



**BOARD OF EDUCATION  
REGULAR MEETING  
And PUBLIC HEARING**

**November 5, 2009**

**5:30 p.m. – Public Session**

**Public Comment to Precede Action Sessions**

**Closed Session to Commence following Action Sessions**

***Location: Colton JUSD Student Services Center  
Board Room  
851 South Mt. Vernon Avenue  
Colton, California***

**AGENDA**

**I. CALL TO ORDER**

**Roll Call**

- Mrs. Marge Mendoza-Ware (President) \_\_\_\_\_
- Mr. Mel Albiso (Vice President) \_\_\_\_\_
- Mr. David R. Zamora (Clerk) \_\_\_\_\_
- Mr. Robert D. Armenta, Jr. \_\_\_\_\_
- Mrs. Patt Haro \_\_\_\_\_
- Mr. Frank A. Ibarra \_\_\_\_\_
- Mr. Kent Taylor \_\_\_\_\_
- Mr. James A. Downs \_\_\_\_\_
- Mr. Jerry Almendarez \_\_\_\_\_
- Mr. Jaime R. Ayala \_\_\_\_\_
- Ms. Mollie Gainey-Stanley \_\_\_\_\_
- Mr. Mike Snellings \_\_\_\_\_
- Mrs. Bertha Arreguín \_\_\_\_\_
- Mr. Todd Beal \_\_\_\_\_
- Mrs. Alice Grundman \_\_\_\_\_
- Mrs. Jennifer Jaime \_\_\_\_\_
- Mrs. Ingrid Munsterman \_\_\_\_\_
- Ms. Julia Nichols \_\_\_\_\_
- Ms. Helen Rodriguez \_\_\_\_\_
- Ms. Sosan Schaller \_\_\_\_\_
- Dr. Patrick Traynor \_\_\_\_\_
- Ms. Katie Orloff \_\_\_\_\_
- Ms. Jennifer Rodriguez \_\_\_\_\_

**Strategic Plan -- Mission Statement**

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities.

**II. PUBLIC SESSION 5:30 p.m.**

Presentation of Colors presented by Bloomington and Colton High School NJROTC  
Renewal of the Pledge of Allegiance

An interpreter is available for Spanish-speaking persons wanting assistance.

**Announcement Regarding Public Comment for Items on the Agenda and Items Not on the Agenda** (Gov. Code 54954.3[a])

The Board President clarifies the process regarding public comment and requests that the appropriate "Public Comment Card" be filled out. At the appropriate time during the Hearing Session, each speaker will be invited to the podium and should begin by stating his or her name and residing city. *No more than three minutes will be allotted to any speaker and no more than fifteen minutes per subject unless authorized by the Board President* (BP 1245).

Blue card—Specific Consent, Action, Study & Information or Closed Session Item:  
Please list the specific agenda item number and subject

White card—Items/Topics Not on the Agenda: Please list topic / subject

**III. HEARING SESSION / PUBLIC SESSION**

1. Recognition: Veterans' Month
2. Slover Mountain High School
  - Student Report – ASB Officers
3. Employee Recognition Program
  - Lillian Aldama — *Classified*, Colton Middle School
  - Russell Levine — *Certificated*, Colton High School
  - Peter Tasaka — *Management*, Slover Mountain High School
  - Smith Elementary P.T.A. — *Education Partner*
4. 2010 Summer School Options – Educational Services Division
5. Adoption of Resolution No. 09-34 to Adopt Level 2 and 3 School Fees for New Residential Construction
6. Public Comment: **Specific Consent, Action, Study/Info or Closed Session Item**  
(blue card; list agenda item # and subject)
7. Public Comment: **Item Not on the Agenda**  
(white card; list topic)

**Public Hearing**  
Action Item B-6

**IV ACTION SESSION**

**A. Consent Items**

The following Consent Items are expected to be routine and non-controversial. They will be acted upon by the Board of Education at one time unless a Board Member, a staff member, or a member of the public requests that an item be held for discussion or deferred for separate action.

On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved Consent Items #A – 1 through #A – 17.

1. Approval of Minutes (October 15, 2009)
2. Approval of Consultants for Assembly Presentation
3. Approval of Consultants for Staff Development
4. Approval of Student Field Trips
5. Approval to Renew the Application for the After School Education and Safety Program for Crestmore, Smith and Zimmerman Elementary Schools (2010-2013)
6. Approval of the Bloomington High School Junior/Senior Prom (May 8, 2010)
7. Approval of the Colton High School Junior/Senior Prom (May 15, 2010)
8. Approval of Bloomington High Graduates to Attend “Grad Nite” at Disneyland in Anaheim (June 16, 2010)
9. Approval of Colton High Graduates to Attend “Grad Nite” at Disneyland in Anaheim (June 17, 2010)
10. Approval of Slover Mountain High Graduates to Attend “Grad Nite” at Disneyland in Anaheim (June 17, 2010)
11. Acceptance of Carl D. Perkins Career and Technical Education Improvement Act of 2006 Grant Funds (2009-2010)
12. Approval to Accept the Agricultural Education Incentive Grant Funds for Bloomington High School (2009-2010)
13. Approval of the Course Descriptions for *General Work Experience* and *Exploratory Work Experience*, Grades 10-12 (Beginning November 6, 2009)
14. Approval of the Revised Course Description for *English I Intensive*, Grade 9 (Beginning November 6, 2009)
15. Approval of the New Course Description and Adoption of Textbooks and Ancillary Instructional Materials for *English II Intensive*, Grade 10 (Beginning November 6, 2009)
16. Approval of the Revised Course Descriptions for *Advanced Placement English Language and Composition* and *Advanced Placement English Literature*, Grades 11-12 (Beginning November 6, 2009)
17. Acceptance of Gifts

**B.**            Action Items

1. Approval of Personnel Employment
2. Approval of Conference Attendance
3. Approval of Purchase Orders
4. Approval of Disbursements
5. Approval of Letters of Authorization No. 1, 2 and 3 with Seville Construction Services, Inc. and Execution by Assistant Superintendent, Business Services
6. Adoption of Resolution No. 09-34 to Adopt Level 2 and 3 School Fees for New Residential Construction
7. Approval of Contract Amendment No. 9 with Haley & Aldrich for Environmental Consulting Services at Grand Terrace High School
8. Approval of Subcontractor Substitution per Public Contract Code 4107 for Bid Package No. 3 Davis Moreno Construction, Inc. (Concrete, Paving, and Elevators)
9. Approval of Change Order No. 03-02-02 Lee & Stires, Inc. (Category 2-Earthwork) for the Grand Terrace High School Project Bid #08-14, for Work Exceeding 10% of the Contract
10. Approval of Change Order No. 02-02-01 Lee & Stires, Inc. (Category 2-Earthwork) for the Grand Terrace High School Project Bid #08-14
11. Approval of Contract for Services with School Facility Consultants (November 6, 2009 through October 31, 2010)
12. Approval of Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) Master Agreement for Programs and Services for the 2009-10 School Year
13. Adoption of New Board Policy, 6146.12 – Graduation Requirements, Veterans Diploma (Beginning 2009-2010)

**C.**            Action Items – Resolutions

1. Adoption of Resolution, “Designation of “November as Honorary Veterans’ Month”
2. Adoption of Resolution, “Declaring Louie F. Rodriguez as an Honored and Distinguished Graduate”

**V.            STUDY, INFORMATION & REVIEW SESSION**

1. Personnel – Resignations
2. Associated Student Body (ASB) Financial Reports for the Period of July 1, 2009 through September 30, 2009
3. Budget Update – Jaime Ayala
4. Facilities Update – Jaime Ayala
5. Budget Subcommittee Update
6. Curriculum Subcommittee Update

7. Facilities Subcommittee Update
8. ACE Representative
9. CSEA Representative
10. MAC Representative
11. ROP Board Members
12. Superintendent's Communiqué / Correspondence / Communications
13. Board Member Comments

**VI. CLOSED SESSION** Following action items: Board Room, Student Services Center, 851 So. Mt. Vernon Ave., Colton, California (Government Code 54950 et seq.)

**1. Student Discipline**

**2. Personnel**

- ◆ Public Employee: Discipline / Dismissal / Release / Reassignment (Gov. Code 54957)
- ◆ Public Employee: Performance Evaluation: Title: Superintendent
- ◆ Public Employee: Employment  
Title: Administrator, Facilities Planning, Construction, Maintenance and Operations

**3. Conference with Legal Counsel—Anticipated Litigation**

Significant exposure to litigation pursuant to Government Code Section 54956.9(b)  
Potential Case: One

**4. Conference with Labor Negotiator**

Agency: Jerry Almendarez Assistant Superintendent, Human Resources  
Ingrid Munsterman, Director, Human Resources  
Employee Organizations: Association of Colton Educators (ACE)  
California School Employees' Assoc. (CSEA)  
Management Association of Colton (MAC)

**VII. PUBLIC SESSION -- ACTION REPORTED FROM CLOSED SESSION**

**VIII. ADJOURNMENT**



# BOARD AGENDA

**REGULAR MEETING**  
**November 5, 2009**

**CONSENT ITEM**

## **Board of Education**

- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** **Approval of Minutes:**  
**Regular Meeting, October 15, 2009**
- GOAL:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement
- STRATEGIC PLAN:** Strategy #1 – Communication      Strategy #4 – Facilities  
Strategy #2 – Curriculum              Strategy #5 – College Career  
Strategy #3 – Decision Making      Strategy #6 – Character
- RECOMMENDATION:** That the Board approve the minutes of the Board of Education meeting held on October 15, 2009, as presented.

**BOARD OF EDUCATION  
Minutes**

**Regular Meeting  
October 15, 2009  
5:30 p.m.**

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, October 15, 2009, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

**Public Hearing**

Action Item B-5

*Adoption of Resolution No. 09-33  
Authorizing the Dedicating of  
Easement to Southern California  
Edison for the Grand Terrace High  
School Project.*

Trustees Present

Mrs. Marge Mendoza-Ware	President
Mr. Mel Albiso	Vice President
Mr. David R. Zamora	Clerk
Mr. Robert D. Armenta Jr.	
Mrs. Patt Haro	
Mr. Frank A. Ibarra	
Mr. Kent Taylor	(excused at 6:12)

Staff Members Present /\*Excused

Mr. James A. Downs	Mrs. Jennifer Jaime
Mr. Jerry Almendarez	Mrs. Ingrid Munsterman
Mr. Jaime R. Ayala	Ms. Julia Nichols
Ms. Mollie Gainey-Stanley	Ms. Helen Rodriguez
Mr. Mike Snellings	Ms. Sosan Schaller
Mrs. Bertha Arreguín	Dr. Patrick Traynor
Mr. Todd Beal	Ms. Katie Orloff
Mrs. Alice Grundman	Ms. Jennifer Rodriguez

Board President Mendoza-Ware called the meeting to order at 5:30 p.m. Anna Klapproth led in the renewal of the pledge of allegiance to the flag of the United States of America. Spanish interpreter/translation services were available.

