Standards. The improvement goals were selected after reviewing identified barriers, reviewing data, reviewing survey results, and discussing the plan with school staff, various parent committees, and the School Site Council.

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

Need Additional Collaboration Time
Need additional technology resources and training to provide needed instructional support.
Teachers need continued training on differentiated instruction, assessment, and methods to motivate students to perform.
Need to improve home/school communication.
Need additional counseling support for students.
Need to search for methods to instill the value of education in students.
Continue to develop multiple methods of academic and behavioral interventions to provide support for students at risk of not being successful.

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

Instructional Aide to Support the Accelerated Reading Program
Instructional Aides for RSP and SDC
Bilingual Language Tutors
No Zero Detentions
Staff Development
RESULTS Conferences
Consultants and Conferences
Data Director Program
GATE Enrichment Program
IDAP Telephone Communication System (auto dialer)
SST program
Student Mentor Program
Peer and AVID Tutoring

Extended Learning Opportunity (ELO) may be offered before and after school in math and language arts. The summer program is developed by Jurupa Unified School District for students who have not been successful in learning standards.
Saturday Learning Academy is scheduled by teaching teams to support students having difficulty learning.
Field Trips are scheduled to support student learning or as an introduction to college or careers.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

Improve English Development

Develop reading, writing, listening, and speaking skills in English.

Mathematics

Improve Math Skills

Improve student achievement in math.

Other

Centralized Services

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

Develop Life Skills

To assist students in developing life skills, building positive character traits, developing personal/social responsibility, exploring careers, and expanding their vision for their future.

Improve Classroom Instruc

To improve classroom instruction, develop meaningful curriculum and common assessments, provide quality staff development, and motivate student learning.

Parental Involvement

Parent Involvement

To increase opportunities for home and community involvement in the education process.

Reading/Language Arts

Improve Student Literacy

Improve student achievement in literacy (reading, writing, language development, and spelling).

School Climate

Improve School Climate

To provide a safe, clean, healthy and positive school learning environment.

MISSION MIDDLE SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND GOALS

2007-2008

Single Plan For Student Achievement

About this School

School Mission Statement

Our mission is to develop in all students the skills, abilities, and attitudes necessary to achieve success in academic and social responsibility.

School Vision

The vision of Mission Middle School is to be an exemplary school. We will have a clear sense of goals necessary to achieve success in academics and social responsibility. All stakeholders in the learning community will contribute to accomplish the goals and standards to make this vision a reality and success.

Mission Middle School is a 7-8 grade traditional calendar school, which serves approximately 1,052 students. The student population is 72.2% Hispanic, 17.9% White, 7% African American, 1.5% Asian, and 1.2% other. 30% of the students are English Learners. 10% are in Special Education. Mission Middle School provides services to 111 Special Education students. 73% are in the free or reduced lunch program. There is a mobility rate of 15% (2004 API Base Report). The average parent education is 2.05 (high school graduate). Over the last four years Mission Middle School has grown approximately 12%.

Analysis of Current Educational Practice

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

-Core academic subjects are aligned to the California State Standards.
-Mathematics and Social Studies have completed and are implementing Pacing Guides.
-ELA and Science continue to work on subject area Pacing Guides.
-State Standards are posted in every core academic classroom.
-Teacher evaluations are based on the California Teaching Standards and State Standards.
-Teachers are expected to post the daily focus standard for instruction on the board.
-Teachers are certified either in CLAD, B-CLAD, or SDAIE
-Teachers have met the requirements for Highly Qualified under the NCLB guidelines.
-Collaboration time for teachers in core departments is available twice a month.

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

-State approved standards-based textbooks are available for all students per the Williams Act.
-The Accelerated Reading Program is available to be implemented to increase reading fluency in the extended learning program.
-Students have access to mathematical resources and manipulative lessons in math.
-Special Education students are provided with appropriate resources through the RSP and SDC programs that align with the state standards.
-The Library, Computer Lab, and classrooms are all equipped with technology resources for student access.
-Reading Intervention District Adopted "High Point" to be implemented for 2007-08.

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

-Step up to Writing Training
-AVID summer institutes and instructional strategy training.
-AB466 Training in English language arts and mathematics.
-New teacher support via the SMART program and BTSA.
-Technology training as needed.
-Training in the analysis of data to impact instruction for new teachers.
-In-services that address administration of state and district testing.
-Training in differentiated instructional strategies.
-Training for implementation of "High Point" Reading Intervention Program.
-Training of implementation of the 9 Marzano Instructional Strategies.
-Subject specific conferences and workshops that focus on improving instruction.
-Team/department collaboration.
-SALT Training to support the development of Academic Language for students.

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

-Differentiated Instruction
-Student Study Team to identify students for interventions.
-Extended (remedial) Learning Opportunities(ELO) before and after school.
-Academic Support classes for reading and mathematics(shadow classes).
-AVID Tutors
- EIA TSA
- Two additional Counselors
- Parent conferences and contacts.
- Retention process and meetings.