**Hearing Session**

1. Student Report – Colton High School ASB

Jorge Vazquez, ASB Vice President and Giselle Beltran, Renaissance President, provided an update on both curricular and non-curricular activities on campus. They honored the late Tracie Ramirez, teacher, CHS alumni, and friend, who passed away in September. Also highlighted were the following events: Freshman BBQ; Red Ribbon Week; National Junior Honor Society Induction; CAHSEE testing; fall sports and homecoming. ASB acknowledged Board Member Ibarra, who coached the junior class Powder Puff team and led them to victory. Future student activities include: a food drive; Romeo and Juliet production; Veteran's Day celebration; winter homecoming; academic assemblies and competitions. Academic coaches Holly Lacy and Michelle Sotelo thanked the board and several district departments for their support and assistance.

Board Member Armenta thanked CHS for their presentation and expressed that he is looking forward to the homecoming parade and football game.

Board Member Taylor commented on the graduation pledge that all incoming ninth grade students signed. The pledges will be distributed to the class of 2013 upon high school graduation.

Board Member Ibarra recognized the hard work of ASB and other student organizations. He also praised the club advisors for their dedication to students.

By board consensus Action Item B-10 was brought forward for immediate action.

**Action Item** #164 On motion of Board Member Taylor, seconded by Board Member Armenta, and carried with a 7-0 vote, the Board approved Action Item #B-10 as presented.

164.1 B-10 Approved the agreement for program and construction management services related to the Colton Joint Unified School District's capital improvement program with Seville Construction Services, Inc. To be paid from Fund 21; actual cost to be determined based on final agreement.



2. Bloomington High School Accreditation Visit

Lisa Padilla and members of Bloomington High School's WASC accreditation team briefed the board on their progress in response to the 2007 WASC visiting committee's recommendations. They distributed copies of their "End of Year Reports" for 2008 and 2009 as well as a schedule of WASC meetings for 2009-10. The team invited the board to attend their meetings and to participate in the school's three-year revisit in the spring of 2010.

Board Member Albiso commented on the responsibility of staff in preparation for a WASC visit. He thanked the accreditation team for their involvement and response to WASC recommendations.

3. Public Hearing: Adoption of Resolution No. 09-33 Authorizing the Dedicating of Easement to Southern California Edison for the Grand Terrace High School Project (Action Item B-5).

Board President Mendoza-Ware opened the public hearing at 5:56 p.m. No one spoke to the item. The public hearing was closed at 5:57 p.m.

4. Public Comment: Specific Consent, Action, Study/Info or Closed Session Item: No Comments

5. Public Comment: Items not on the agenda:

1. Christine Irish-Re, Colton resident, praised the district for addressing her concern of student participation during physical education. She commented that the youth football organization continues to leave trash on the playing fields.

**Action Session**

**Consent  
Items**

- |              |     |   |
|--------------|-----|---|
| <b>#165</b>  |     | On motion of Board Member Taylor, seconded by Board Member Zamora, and carried with a 7-0 vote, the Board approved Consent Items #A-1 through #A-7 as presented.  |
| <b>165.1</b> | A-1 | Approved the minutes from the September 29, 2009 Special Board Meeting and the October 1, 2009 Regular Board Meeting.   |
| <b>165.2</b> | A-2 | Approved membership renewal for National Association of Latino Elected and Appointed Officials (NALEO, 2009-10). \$100 to be paid from the General Fund.  |
| <b>165.3</b> | A-3 | Approved consultants for assembly presentation. <b>(Exhibit A)</b>  |
| <b>165.4</b> | A-4 | Approved ratification of consultant payment to STEP and Associates for services rendered at Birney Elementary School (September 2009). \$5,000 to be paid from Title I site funds.  |
| <b>165.5</b> | A-5 | Accepted the Enhancing Education Through Technology Competitive Grant (EETT) funds (2009-10). \$54,666 credited to restricted general funds.  |
| <b>165.6</b> | A-6 | Approved the agreement with the Regents of the University of California, Riverside, to participate in the Mathematics, Engineering, Science Achievement (MESA) program at Colton and Terrace Hills Middle Schools (2009-10). \$2,000(estimated) to be paid from site funds. |
| <b>165.7</b> | A-7 | Accepted gifts. <b>(Exhibit B)</b>  |
| <b>#166</b>  |     | On motion of Board Member Haro, seconded by Board Member Armenta, and carried with a 7-0 vote, the Board approved Consent Item #A-8 as presented.   |
| <b>166.1</b> | A-8 | Approved student field trips. <b>(Exhibit C)</b>  |

- Action Items**    **167**    On motion of Board Member Armenta, seconded by Board Member Taylor, and carried on a 7-0 vote, the Board approved Action Items #B-1 through B-4; B-6 and B-9 as presented. (Action Item B-5 was withdrawn; a separate vote was taken for Action Items B-7 and B-8)
- 167.1**        B-1        Approved personnel employment. (**Exhibit D**)
- Board Member Albiso questioned the procedure of the district as it relates to the assignment of classified coaches.
- Assistant Superintendent Jerry Almendarez informed the board that the Human Resources Division plans to meet with members of the union to structure a procedure that is aligned to current legislation.
- 167.2**        B-2        Approved conference attendance. (**Exhibit E**)
- 167.3**        B-3        Approved purchase orders for the sum of **\$133,123.88**, as presented.
- 167.4**        B-4        Approved disbursements as listed, from batch # **0425** through # **0499** for the sum of **\$2,452,548.88**.
- Withdrawn**    B-5        *Adoption of Resolution No. 09-33 Authorizing the Dedicating of Easement to Southern California Edison for the Grand Terrace High School Project.*
- The Facilities department will revise the contract language and present for board approval at the next meeting.*
- 167.5**        B-6        Approved a two year extension of lease agreement with Williams Scotsman, Inc. for portable classroom (1) at Grant Elementary School (11/2009-11/2011). \$9,135.12 to be paid from Fund 25, Capital Facilities Fund.
- 167.6**        B-9        Approved the opening of three additional escrow accounts for deposit of earned retention for Daniel's Electrical Construction Co., Inc. (Bid Package #16) on the Grand Terrace High School project. No additional cost.
- Action Item**    168        On motion of Board Member Albiso, seconded by Board Member Ibarra, and carried on a 6-0 vote (Taylor absent), the Board approved Action Item #B-7 as presented.
- 168.1**        B-7        Approved the lease agreement with Mobile Modular Management Corporation for portable classroom and restroom buildings at Colton High School (2009-10). \$73,236 to be paid from Fund 25, Capital Facilities Fund (change of funding; original lease agreement was approved in January 2008 using HPSGP funds).
- Action Item**    169        On motion of Board Member Albiso, seconded by Board Member Armenta, and carried on a 6-0 vote (Taylor absent), the Board approved Action Item #B-8 as presented.
- 169.1**        B-8        Adopted Amendment No. 3 for HMC Architects for the Colton Middle School QEIA Project Bid #08-12. \$22,400 to be paid from Fund 25, Capital Facilities Fund.
- Action Items Resolutions**    **170**        On motion of Board Member Zamora, seconded by Board Member Haro, and carried on a 6-0 vote (Taylor absent), the Board approved Action Item #C-1 as presented.
- 170.1**        C-1        Adopted Resolution, "School Psychology Week," November 9 - 13, 2009

### **Study, Information and Review Session**

1. **Personnel** – Resignations
2. **Quarterly Uniform Complaint Report Summary** – No complaints to report.
3. **Budget Update** – Mr. Ayala will schedule a Budget Subcommittee meeting for the week of October 19th. The subcommittee will address the need for a budget workshop and discuss ways to realign the district's budget.
4. **Facilities Update** – Mr. Ayala provided an update on the status of the grading, concrete, plumbing, and electrical projects at Grand Terrace High School. A request for an extension of bids was sent

out to contractors for the Middle School #5 project. Bids have also been opened for the Slover Avenue project at Bloomington Middle School. Currently, the district is waiting for information from San Bernardino County regarding the timeline for street work on Santa Ana and Alder Avenues.

Mr. Ayala advised the board of an upcoming meeting with the Upland School District to discuss 21st Century Classrooms.

The district's General Obligation Bonds, Series A, sold for \$48,999,050.25 on Wednesday, October 14th. The funds will be reflected in the district's budget in November.

Board Member Albiso requested the Standard and Poor's report for the district be available to the public. Standard and Poor's provides a neutral perspective of the district's credit rating and financial history.

The CHS facilities committee wishes to explore the idea of using available funds for classroom upgrades instead of adding additional classrooms.

The board requested an assessment of all portable classrooms within district.

Board President Mendoza-Ware commented on the progress of Bloomington High School's math and science wings. She expressed the need to increase the number of classrooms to accommodate student enrollment.

Jeff Flores, President, Seville Construction Services, thanked the board for approving Seville as the district's construction management firm. He looks forward to the new partnership with Colton JUSD; working with Mr. Ayala, Mrs. Grundman and staff as they oversee new and existing construction projects. Mr. Flores introduced Phillip Aja, Vice President/Program Manager and Bob Messier, Senior Vice President, who will provide support for the district's construction/facilities projects.

5. **ACE** President Karen Houck reported that ACE is collaborating with Assistant Superintendent Mollie Gainey-Stanley on a Trainer of Trainers program. The goal of this joint effort is to utilize resources and talents from within the district. Mrs. Houck announced that ACE does not support a year round calendar.
6. **CSEA** ~ no report ~
7. **MAC** President Elect Katie Orloff congratulated all nine Program Improvement (PI) schools for creating their PI exit plans. MAC looks forward to building on this year's success and taking the entire district out of PI. Ms. Orloff acknowledged the Business Service Division for their leadership during these uncertain economic times. MAC is looking forward to working with all district stakeholders as they plan to address the challenges ahead.
8. **ROP** ~ no report ~
9. **Superintendent's Communiqué / Correspondence / Communications:** Superintendent Downs made the following announcements: Assistant Principal Albert Estrada will be honored by California's Troops to Teacher organization; Samantha Millsap, Jamill Hayes and Michael Obunuwa will represent BHS in the All-Southern Honors Choir; CHS Marching Band captured four sweepstakes titles at the Barstow competition; BHS student, Carolina Rodriguez, has been selected as a Riordan Scholar, she will attend monthly classes at UCLA's Anderson School of Business; BHS will implement a behavior modification class that will serve as a positive intervention program for inappropriate behaviors and can be an alternative for suspension; the district's management team had a very productive meeting, focusing on "Going Green;" Colton Middle School completed its QEIA visit from the county and passed with flying colors; Rogers Elementary will host Career Day on October 30th; RHMS had the highest attendance rate in September of 97.40%; CHS is celebrating homecoming week, ending with a homecoming parade on Friday followed by varsity football game; Lincoln Elementary School will host a Hispanic Heritage Fall Festival on October 21 from 4-6:00pm.

## 10. Board Member Comments

**Patt Haro** attended Grimes Elementary Community Resource Fair and the Sycamore Hills Fall Festival; both events had an amazing turn out. She wished Cecilia Smith, principal, Sycamore Hills a speedy recovery and acknowledged the hard work of Assistant Principal Patricia Horton. Mrs. Haro presented at Ruth Harris Middle School's Science Fair student/parent meeting. She showcased her daughter's past science projects; sharing her experience with parents and students. Mrs. Haro attended API celebrations for Grimes and Sycamore Hills Elementary Schools. She acknowledged Mr. Ryan Duckworth, BHS choir teacher for the amazing job he continues to do with BHS students. Lastly, Mrs. Haro will represent the district at the Troops to Teachers award dinner where Mr. Albert Estrada will be recognized.

**Frank Ibarra** commented on ROP classes (Careers in Education/Child Care) offered at BHS. Ms. Carol Schiro engages students in hands-on events/activities that relate to possible careers. Mr. Ibarra shared his experience as head coach of the CHS junior class Powder Puff team. He remarked on the turnout of the annual Powder Puff game where he led his team to victory over the senior class. Mr. Ibarra also thanked his team for presenting him the winning game ball.

**Robert Armenta Jr.** shared a recent parent request for a meeting with a district representative to address juvenile diabetes. Mr. Snellings will follow up with the parent request.

Patt Haro suggested that the parent attend the district's Wellness Committee meeting that is held monthly.

**David Zamora** requested that cabinet prepare a reply to the concerns raised by ACE in response to the budget presentation by Ron Bennett, School Services of California. He also inquired about the regulations for proposed board policy, "Veterans Diploma."

**Marge Mendoza-Ware** requested a copy of the board's budget going back five years. She stated that during these economic times the board needs to be cognizant of their budget and accountable for how their money is spent. Mrs. Mendoza-Ware requested information on the facility use agreements recently approved by the Grand Terrace City Council.

**Mel Albiso** thanked staff for continuing to do a good job.

**Closed Session** At 7:00 p.m., Board President Mendoza-Ware announced that the Board would recess to Closed Session to discuss items on the closed session agenda:

- Student Discipline
- Personnel
- Conference with Legal Counsel—Anticipated Litigation
- Labor Negotiators

The Board meeting reconvened at 7:45 p.m. Board President Mendoza-Ware reported on action taken in Closed Session:

**#171 1. Student Discipline, Revocation:**  
On motion of Board Member Zamora, seconded by Board Member Albiso, and carried on a 6-0 vote (Taylor absent), the Board approved Student Discipline Items #1-3 as presented.

1. 97136      2. 83958      3. 71161

**#172 1.1 Student Discipline, Re-entry:**  
On motion of Board Member Zamora, seconded by Board Member Albiso, and carried on a 6-0 vote (Taylor absent), the Board approved Student Discipline, Re-entry Items #1-51 as presented. **(Exhibit F)**

2. **Personnel ~ no reportable action ~**

- ◆ Public Employee: Discipline / Dismissal / Release / Reassignment (Gov. Code 54957)
- ◆ Public Employee: Performance Evaluation: Title: Superintendent

3. **Conference with Legal Counsel—Anticipated Litigation ~ no reportable action ~**  
Significant exposure to litigation pursuant to Government Code Section 54956.9(b)  
Potential Case: One

**4. Conference with Labor Negotiator ~ no reportable action ~**

Agency: Jerry Almendarez Assistant Superintendent, Human Resources

Ingrid Munsterman, Director, Human Resources

Employee Organizations: Association of Colton Educators (ACE)

California School Employees' Assoc. (CSEA), Management Association of Colton (MAC)

**Adjournment**

At 7:47 p.m. the Board adjourned to the next Regular Board of Education Meeting on November 5, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

**EXHIBIT A – Consultants Assembly Presentation: Regular Meeting – October 15, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
McKinley	10/22/09	4:30 p.m. to 6:00 p.m.	<i>GATE Family Science Night</i> To provide hands-on science enrichment to GATE students and their parents.	McKinley	Achieve Now Science La Mirada, CA	\$995.00	GATE	Strategy #1
THMS	10/22/09	8:15 a.m. to 10:15 a.m.	<i>Rachel's Challenge: Motivate, Educate, Activate</i> To provide a motivational program to promote positive cultural attitudes and involvement in community service.	THMS	Rachel's Challenge Littleton, CO	\$3,600.00	ASB	Strategy #1
McKinley	10/28/09	8:30 a.m.	<i>Go Big!</i> An educational and entertainment program to motivate students to make positive choices and avoid drugs and violence.	McKinley	Wheels of Freestyle San Diego, CA	\$1,099.00	ASB	Strategy #1
Lincoln	12/3/09	8:30 a.m. to 9:30 a.m.	<i>The Ned Show</i> An educational and entertainment program to promote academic achievement and character development.	Lincoln	All for Kidz Lynnwood, WA	No cost	Donations	Strategy #1
Grant	12/3/09 to 3/11/10 1 TBD	2:15 p.m. to 3:15 p.m.	<i>Starlab Planetarium, Animal Classifications, and Journey Into Serrano Culture</i> To provide students with hand-on and interactive educational activities to reinforce science concepts and California history.	Grant	Museum on the Road San Bernardino County Museum Redlands, CA	\$534.75	Title I	Strategy #1

**EXHIBIT B – Gifts – October 15, 2009**

<b>SITE</b>	<b>DONOR</b>	<b>DONATION / PURPOSE</b>	<b>AMOUNT</b>
Bloomington High School	Emmanuel Mejia 4625 Alonzo Avenue, Encino, CA 91316	Check #3551 Key Club	\$1,000.00
Bloomington High School	CA Assoc., Future Farmers of America P.O. Box 460, Galt, CA 95632	Check #11187 FFA ASB Club	\$617.00
Bloomington High School	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2114682 CSF Club	\$328.39
Bloomington High School	Pro Camps, Ltd. 7165 E. Kemper Road, Cincinnati, OH 45249	Check #4186 Football Club	\$60.00
Bloomington Middle School	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2076287 Site discretionary	\$60.78
District Office	James A. Downs c/o 1212 Valencia Drive, Colton, CA 92324	Check #1281 Account #01-0000-0-1110-0000-8699-000-0000	\$135.65
Jurupa Vista Elementary	Termicon Pest Management of Social 1928 Tyler Avenue, Unit B-168, South El Monte, CA 91733	Check #1539 6 <sup>th</sup> grade field trip	\$1,500.00
Lewis Elementary	Life Tough Photography 11000 Viking Drive, Suite 500 E. Eden Prairie, MN 55344	Check #1922323 Site discretionary	\$144.00
Lewis Elementary	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2058252 Site discretionary	\$32.23
Terrace Hills Middle School	Karla Carter - C & S Recycling 548 Main Street, Riverside, CA 92507	Check #2862 AVID Club field trips.	\$100.00
Terrace Hills Middle School	Mr. & Mrs. William Smerdel 22845 Minona Drive, Grand Terrace, CA 92313	Check #4751 Intermediate Art Classroom - Art supplies	\$300.00
Terrace View Elementary	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2126787 Site discretionary	\$433.16
Terrace View Elementary	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2126783 Site discretionary	\$50.89
Terrace View Elementary	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2126786 Site discretionary	\$355.92
Terrace View Elementary	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2126784 Site discretionary	\$191.43
Terrace View Elementary	Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2126785 Site discretionary	\$255.95
Wilson Elementary	Wildcats P.T.A. 750 South 8 <sup>th</sup> Street, Colton, CA 92324	Check #1037 K-3 field trips	\$3,000.00

## EXHIBIT C – Student Field Trips – October 15, 2009

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
Lincoln	11/2- 11/6/09 M/T/W/TH/F	9:00 a.m.	12:00 p.m.	Alpine Meadows 42900 A Jenks Lake Rd., Angelus Oaks, CA	<i>To provide an enriching outdoor science experience for 6<sup>th</sup> grade students.</i>	6	K. Caso A. Ponce S. Guillen (90 students)	\$1,800	Lincoln ASB	Strategy #1

\*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

\*\*Overnight



**EXHIBIT D – Employment: Regular Meeting – October 15, 2009**

<b>I-B</b>	<b>Certificated – Activity/Coaching Assignments</b>	<b>Subject</b>	<b>Site</b>
1.	Bautista, Leilani	Soccer, Head Junior Varsity	BHS
2.	Carballo, Fabian	Soccer, Head Junior Varsity	BHS
3.	Holmes, Cassee	Basketball, Head Varsity	BHS
4.	Howard, Marc	Soccer, Head Varsity	BHS
5.	Jimenez, Juan	Basketball, Head Varsity	BHS
6.	Neace, James	Basketball, Head Junior Varsity	BHS
7.	Padilla, Steven	Wrestling, Head Junior Varsity	BHS
8.	Quiroz, Rosa	Soccer, Head Varsity	BHS
9.	Schaefer, Erwin	Wrestling Assistant	BHS
10.	Schaefer, Gabriel	Wrestling, Head Varsity	BHS
<b>I-D</b>	<b>Certificated – Substitute Teacher</b>		
1.	Bautista, Jeanna		
2.	Hart, Carissa		
3.	Olmedo, Marisela		
4.	Strong, Elizabeth		
<b>II-A</b>	<b>Classified – Regular Staff</b>	<b>Position</b>	<b>Site</b>
1.	Aguado, Araceli	Children’s Ctr. Inst. Asst.	San Sal
2.	DeCastro, Lena	Nutrition Svcs. Worker I	CHS
3.	Frias, Ernesto	Community Liaison	Admin. Svc.
4.	Guel, Yvonne	Library Media Tech	Rogers
5.	Lara, Delia	Nutrition Svc. Worker I	CHS
6.	Ramirez, Cynthia	Nutrition Svc. Worker I	Reche Canyon
7.	Stel, Jeanne-Marie	Nutrition Svc. Lead I	Lewis
8.	Thomas, Dorothy	Lifeguard	THMS
9.	Trujillo, Donna	Project Office Assistant	D’Arcy
<b>II-B</b>	<b>Classified – Activity/Coaching Assignments</b>	<b>Position</b>	<b>Site</b>
1.	Holmes, Christopher	Basketball, Head Junior Varsity	BHS
2.	Rivera, Brian	Football, Junior Varsity Asst. <small>walk on</small>	BHS