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

- 60% EIA TSA
-Full-time Translator/Clerk Typist(to specifically support and assist at-risk students & parents).
-Mental Health Counselor
-Library Media Technologist
-Extended (remedial) Learning Opportunities before and after school.
-English Language Advisory Council(ELAC)
-Community Based English Tutoring (CBET)
-Parent Computer Class
-Family Reading Night
-Futures/Careers Week
-School Resource Officer
-Parent Focus Group Meeting.
-AVID Program
-Parent Newsletters
-Healthy Families Counselor
-Technology Night
-Family Math Night
-Categorical Programs and Funds
-Student Study Team
-School Psychologist
-Red and Yellow Ribbon Week
-Seminarios de Exito(Parent Academy)
-Pre-Algebra Parent/Student classes

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

All teachers on staff work with low performing students due to the placement of students in heterogeneous classes. The only exception is in the RSP or SDC classes.
-STAR Testing
-Common Assessments in Mathematics and Social Studies.
-District Criterion Reference Tests (CRTs)
-GATE Testing
-CELDT Testing
-API and AYP Reports
-Teacher developed common assessments.
-Testing for placement in Special Education and to make changes for Individualized Education Plans(IEPs).

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

-All teachers on staff work with low performing students due to the placement of students in heterogeneous classes.
-The only exception are the RSP & SDC classes.

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

-Between 30%-40% of students are below or far below basic grade level standards.
-Parent Teacher Association
-School Site Council(SSC)
-English Language Advisory(ELAC)
-Community Based English Tutoring(CBET)
-Parent Computer Class
-Pre-Algebra Parent Class
-Family Reading Night
-Family Math Night
-Technoloogy Night
-School Resource Officer
-Parent Focus Group Meetings
-AVID Program
-Healthy Families Counselor
-Categorical Programs & Funds
-Student Study Team
-School Psychologist
-Parenting Classes "Seminarios de Exito"
-Red & Yellow Ribbon Weeks
-Conferences for Teachers
-Parent Advisory Meetings
-Parent Newsletters
-Family Nights(i.e. reading and math)
-Standards-based resources for teachers and students.
-Bilingual Language Tutors and CBET Resources

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

-Between 30%-40% of students are below or far below basic grade level standards.
-Common Assessments continue to be developed.
-Lack of parent involvement with students academic needs and progress toward mastery of standards.
-High percentage of Limited English Speaking parents, students & community.
-Student performance indicators such as CSTs indicate that standards-based instruction is not implemented consistently.

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

-Bell Schedule
-Master Schedule
-Technology Resources
-Teacher Training
-Additional district resources and support.
-Limited incentives to motivate student performance.
-Building partnership and networks between parents, students, and school.
-Increase student awareness of the high school and future careers education.
-Lack of Interventions for all under performing students to meet standards.

Conclusions from Parent, Teacher and Student Input

Mission Middle School administers, parent,student, and teacher surveys annually to solicit input in prepartion in developing Mission Middle School's SPSA.

Mission Middle School parents, teachers, and students realize that we must exit Program Improvement Status. We must meet the NCLB requirements of increasing the percent of "proficient" students on the CST's to make our AYP for 2007.

Everyone is supportive and ready to continue the focus on raising student achievement by continued emphasis on the standards and curriculum as well as instruction.

We will continue as a staff to learn, and make changes as we grow into a Professional Learning Community,in order to provide the best learning opportunities possible for our students.

School Goals for Improving Student Achievement

English Language Development

ELD Grades 7&8

All English Learner Students(ELLs) in grades 7&8 will demonstrate improvement in the area of English language development.

History/Social Science

Improve& support ELA skills through Social Studies

To provide our Social Studies Students increased accessibility to ELA standards and skills.
We want our students to have the opportunity for additional time, through Social Studies classes, for language skills instruction, practice, assessment, and feedback.

Mathematics

Mathematics Grade 7&8

All students in grades 7 and 8 will demonstrate improvement in the area of mathematics.

Other

Centralized Services

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

Special Ed. 7th and 8th

Mainstreaming of RSP students will be done to heighten access to core ELA/Math programs which is predicted to increase student achievement.

Support for At Risk Students

Students identified as FBB, and BB will demonstrate improvement on the CST in Math & ELA.

7/8 GATE Students

-Increase efforts to maximize the number of identified GATE students at each grade level.
-GATE students will perform in the proficient and advanced levels of the California Standards Test.
-Enrichment activities will be provided in an after school program and GATE students will participate in activities such as the Science Fair and History Day.

PI Exit Strategies

All 7&8 Grade students including all subgroups will demonstrate an increase of 6% Growth in the AMOs (Annual Measurable Objectives)in Mathematics.

S&DATE

To maintain a safe, disciplined and drug-free learning environment.

Support Math & ELA Standards through Electives

To support and reinforce the ELA,MATH,Science & Social Studies state standards through Visual & Performing Arts,

Physical Education

Increase fitness level of all students in P.E.

Increase efforts to maximize the physical fitness level of all students in P.E.
P.E. students will perform in the proficient level of the California State Fitness Test.

Reading/Language Arts

ELA Grades 7&8

All students in grades 7 and 8 will demonstrate improvement in the area of English Language Arts.

Science

Improve&support Math&ELA skills through Science

To provide our Science students increased accessibilitiy to ELA & Math standards and skills.
We want our students to have the opportunity for additional time, for language & math skills instuction, practice, assessment, and feedback through Science classes.