**EXHIBIT E – Conference Attendance: Regular Meeting – October 15, 2009**

<b>Employee</b>	<b>Title</b>	<b>Site</b>	<b>Conference</b>	<b>Date/Location</b>	<b>Funds</b>
Lynn Park Dennis Bass Raymond Brown	Counselor Teacher Teacher	<b>BHS</b>	CASLE SLC Leadership Retreat	October 25-27, 2009 Lake Arrowhead, CA	SLC Fund \$1,770.45
Kent Taylor	Board Member	<b>District Office</b>	ACSA 2009 Leadership Summit	November 5-7, 2009 Sacramento, CA	Board Fund \$1,340.48
Frank Miranda	Principal	<b>McKinley</b>	ACSA 2009 Leadership Summit	November 5-6, 2009 Sacramento, CA	Site Fund \$1,496.20
Nuh Kimbwalu Marissa Lopez-Sevilla Yvette Roman	Principal Teacher Teacher	<b>BMS</b>	Juntos Conference	November 16-17, 2009 San Antonio, TX	APIP Fund \$6,305.43
Dan Trevarthan Francisco Villegas Stacie Ziegler	Assistant Principal Teacher Teacher	<b>BHS</b>	Juntos Conference	November 16-17, 2009 San Antonio, TX	APIP Fund \$6,305.43
Jerry Almdarez Ingrid Munsterman Sue Reed Yvette Palmer Celia Gonzales Rob Verdi	Asst. Supt. Director Personnel Specialist Personnel Specialist Coordinator Principal	<b>D.O., HR</b>     <b>D.O. Staff Dev.</b> <b>CHS</b>	ACSA 2010 Symposium for Negotiations	January 20-22, 2010 Universal City, CA	Mandated Cost \$6,302.21

**EXHIBIT F – Student Discipline – Re-entry: Regular Meeting – October 15, 2009**

In accordance with California Education Code 48916, "An expulsion order shall remain in effect until the governing board, in a manner described in this article, orders the readmission of a pupil."

The students listed below have been expelled from the Colton Joint Unified School District for a violation of California Education Code 48900 or 48915. These students have met with a director of Administrative Services, and upon review, have met their Plan of Rehabilitation as directed by the Board, and are eligible for readmission:

<i>1. 90712</i>	<i>11. 84253</i>	<i>21. 89000</i>	<i>31. New</i>	<i>41. 145155</i>
<i>2. New</i>	<i>12. 155526</i>	<i>22. 136766</i>	<i>32. 75883</i>	<i>42. 160593</i>
<i>3. 126964</i>	<i>13. 83838</i>	<i>23. 88815</i>	<i>33. 146275</i>	<i>43. 123142</i>
<i>4. 71925</i>	<i>14. 86792</i>	<i>24. 135563</i>	<i>34. 79580</i>	<i>44. 86697</i>
<i>5. 92316</i>	<i>15. 128992</i>	<i>25. 127472</i>	<i>35. 91322</i>	<i>45. 152070</i>
<i>6. 113610</i>	<i>16. 89083</i>	<i>26. 141878</i>	<i>36. 132981</i>	<i>46. 152183</i>
<i>7. New</i>	<i>17. 160816</i>	<i>27. 89207</i>	<i>37. 112128</i>	<i>47. 140685</i>
<i>8. 85647</i>	<i>18. 147217</i>	<i>28. 149394</i>	<i>38. 87762</i>	<i>48. 147507</i>
<i>9. 145871</i>	<i>19. 131121</i>	<i>29. 73136</i>	<i>39. 152608</i>	<i>49. 151670</i>
<i>10. 90739</i>	<i>20. 151991</i>	<i>30. 81465</i>	<i>40. 77694</i>	<i>50. 133054</i>
				<i>51. 127307</i>



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**CONSENT ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** **Approval of Consultants for Assembly Presentations**

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #1 - Communication

**RECOMMENDATION:** That the Board approve the consultants for assembly presentation as listed and expend the appropriate funds.

**ASSEMBLIES/PROGRAMS: Regular Meeting: November 5, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Grant	11/6/09	9:00 a.m.	<i>Tribe of Morongo Mission Luiseño Indians</i> Students will learn the culture and traditions of the California Indians.	Grant	Band of Morongo Mission Indians Banning, CA	No cost	No cost	Strategy #1
Grant	2/18/10	2:15 p.m. to 3:15 p.m.	<i>All About Bugs</i> To provide students with hands-on and interactive educational activities to reinforce science concepts.	Grant	Museum on the Road San Bernardino County Museum Redlands, CA	\$268.25	Title I	Strategy #1
Smith	3/8/10	8:45 a.m. & 9:45 a.m.	<i>Imagination Machine – Writing Show</i> Through theater improvisation, students will be inspired to develop their imaginations through creative writing.	Smith	The Imagination Machine Villa Park, CA	\$980.00	PTA	Strategy #1

\*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

**BOARD AGENDA**

**BOARD MEETING  
November 5, 2009**

**CONSENT ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** **Approval of Consultants for Staff Development**

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #1 – Communication

**RECOMMENDATION:** That the Board approve the consultants for staff development as listed and expend the appropriate funds.

**CONSULTANTS: Regular Meeting November 5, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
ROHMS	12/14/09	11:30 a.m.	Language! To provide an overview for principals and enable them to support and monitor implementation of Language!, a literacy intervention curriculum.	ROHMS	Language! Brea, CA	\$500.00	Title III	#1 #2 #5



# Colton Joint Unified School District



## Consultant Request Proposal

School: Language Support Services  
Board Approval Date: November 5, 2009  
Name of Consultant: Annette Clark and Betty Bidwell  
Billing Address: 275 Camphor Circle, Brea, CA 92821  
Contact Number: Betty Bidwell, (714) 865-9844 or Annette Clark, (714) 348-6457  
E-mail address: [bettybidwell1@aol.com](mailto:bettybidwell1@aol.com) or [annetteclarklang@aol.com](mailto:annetteclarklang@aol.com)

Consultant Qualifications and Background: Consultants are approved SB 472 providers for LANGUAGE! 3<sup>rd</sup> Edition through Sopris West.

List Districts Serviced and Accompanying API Scores for 3 years:

<u>Colton Joint Unified School District:</u>	Spring 07: <u>659</u>	Spring 08: <u>673</u>	Spring 09: <u>701</u>
<u>Hawthorne School District :</u>	Spring 07: <u>728</u>	Spring 08: <u>750</u>	Spring 09: <u>765</u>
<u>Pomona Unified School District:</u>	Spring 07: <u>691</u>	Spring 08: <u>705</u>	Spring 09: <u>716</u>
<u>Oxnard Elementary School District:</u>	Spring 07: <u>688</u>	Spring 08: <u>701</u>	Spring 09: <u>710</u>

Purpose: Will train administrators in *LANGUAGE!* curriculum.

Needs: Provide information to administrators to support and monitor the implementation of LANGUAGE in the classroom.

Strategies: Provide a three hour overview for principals in order for them to support and monitor the implementation. This will include training on the LANGUAGE-on-Line Assessment (LOLA) tool.

Evaluation and Monitoring: The overview presented to administrators will assist them in supporting and monitoring the implementation of *LANGUAGE!* in the classroom.

Budget: To be paid from Title III funds.



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**CONSENT ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** **Approval of Student Field Trips**

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #1 - Communication

**RECOMMENDATION:** That the Board approve the field trips as listed and expend the appropriate funds.

**FIELD TRIPS: Regular Meeting November 5, 2009**

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
Jurupa Vista	2/17/10 to 2/19/10 (W/Th/F)	8:30 a.m.	11:00 a.m.	Pali Institute Running Springs, CA (District)	<i>Outdoor Science School</i> Students will participate in hands-on activities that bring classroom science to life and participate in team building activities.	6	Leslie Anderson Faylene Pearson Sandi Stauffer Lindsay Hughes (80)	\$18,280.00 (Includes transportation cost)	ASB	Strategy #1
Zimmerman	2/23/10 to 2/26/10 (T/W/Th/ F)	9:00 a.m.	11:00 a.m.	Alpine Meadows Angelus Oaks, CA (District)	<i>Outdoor Science School</i> Students will participate in hands-on activities involving astronomy, ecology, geology, wildlife biology and meteorology.	6	Lucy Lane Amber Johnston Nicolas Monteroso Jennifer Curry (110)	No cost per student admission \$960 - Transportation	Orange County Department of Education Grant EIA (\$960)	Strategy #1
Wilson	3/8/10 to 3/12/10 (M/T/W)	9:30 a.m.	12:00 noon	Calvary Chapel Christian Camp Green Valley, CA (District)	<i>Outdoor Science School</i> Students will participate in hands-on activities involving earth science, physical science and life science.	6	Tim Walker Christine Bravo Manuel Flores (60)	No cost per student admission \$800 - Transportation	Orange County Department of Education Grant Donations (\$800)	Strategy #1
Terrace View	3-10-10 (Wed.)	7:00 a.m.	9:00 p.m.	Disneyland Anaheim, CA (District)	<i>Disney Youth Education Series- Disney's Animation Magic</i> Students will learn the history, creativity and innovation of the animation process.	5	Valeria Green Dawn Plumb Kerrie Dietz Kelly Gordon (117) +8	\$9,868.00 (Includes transportation cost)	Donations	Strategy #1

\*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.  
\*\*Overnight

**FIELD TRIPS: Regular Meeting November 5, 2009**

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
BHS	3/28/10 to 4/1/10 (S/M/T/ W/Th) (Spring recess)	5:00 a.m.	8:00 p.m.	Honolulu, Hawaii (Air travel)	<i>Tour of US Memorials and Exhibits</i> NJROTC students will visit: Pearl Harbor, USS Arizona Memorial, Punchbowl National Cemetery, USS Battleship Missouri and Submarine.	9-12	Calvin Kelso Charles Whitmyer Leilani Bautista (18)	\$20,700.00	ASB	Strategy #1

\*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.  
 \*\*Overnight



## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** Approval to Renew the Application for the *After School Education and Safety Program* for Crestmore, Smith and Zimmerman Elementary Schools (2010-2013)
- GOAL:** Student Performance
- STRATEGY:** Strategy #2 - Curriculum
- BACKGROUND:** The After School Education and Safety Program operates at three elementary school campuses with a large number of student participation, primarily from low-income families. This renewal request provides the opportunity for grantees to apply for renewal for another three-year period (2010-2013), consistent with California Education Code (EC) Section 8483.7 (a) (1) (A).
- Participating sites must collaborate with outside agencies and community organizations to provide services for students. Each participating site must provide matching, in-kind support equaling 33 percent of the grant.
- BUDGET IMPLICATIONS:** \$112,380 – Approximate annual revenue for each elementary school based on the number of students participating in the program.
- RECOMMENDATION:** That the board approve to renew the application for the *After School Education and Safety Program* for Crestmore, Smith and Zimmerman elementary schools. (2010-2013)

**After School Education and Safety Grant Renewal Request Checklist**

**RENEWAL REQUEST FORMS MUST BE RECEIVED BY AFTER SCHOOL PROGRAMS  
OFFICE NO LATER THAN 5:00 p.m. on November 20, 2009**

**MAIL OR DELIVER TO:**           **After School Programs Office  
California Department of Education  
Renewal Request  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901  
AND  
\*Regional Lead**

**COPIES:** Provide the California Department of Education (CDE) with one original After School Education and Safety (ASES) Grant Renewal Request Form with original signatures and one copy. \*Provide **one copy** of the Renewal Request Form to the respective Regional Lead (RL). (The contact list of RL, CDE consultants and analysts is posted on the After School Program Office Web page at <http://www.cde.ca.gov/ls/ba/as/>.) See section "E" in the renewal instructions for information on the Renewal Request Form preparation and submission.

Items must be submitted in the following order. When all of the items on this sheet are checked off, staple this sheet as the last page of your Renewal Request Form. Since original signatures are required, do not FAX or send the application electronically.

- Form A.1 Renewal Request Form Information Package
- Options and Rationale
- Program Goals
- Program Content
- Attendance
- Form A.2.a List of Schools and Choices for Renewal for After School Programs
- Form A.2.b List of Schools and Choices for Renewal for Before School Programs
- Form A.3 Signatures/Approvals and Certification
- Form C Certification
- One copy sent to respective RL

**Please staple this Checklist for the Renewal Package as the last page of the request form.**



FOR the CDE  
USE ONLY:

2010	—R2010—
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Year

Application #

**After School Education and Safety Program  
Renewal Request Form**

**Return to:** After School Programs Office  
California Department of Education  
ASES Renewal Request  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901

**For Grant Period  
July 1, 2010, through  
June 30, 2013**

**Must be RECEIVED by  
November 20, 2009**

<b>ASES RENEWAL REQUEST FORM INFORMATION</b>			
Public Agency Name (name of fiscal agent for collaborative) Colton Joint Unified School District		Current Grant ID number: 36-23939-6768-EZ	
County: San Bernardino	Total Amount Requested (Totals from Forms E.1 and E.2): \$ 337,140.00	Total Matching Funds (Total, Form G): \$346,868.00	
Superintendent or Designated Agency Representative: Mollie Gainey-Stanley, Assistant Superintendent Educational Services		Grant Contact: Jennifer Jaime, Director Educational Services K-6	
Agency Name: Colton Joint Unified School District		Agency Name: Colton Joint Unified School District	
Address: 1212 Valencia Drive		Address: 1212 Valencia Drive	
City: Colton	Zip: 92324	City: Colton	Zip: 92324
Phone: (909)580-5000 ext. 6531	FAX: (909) 433-9471	Phone: (909) 580-5000 ext. 6534	FAX: (909) 872-6403
E-mail: mollie_gainey-stanley@cjud.net		E-mail: jennifer_jaime@cjud.net	

**Certification:** I have reviewed the assurances included on pages 5-6 in the ASES Grant Renewal Instructions and agree as the authorized representative of the Public Agency, and behalf of the ASES Program Collaborative to fulfill and uphold all current and future legislative requirements for the ASES Program.

\_\_\_\_\_  
Signature of Superintendent/ Designated Representative

Colton Joint Unified SD  
Public Agency Name

### OPTIONS AND RATIONALE

**Renewal Options: Please check all that apply and complete corresponding forms on the following three pages.**

- ✓ Renew a currently approved school at the **existing funding level**.
- ✓ Complete a listing of all schools requesting funding at the existing level.
- ✓ Indicate status **R** (renew) in the first column.
- ✓ Include all schools on grant calculator Form E.1 and/or E.2.
- ✓ Obtain principal's signature for each school on Form A.3.

Renew a currently approved school at a **lower funding level** due to lower than anticipated attendance.

- Complete Form A.2.a and/or A.2.b listing all currently funded schools requesting a decrease in funding.
- Indicate status **D** (decrease) in the first column.
- Include all schools on the grant calculator Form E.1 and/or E.2.
- Obtain principal's signature for each school on Form A.3.

**Program Goals:**

*What were the goals for your program during 2007–10?*

- To improve student achievement as demonstrated in the STAR testing results.
- Improvement of homework completion rate as reported by ASES staff and the yearly Entrance and Exit Survey.

California *Education Code* Section 8484 requires that programs submit one or more of the following measures to demonstrate program effectiveness. Select which measure(s) you will submit for the years 2010–11, 2011– 12, 2012–13.

- X STAR
- Positive behavioral change
- Skill development
- X Homework completion

*What are the goals for your program for 2010–13?*

- To improve student achievement as reported through the State Testing and Reporting of year to year comparisons and the Statewide Evaluation Data Report
- To improve student homework completion as reported by afterschool and regular school teachers and the Entrance and Exit Survey.

**Program Content:**

*Describe your educational and literacy element.*

The ASES program has three distinctive components supported with resources and materials aligned to the California State Standards. Students rotate daily, through the components of Literacy, Homework Assistance and Social and Educational Enrichment.

- Homework assistance is provided daily to all students for a minimum of 45 minutes. The ASES staff communicates with the student's regular classroom teacher on a regular basis to monitor homework completion. A progress report is provided by the classroom teacher indicating student progress and homework completion.
  
- Literacy instruction is provided daily for an additional 45 minutes. Students visit the library where reading strategies are modeled by the staff. Students have opportunities for silent reading and are provided time to demonstrate comprehension through discussion, performances, summarizing, using visual arts, and journal writing. The staff records reading progress in the student's reading logs. Reading is based on a monthly theme and celebrations of success in reading, writing and art are displayed on the ASES site bulletin board. Students receive monthly awards in celebration of their success. Students at Crestmore and Smith also participate in the Skills Tutor Program. This program is technology based and it is accessed by students through the computer lab. The program provides assistance to students in core areas of language arts and math and monitors student progress. Skills Tutor is aligned to the California State Standards. The Colton Joint Unified School District has scheduled additional training for the ASES staff on the use of the Skills Tutor Program as well as instructional strategies to enhance reading comprehension.

*Describe your educational enrichment element.*

- The third rotational component is the Social and Educational Enrichment and is provided for a minimum of 45 minutes. The ASES staff utilizes the Healthy Fontana Program, a partnership between the City of Fontana and the County of San Bernardino. This program provides lesson plans and materials for the ASES staff. The students participate in recreational, physical fitness, health and wellness, fine art and career education activities. Students in the ASES program are also encouraged to participate in the visual and performing arts during literacy time. Students act out their understanding of their reading and produce visual art expressions which are displayed on the ASES bulletin board at each site. Physical Education activities are aligned to the California Physical Education Standards and follow the Healthy Fontana lesson plans.

Students are provided daily, with a nutritional snack based on defined nutrition standards in the California Education Code 49430.

*Describe how activities and strategies used in the after school program directly build on and support what is included in the regular school day program and how they are linked to state standards.*

Staff development is provided to ASES staff based on the needs of the staff and the students. Training on reciprocal teaching strategies and Skills Tutor program are provided to ASES staff. These programs are scientifically researched and standards based. Both programs support the development of reading for comprehension and are widely used by teachers and students in the regular school program.

ASES staff has received additional training in dance, drama, crafts, communication, policies and procedures, classroom management, services to students and expectations on collaborating with colleagues. ASES staff also participates, in staff development offered by the San Bernardino County Office of Education such as lesson planning. These trainings support and are aligned to students' expectations in the regular school program as well as in ASES.

Student's physical activities are aligned to the California Physical Education Standards and student behavior expectations are aligned with the regular schools character traits and behavior expectations. Presidential Physical Fitness Challenge is provided by ASES staff and students are encouraged to participate.

## **Attendance**

*Describe a plan to maintain future ASES Program attendance levels for students who attend regularly in the current year and during the next grant period.*

The ASES program is well attended by students. The program has met the California Department of Education attendance expectations of 85 percent and above. We will continue to meet this expectation.

*Describe strategies planned to increase attendance levels for students who do not attend regularly in the current year and during the next grant period.*

We will continue to promote student attendance with celebrations and incentives in support of regular attendance and achievement. Parent contact will continue to be made for those with irregular attendance. Continued efforts will be made to collaborate with parents to improve their student's attendance in the program.

**Regular School Day Attendance:** *State your 2010-13 program goals related to attendance of the reported students in the regular school day program. Please state your goals in measurable terms. Provide amendments from the previous grant award (if any).*

The After School Education and Safety Program at Crestmore, Smith and Zimmerman will continue to meet expectations. Efforts are planned to:

- Monitor student's homework completion by collaborating closely with the regular classroom teacher through trimester student progress reports to ASES.
- Communicate with teachers and parents on a weekly bases concerning students with severe discipline issues
- Schedule regular ASES site leader meetings with the school Principal for collaboration on program improvement.
- Ensure that the Early Release Form is used in accordance with program expectations.
- Maintain current attendance at 85% or higher.

List all currently approved schools, even if not renewing and review the data using the After School Support and Information System (ASSIST) Program. Copy the sites from ASSIST into an Excel file and key in the status column and current funding amount column to print a hard copy to be included with this package, or you may enter the data in the form on this page.

<b>LIST OF SCHOOLS OPERATING AFTER SCHOOL PROGRAMS</b>				
<b>BASE GRANT</b>				
<b>Status</b> R=Renew C=Cancel D=Decrease	<b>CDS* Code</b>	<b>School Name</b>  Please List Elementary Schools FIRST	<b>Type</b> E=Elementary M=Middle/ Junior High	<b>Current Funding Amount</b>
R	36 67686 6035604	Crestmore	E	\$ 112,050
R	36 67686 603512	Gerald A. Smith	E	\$ 112,320
R	36 67686 6035729	Walter Zimmerman	E	\$ 112,320

<b>SUPPLEMENTAL GRANT</b>				
<b>Status</b> R=Renew C=Cancel D=Decrease	<b>CDS* Code</b>	<b>School Name</b>  Please List Elementary Schools FIRST	<b>Type</b> E=Elementary M=Middle/ Junior High	<b>Current Funding Amount</b>

\*The County-District-School (CDS) coding system (example: 01 61129 6110729 Smith Elementary) as published in the Web-based California Public School Directory at <http://www.cde.ca.gov/re/sd/>. This code verifies that the school is a California public school.

List all currently approved schools, even if not renewing.

<b>LIST OF SCHOOLS OPERATING BEFORE SCHOOL PROGRAMS</b>			
<b>BASE GRANT</b>			
<b>Status</b> R=Renew C=Cancel D=Decrease	<b>CDS* Code</b>	<b>School Name</b>  Please List Elementary Schools FIRST	<b>Current Funding Amount</b>
<b>SUPPLEMENTAL GRANT</b>			
<b>Status</b> R=Renew C=Cancel D=Decrease	<b>CDS* Code</b>	<b>School Name</b>  Please List Elementary Schools FIRST	<b>Current Funding Amount</b>

\*The County-District-School (CDS) coding system (example: 01 61129 6110729 Smith Elementary) as published in the Web-based California Public School Directory at <http://www.cde.ca.gov/re/sd/>. This code verifies that the school is a California public school.



**SIGNATURES and APPROVALS** Attach as many extra sheets as necessary.

**School Principal Approval:** The principal of each school site involved in the renewal request must sign.

School Name	Printed Name of Principal	Signature of Principal
Crestmore Elementary	Patricia Frost	<i>Patricia Frost</i>
Gerald A. Smith Elementary	Brian Butler	<i>Brian Butler</i>
Walter Zimmerman Elementary	Raquel Posadas-Gonzalez	<i>Raquel Posadas-Gonzalez</i>

**School District Approval:** The superintendent, or designee, at each school district involved in the renewal request must sign.

School District Name	Printed Name of Superintendent Designee	Signature of Superintendent Designee
Colton Joint Unified SD	Mollie Gainey-Stanley	

**CERTIFICATION AND DESIGNATION OF PUBLIC AGENCY**

An applicant must designate a public agency or local education agency partner to act as the fiscal agent. A "public agency" means a county board of supervisors or, where the city is incorporated or has a charter, a city council. Applicants agree to follow all fiscal report and auditing standards required by the California Department of Education.

Designated Public Agency	Name of Authorized Representative of Public Agency	Signature of Authorized Representative of Public Agency
Colton Joint Unified SD	Mollie Gainey-Stanley	

**Certification:** As the authorized representative of the Public Agency, and on behalf of the After School Education and Safety Program Collaborative, I agree to fulfill all of the above agreements and conditions. I further agree to uphold all current and future legislative requirements for the ASES Program.

Signature of Public Agency Representative on behalf of the ASES Program Collaborative	Public Agency Name
	Colton Joint Unified School District

**Assurances and Certifications**

The CDE General Assurances and Certifications, which is required for grants supported by state or federal funds, can be found on the Funding Forms Web page at <http://www.cde.ca.gov/fq/fo/fm/>.

*M. Oles - Assurances  
 initial on 4/10*

Initial	Certified Assurances for an After School Component
	<p><b>Please initial by each assurance listed below to indicate that the applicant agency agrees to abide by and assure compliance with all ASES Program and state funding and legal requirements.</b></p>
	<p><b>The applicant receiving state funding for the ASES Program agrees:</b></p>
✓	<p>To include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science, and computer training.</p>
✓	<p>To have an educational enrichment element that may include, but is not limited to, fine arts, recreation, physical fitness, and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, general recreation, career awareness and work preparation activities, community service-learning, and other youth development activities based on students' needs and interests.</p>
✓	<p>To show proof that the application has been approved by the school district and the principal of each participating school for each school site.</p>
✓	<p>That the public agency or LEA partner will act as the fiscal agent.</p>
✓	<p>To follow all fiscal reporting and auditing standards required by the CDE.</p>
✓	<p>To establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.</p>
✓	<p>That the program will maintain a pupil-to-staff member ratio of no more than 20:1.</p>
✓	<p>That all staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to district policy.</p>
✓	<p>That each partner in the application will share responsibility for the quality of the program.</p>
✓	<p>To collaborate and coordinate with the regular school day program.</p>
✓	<p>That the after school program will begin operation immediately upon the end of the regular school day and operate for a minimum of 15 hours per week and until at least 6:00 p.m., on every regular school day.</p>
✓	<p>That a regular school day is any day that students attend and instruction takes place.</p>
✓	<p>That information regarding the after school program will be available in a form and language that is easily understandable to all parents.</p>

*M-Palmer  
 initial as stated*

Initial	<p align="center"><b>Certified Assurances for an After School Component</b></p> <p><b>Please initial by each assurance listed below to indicate that the applicant agency agrees to abide by and assure compliance with all ASES program and state funding and legal requirements.</b></p>
✓	To plan the program through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
✓	That if the site is not located on a school campus, it must be as accessible and available as the school site with safe transportation being provided to enrolled pupils.
✓	Applicants shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (Commencing with Section 49430) of Chapter 9 of Part 27.
✓	That elementary students should participate every day that the after school component operates.
	That middle/junior high students attend a minimum of three days per week and nine hours, but the program must operate all five days.
✓	To keep accurate attendance records and report actual attendance to the CDE twice per fiscal year.
✓	To maintain an attendance level of at least 75 percent of the attendance goal as stated in the application.
✓	To allow participation of any student of a participating school regardless of their ability to pay a fee.
✓	To establish an early release policy for students attending the ASES after school component; however, the after school component must remain open until at least 6:00 p.m.
✓	To expend no more than 15 percent of funding on administrative costs, including up to 5 percent for indirect costs, and to expend at least 85 percent of funding directly for pupils.
✓	To provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar received in grant funds and not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.
✓	That state categorical funds for remedial education activities shall not be eligible as matching funds for after school components.
✓	To provide a safe physical and emotional environment and opportunities for relationship-building and to promote active pupil engagement.
✓	To supplement, but not supplant existing funding for after school programs with ASES grant funds.
✓	To participate in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.
✓	To provide information for the statewide independent evaluation.
✓	To respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.
✓	To annually provide participating pupils' regular school day and program attendance and STAR test results.
✓	To use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.

Initial	<p align="center"><b>Certified Assurances for an After School Component</b></p> <p><b>Please initial by each assurance listed below to indicate that the applicant agency agrees to abide by and assure compliance with all ASES program and state funding and legal requirements.</b></p>
✓	<p>Non-Discrimination, as the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including: Title VI of the Civil Rights Act of 1964 (45 USC sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.</p>
✓	<p>Costs, as the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.</p>
✓	<p>Records, as the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.</p>
✓	<p>Availability of Community Programs, I assure that all schools included in this application have 50 percent or more of the students eligible for free and reduced-cost meals or that the communities have been surveyed for eligible programs for schools with fewer than 50 percent of the students eligible for free and reduced-cost meals.</p>
✓	<p>Applicable Law, as the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.</p>

<p align="center"><b>Signature of Authorized Representative</b></p>	<p align="center"><b>Title          Assistant Superintendent          Educational Services</b></p>	<p align="center"><b>Date</b></p>
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## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

**TO:** Board of Education

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** Approval of Bloomington High School Junior/Senior Prom  
(May 8, 2010)

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #6 – Character

**BACKGROUND:** The student committee in charge of making arrangements for this year's Junior/Senior Prom has selected the Sea Cliff Country Club in Huntington Beach, CA. The date selected is Saturday, May 8, 2010 from 8:00 p.m. to 12:00 midnight. The cost per student ticket range from \$65-70 based on time of ticket purchase. The estimated attendance is 400 students. All students attending must have a 2.0 GPA from the previous grading period. There will be 10-15 chaperones from the BHS staff and security from the event coordinating company.

Students will provide their own transportation, and District transportation will be provided upon request. (Board Policy #8265)

**BUDGET IMPLICATIONS:** No cost to the District.

**RECOMMENDATION:** That the Board approve the Bloomington High School Junior-Senior Prom. (May 8, 2010)





## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

**TO:** Board of Education

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** Approval of the Colton High School Junior/Senior Prom  
(May 15, 2010)

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #6 -- Character

**BACKGROUND:** The student committee in charge of making arrangements for this year's Junior/Senior Prom has selected the Eagle Glen Country Club in Corona, CA. The date selected is Saturday, May 15, 2010 from 8:00 p.m. to 12:00 midnight. The cost per student ticket range from \$95 to \$100 based on time of ticket purchase. The estimated attendance is 500 students. All students attending must have a 2.0 GPA from the previous grading period. There will be 10-15 chaperones from the CHS staff and security from the event coordinating company.

Students will provide their own transportation, and District transportation will be provided upon request. (Board Policy #8265)

**BUDGET IMPLICATIONS:** No cost to District.

**RECOMMENDATION:** That the Board approve the Colton High School Junior/Senior Prom.  
(May 15, 2010)



## BOARD AGENDA

REGULAR MEETING  
November 5, 2010

CONSENT ITEM

**TO:** Board of Education

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** Approval of Bloomington High School Graduates to Attend “Grad Nite” at Disneyland (June 16, 2010)

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #6 - Character

**BACKGROUND:** Arrangements have been made with Disneyland for Bloomington High School seniors to attend “Grad Nite” at Disneyland on Wednesday, June 16, 2010. Students and chaperones will board buses at 10:00 p.m. on Wednesday, June 16 and will return at 7:00 a.m. on Thursday, June 17. There will be 20 chaperones from the BHS staff attending and Disneyland security will also be provided. Transportation arrangements will be made by the District Transportation Department.

**BUDGET IMPLICATIONS:** No cost to the District

**RECOMMENDATION:** That the Board approve Bloomington High School Graduates to attend “Grad Nite” at Disneyland. (June 16, 2010)



## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Curriculum and Instruction
- SUBJECT:** Approval of Colton High Graduates to Attend “Grad Nite” at  
Disneyland in Anaheim (June 17, 2010)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #6 -- Character
- BACKGROUND:** Arrangements have been made with Disneyland for Colton High School seniors to attend “Grad Nite” at Disneyland in Anaheim on Thursday, June 17, 2010. Students and chaperones will board the buses at approximately 10:00 p.m. on Thursday, June 17, 2010 and will return at 7:00 a.m. on Friday, June 18, 2010. There will be 20-30 chaperones from the CHS staff attending and Disneyland security will also be provided. Transportation arrangements will be made by the District Transportation Department.
- BUDGET  
IMPLICATIONS:** No cost to the District.
- RECOMMENDATION:** That the Board approve Colton High School graduates to attend “Grad Nite” at Disneyland. (June 17, 2010)



## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

**TO:** Board of Education

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** Approval for Slover Mountain High School Graduates to Attend  
“Grad Nite” at Disneyland (June 17, 2010)

**GOAL:** Improved Student Performance

**STRATEGY:** Strategy #1 -- Communication

**BACKGROUND:** Arrangements have been made with Disneyland for Slover Mountain High School seniors to attend “Grad Nite” at Disneyland on Thursday, June 17, 2010. Students and chaperones will board buses at 9:00 p.m. on Thursday, June 17 and will return at 7:30 a.m. on Friday, June 18. There will be one chaperone for every 15 students attending and Disneyland security will also be provided. Transportation arrangements will be made by the District transportation department.

**BUDGET  
IMPLICATIONS:** No cost to the District.

**RECOMMENDATION:** That the Board approve Slover Mountain High School graduates to attend “Grad Nite” at Disneyland. (June 17, 2010)





**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**CONSENT ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services

**SUBJECT:** **Acceptance of Carl D. Perkins Career and Technical Education  
Improvement Act of 2006 Grant Funds (2009-2010)**

**GOAL:** Improved Student Performance

**STRATEGIC PALN:** Strategy #5 – Career/College

**BACKGROUND:** The District has been notified by the California Department of Education, that it has been awarded the annual grant. The funds provide support to the high school career and technical education classes to improve, expand or enhance the Career Pathways Program.

**BUDGET  
IMPLICATIONS:** \$155,029.00 - This is an increase to restricted general funds.

**RECOMMENDATION:** That the Board accept the Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant funds. (2009-2010)



## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

**TO:** Board of Education

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services

**SUBJECT:** Approval of the Revised 2009-2010 Agricultural Vocational  
Education Incentive Grant

**GOAL:** Improved Student Performance

**STRATEGIC PALN:** Strategy #5 – Career/College

**BACKGROUND:** The district has been notified by CDE that the allocation for the 2009-2010 Agricultural Vocational Education Incentive Grant is larger than the original notification from the state had indicated. There is an increase of \$670, for a total allotment of \$6,570. The annual grant provides support to Bloomington High School’s agricultural program. Funds must be spent for the purchase of equipment and supplies for agricultural courses.

**BUDGET IMPLICATIONS:** This is an increase to restricted general funds.  
\$5,900 – District Allocation (Board Approved June 25, 2009)  
+\$670 – Increased Allocation  
**\$6,570 – Total Allocation**

**RECOMMENDATION:** The Board approve the revised 2009-2010 Agriculture Vocational Education Incentive Grant.



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**CONSENT ITEM**

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** **Approval of the Course Descriptions for *General Work Experience*  
and *Exploratory Work Experience*, Grades 10-12  
(Beginning November 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #5- Career/College
- BACKGROUND:** The courses of General Work Experience and Exploratory Work Experience were drafted by the District's Work Experience Education (WEE) teachers.
- The revisions to the General Work Experience course were made to comply with current state and federal employment legislation. The new course in Exploratory Work Experience will provide students the opportunity to earn work experience in unpaid positions in non-profit or governmental entities on both short term and longer periods of time in compliance with the Fair Labor Standards Act. This course is aligned with strategy #5 of the districts strategic plan.
- The course descriptions were approved by the Secondary Curriculum Council on October 13, 2009.
- BUDGET  
IMPLICATIONS:** Site funds - Mileage reimbursement for teachers to conduct job site visits.
- RECOMMENDATION:** That the Board approve the course descriptions for *General Work Experience* and *Exploratory Work Experience*, Grades 10-12 (Beginning November 2009)

## High School Course Description: **General Work Experience**

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**Course Title:** General Work Experience

**Curricular Area:** Career Technical Education

**Course Number:**ELC009

**Length:** Year

**Grade Level:** 11-12

**Prerequisites:** Min. 16 years of age;  
Must be legally employed

**Meets a UC A-G Requirement:** No

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**

Elective Credit- (40 Maximum- including Exploratory Work Experience Units)

\*Students may earn less than 5 units each semester based on hours of work. (15 hours =1 unit)

### **Course Description**

General Work Experience Education is an elective class that combines paid employment with classroom instruction. Students attend their own jobs during the week, and also attend a class session once a week at school. Students will develop: positive work habits and attitude, self-confidence, job skills, and a personal portfolio which can be used to locate, secure, and retain employment in the community.

*Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit is earned by completion of the course requirements which include attending class, submitting paycheck stubs, keeping monthly time reports, completing class assignments, submitting required forms, and maintaining employment.*

The course curriculum includes: how to get a job, keep a job, leave a job, economic awareness, and career awareness. Students will develop a portfolio, which shows the abilities, knowledge, and skills achieved. Students will receive a course certificate upon completion of the portfolio and two semesters of General Work Experience Education.

### **Alignment**

This course is aligned to the current California and federal requirements for work experience education and monitoring..

### **Instructional Materials**

#### Required Textbook(s)

1. NONE

#### Other

1. Handouts and instructional materials as listed in the following “pacing guide.”

### **Exit Criteria**

Students may earn a “Pass” or a “Fail” Grade for this course.

A cumulative score of 70% or higher in the weighted categories below will earn a “Pass” grade.

<u>Activities</u>	<u>Percentage</u>
Employee Evaluation.....	30%
Class Assignments.....	30%
Class participation .....	30%
Portfolio.....	10%
Total:	100%

### **Development Team**

This Course of Study was developed by William Reedy (BHS), Manuel Rodriguez (CHS), John Conboy (CTE Coordinator), and Julia Nichols (C&I).

## Pacing Guides for **General Work Experience**

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### Semester I

#### UNIT ONE: Orientation

Week 1-2

##### **Instructional Materials**

1. Syllabus
2. Employee Evaluation Sheet
3. Individual Training Plan
4. Student Data Sheet
5. You and the Law Pamphlet (English and Spanish)
6. Labor Laws Pertaining to Minors Pamphlet

##### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

##### **Desired Knowledge and Objectives**

- Students will understand course requirements.
- Students will understand how they will earn a grade in Work Experience Education.
- Students will know when and where the class will meet on a weekly basis.
- Students will be introduced to the labor laws. Given working condition scenarios, students will identify which discrimination and/or labor law is being broken.

##### **Suggested Assessments**

- Students fill out the Work Experience Education Student Data Sheet properly.
- Students fill out the training agreement properly.
- Students fill out the employee evaluation form properly.
- Students identify any unsafe working conditions at their job location (if any).
- Students identify any discrimination at their job location (if any).

## Pacing Guides for **General Work Experience**

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### **SEMESTER ONE**

#### **UNIT TWO: Getting a Job**

**Weeks 3-11**

##### **Instructional Materials**

1. You and the Law pamphlet (English and Spanish)
2. Sexual Harassment brochure from the Department of Fair Employment
3. District school policy on sexual harassment “Notice to Students”
4. Job Search
5. Job Hunting Tips
6. Labor Laws Pertaining to Minors pamphlet
7. Title Page sample and worksheet
8. Resume General Information Instruction
9. Resume Instructions
10. Resume Sample
11. Resume Worksheets (data collection/organizer)
12. Preparing an Effective Scannable Resume from Arizona State Service Jobs
13. References
14. References Worksheet
15. Labor Laws test and answer key
16. Job Application Letter Information
17. Sample Job Application
18. Sample Follow-up Job Application Letters
19. Blank Letter forms
20. Employment Application Forms Instructions
21. Employment Application Vocabulary
22. Application for Employment Samples
23. Employment Interview Pre-test/Post-test with teacher answer key
24. First Impressions
25. The 20 Most Asked Questions in the Interview
26. Important Questions You Should Ask When Interviewed
27. Legal and Illegal Questions in an Interview or Application test with teacher answer key
28. Pre-Employment Inquiry Guidelines brochure (State of California, Department of Fair Employment and Housing)
29. Discrimination is Against the Law brochure (State of California, Department of Fair Employment and Housing)
30. Unit 1 Test on “How to Get a Job” and answer key

##### **State Content Standards Covered**

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*



## Pacing Guides for General Work Experience

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### UNIT TWO: Getting a Job (Continued)

Weeks 3-11

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

#### Desired Knowledge and Objectives

- The student will identify employee rights and laws pertaining to wages, hours, and working conditions.
- The student will demonstrate an understanding of sexual harassment and what steps to take should it occur.
- The student will demonstrate job search strategies to locate employment.
- The student will understand the value and purpose in developing a portfolio, including preparation of three initial components of use in future employment interviews.
- The student will prepare a resume suitable for a specific job or career pathway.
- The student will prepare a cover letter to accompany a resume.
- The student will write an appropriate job interview follow-up letter.
- The student will complete job application forms neatly and accurately.
- The student will demonstrate job interview preparation techniques and appropriate grooming for a job interview.
- The student will demonstrate effective job interview techniques and will practice answering commonly asked questions.
- The student will identify legal and illegal pre-employment questioning from employers.

## Pacing Guides for **General Work Experience**

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### **UNIT TWO: Getting a Job (Continued)**

**Weeks 3-11**

#### **Suggested Assessments**

1. Consider role-playing sexual harassment situation. Check student for understanding.
2. Have students interpret job advertisements from newspapers.
3. Administer the test on labor laws and sexual harassment.
4. Observe student completion of resume draft/outline.
5. Observe and check each student's sample resume cover letter and interview follow-up letter to their employer.
6. Observe and check student completion of a sample job application for understanding and accuracy.
7. Observe students through role-playing.
8. Shake hands with all students entering and leaving class to work on this skill.
9. Administer the "Employment Information" pre-test; discuss test answers.
10. Observe students practice interviews.
11. Collect and review written responses to 20 common interview questions to determine if this lesson needs additional emphasis.
12. Discussion on "Legal and Illegal Questions in an Interview or Application."
13. Test on Unit One.

### **UNIT THREE: Keeping a Job**

**Weeks 12-16**

#### **Instructional Materials**

1. Portfolio Quarterly Assignment Schedule with due dates
2. Personal Identification and Employment Eligibility Documents Instructions
3. Government Approved Documents Verifying Employment Eligibility
4. Samples of two portfolio assignments due this quarter: Personal Data Sheet/Photocopy proof of identity and right to work
5. Attitudinal Inventory-55 questions and answer sheet
6. Understanding Management-Employer/Employee Case Studies
7. 13 Ways Not to be Fired
8. Employer-Employee Relationships
9. The Truth About Youth Employment/Why They Lose Their Jobs
10. Sizzler Employee Performance Review Form (Sizzler Corporation)
11. Survival Spanish in the Workplace handout
12. Privacy in the Workplace
13. Newspaper articles about "Employers under fire for reading computer messages" and "Privacy a growing issue for employees"
14. Safety on the Job quiz
15. Safety in Employment law handout
16. Cal Osha "Safety and Health Protection on the Job" poster
17. Contracts of Employment
18. Unit Test "Keeping a Job" and teacher answer key
19. Optional video: "The Work Place" demonstrates employee expectations
20. Optional video: "Downtown Deli" or any other video depicting employment relationships

## Pacing Guides for General Work Experience

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### UNIT THREE: Keeping a Job (Continued)

Weeks 12-16

#### CDE Work Experience Education Program and Curriculum Standards

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 8: Occupational Skills—Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. They will operate equipment and materials safely so as not to endanger themselves or others.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

## Pacing Guides for **General Work Experience**

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### **UNIT THREE: Keeping a Job (Continued)**

**Weeks 12-16**

#### **Desired Knowledge and Objectives**

- The student will identify and practice desirable work attitudes and habits at the workplace.
- The student will complete two components of a personal portfolio.
- The student will understand how to work effectively with a supervisor.
- The student will demonstrate cooperative work habits.
- The student will know the job, company and industry expectations at the workplace.
- The student will identify phrases, which will help them communicate with Spanish-speaking customers and co-workers.
- The student will identify employee rights and laws pertaining to the right to privacy.
- The student will analyze job safety issues and potential liability of employer.
- The student will identify the criteria necessary for a legal employment contract.
- The student will compare and contrast individual and collective employment contracts.
- The student will identify the characteristics common to status as an independent contractor.

#### **Suggested Assessments**

1. Observe student participation and response to personal attitude inventory.
2. Observe student working cooperatively in responding to situational case studies.
3. Compare student-generated list at start of class showing their employer expectations with a revised list at the conclusion of class. (Are the students more aware than before?)
4. Review the initial list of employer methods used to observe and monitor employee behavior created at the start of the class by students, asking them to determine which methods are within the law.
5. Test of class session using case studies, "Safety on the Job."
6. Students could list hazards noted at their work site and discuss remedies and liability.
7. Ask students to compare their current employment status to the criteria for an independent contractor. (Any close matches? Do they recognize the differences?)

## Pacing Guides for General Work Experience

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### UNIT FOUR: Leaving a Job and Income Tax

Weeks 17-19

#### Instructional Materials

1. Letters of Resignation-legal rights when leaving a job handout
2. Re-Employment Privileges-California Labor Code
3. Sample Letter of Resignation
4. Blank letter form
5. Federal Tax Forms (All forms and materials from the IRS must be updated in January of each year)
6. W-2 Wage and Tax Statement
7. W-4 Form
8. 1040 EZ Federal Income Tax Form
9. Current tax tables
10. State Tax Forms (All form and materials from the State Franchise Board must be updated in January of each year)
11. 540 2EZ California Resident Income Tax Return 2000 Form
12. Current tax table
13. Unit test "Leaving a Job & Income Tax" with teacher answer key

#### CDE Work Experience Education Program and Curriculum Standards

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

## Pacing Guides for **General Work Experience**

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### **UNIT FOUR: Leaving a Job and Income Tax (Continued)      Weeks 17-19**

#### **Desired Knowledge and Objectives**

- The student will demonstrate an understanding of their legal rights regarding job separation and re-employment.
- The student will identify and implement procedures for making a positive impression when leaving a job, including the writing of a letter of resignation.
- The student will demonstrate an ability to read and interpret a W-2 Form, W-4 Form, and a 1040 EZ Income Tax Form.

#### **Suggested Assessments**

1. Check each student's letter of resignation to see if it leaves a positive impression and gives proper notice to the employer.
2. Check that students can read the W-2 Form and transfer the correct information to the 1040 EZ income tax form through observation or class question and answer time.

## **Semester II**

### **UNIT FIVE: Economic Awareness**

**Weeks 20-26**

#### **Instructional Material**

1. Payroll Deduction and Income Tax Withholding Information
2. Sample Paycheck Stub Worksheet
3. W-4 blank form
4. Sample W-2 form
5. Federal Weekly Payroll Period – Single Persons Withholding
6. Federal Biweekly Payroll Period – Single Persons Withholding
7. State Withhold Allowance
8. Combined Income Tax, Employee Social Security Tax, and Employee Medicare Tax Withholding Tables
9. Portfolio Quarterly Assignment Schedule with due dates
10. Letters of Recommendation
11. High School Transcripts and Sample Copy of High School Transcript Request Form
12. Work Samples
13. Miscellaneous Portfolio Documents
14. Test: "Labor Laws & Payroll Deductions" and teacher answer key
15. Legislated Benefits
16. Worker's Compensation Poster from the workplace
17. What You Should Know About Worker's Compensation (Brochure from EDD)
18. Fringe Benefits from Employment
19. Charts: Benefits Checklist, percentage of Firms Offering Health by Firm Size
20. Insurance Benefits
21. AAA Auto Insurance Rate Quotation Form
22. Chart: "Motor Vehicle Safety"
23. Retirement Benefits, Social Security, and other plans
24. Budgets, Banking, Credit
25. Monthly personal budget planning form

## Pacing Guides for General Work Experience

### UNIT FIVE: Economic Awareness (Continued)

Weeks 20-26

#### Instructional Material (Continued)

26. Comparing Credit Unions and Banks
27. Bank of America Unsecured Personal Loan Application
28. BankAmericard Student Application
29. VISA/Mastercard Bank of America Application
30. Check writing activity worksheet
31. Unit Test: Economic Awareness and teacher answer key
32. Optional Video: "Choice, Chance, Control"

#### CDE Work Experience Education Program and Curriculum Standards

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

## Pacing Guides for **General Work Experience**

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### **UNIT FIVE: Economic Awareness (Continued)**

**Weeks 20-26**

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

*Standard 10: Technology Literacy Skills—Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.*

#### **Desired Knowledge and Objectives**

- The student will interpret a paycheck stub.
- The student will complete a W-4 Income Tax Withholding Tax Form.
- The student will understand the value and purpose in developing a portfolio, including preparation of two components plus work samples or other miscellaneous documents.
- The student will explain the purpose and identify the conditions for eligibility of State Disability, Worker’s Compensation, Unemployment, and Social Security Insurance.
- The student will identify fringe benefits their current job provides and optional benefits they hope to have in the future.
- The student will compare and contrast various types of insurance benefits offered by employers.
- The student will describe the Social Security system, eligibility requirements for benefits, and how benefits are determined.
- The student will evaluate retirement options.
- The student will explain how to apply for credit and establish a credit rating.
- The student will compare various banking and credit sources.
- The student will be able to write checks appropriately while balancing an account.
- The student will identify a format for maintaining a personal budget.

#### **Suggested Assessments**

1. Observe completion of individual W-4 Forms.
2. Administer the test on payroll and taxes, plus labor laws.
3. Using sample paycheck stub or their own, ask students to identify deductions for required benefits.
4. Ask students how they know an employer is paying for certain required benefits.
5. Give oral test checking for understanding of required benefits.
6. Observe student discussion of optional fringe benefits, when and why received.
7. Check for understanding by having students give responses aloud to the questions on the video note taking sheet if the video “Choice, Chance, Control” is used.
8. If students have their own paycheck stubs, have them identify the different deductions.
9. Observe students highlighting and/or completing a credit application.
10. Administer the unit test on Economic Awareness.



## Pacing Guides for General Work Experience

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### UNIT SIX: Career Awareness

Weeks 27-35

#### Instructional Material

1. Values Equal = Job Satisfaction handout
2. Values Appraisal Scale handout
3. Student copy of Employers Evaluation
4. Portfolio Quarterly Assignment Schedule with due dates handout
5. Instructions and samples of portfolio assignments due this quarter
6. Cover page from two possible sources for skills and aptitude testing
  - Due to copyright these could not be reproduced. Find something that can be used from your counselor, career center or on the internet
7. Career Assessment and Self Exploration Survey
8. Chart of Occupations
9. Chart: “50 Largest and 50 Fastest Growing Occupations in California”
10. Industry Trends and Outlook
11. Newspaper articles on Industry Trends
12. Charts from the Bureau of Labor Statistics
13. Copy of your school’s Career Pathways, if available
14. Training and Educational Options
15. Chart of positions and wages of the company that students work for currently
16. Career Outlook Chart
17. Wage Data Statistical Chart
18. Unit Test: Career Awareness and teacher answer key

#### CDE Work Experience Education Program and Curriculum Standards

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee’s role in the economic system.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

## Pacing Guides for General Work Experience

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### UNIT SIX: Career Awareness (Continued)

Weeks 27-35

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

#### Desired Knowledge and Objectives

- The student will assess their values to identify appropriate career options.
- The student will complete their Work Experience Portfolio.
- The student will assess their aptitudes and transferable job-specific skills toward identifying appropriate career options.
- The student will assess their values, interest, aptitudes, abilities, and preferred work situations, to identify career options.
- The student will examine job projections locally and statewide.
- The student will identify technological and other future trends in the workplace.
- The student will identify a career pathway.
- The student will examine training through the workplace, college, special schools, and the military to reach career goals.
- The student will fit training plans into current high school career pathway.
- The student will research the wage levels and income opportunities of various careers.

#### Suggested Assessments

1. Students will self-interpret the results of their own values survey. The teacher can observe that all students complete the task and assist in interpretation.
2. Observe students writing rough drafts of introduction or updating resume.
3. Students' self-assessment of skills and aptitudes. Teacher observation and interpretation toward career choices.
4. Observe that each student completes a self-assessment relating to career choices.
5. Orally ask students to identify career pathway chosen. Ask them to assess the probability of employment locally or elsewhere, now and in a few years.
6. Students develop a charted plan for training to following a career pathway.
7. Administer the unit test on Career Awareness.

## Pacing Guides for **General Work Experience**

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### **UNIT SEVEN: Review Employability Skills /Student Survey**

**Week 36**

#### **Instructional Material**

1. 20 Most Asked Question in the Interview
2. Connor Formed Metal Product job application (or any job application)
3. Work Experience Education Student Questionnaire
4. Work Experience Class Survey

#### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

#### **Desired Knowledge and Objectives**

The student will identify the skills to get a job, including: job applications, resumes, and interviewing.

#### **Suggested Assessments**

Observe student completion of job application and handling of interview questions. Collect the student questionnaire and class survey.

#### **ALL UNITS:**

##### **Support for English Language Learners:**

SDAIE Strategies, including use of realia and vocabulary development  
Modified assignments, including additional time/ extended deadlines  
Language assistant; Peer assistance  
Flexible groupings

##### **Support for Special Education Students: In accordance with student IEP modifications:**

Modified assignments, including additional time/ extended deadlines  
Instructional assistant support; Peer assistant  
Learning center support  
Flexible groupings

##### **Stretching the Lesson for GATE Students:**

The nature of this course lends itself to students of higher ability levels being able to structure their work experience to meet their individual learning needs. Advanced level projects may be assigned or assignments modified to increase rigor and depth of experience for gifted students.

## High School Course Description: **Exploratory Work Experience**

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**Course Title:** Exploratory Work Experience

**Curricular Area:** Career Technical Education

**Course Number:** ELC008

**Length:** Semester

**Grade Level:** 10-12

**Prerequisites:** Min. 14 Years of Age

**Meets a UC a-g Requirement:** No

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**

Elective- 5 units per semester (10 Maximum)

Students may earn less than 5 units each semester based on hours of work. (15 hours = 1 unit)

### **Course Description**

Exploratory Work Experience Education is an elective course which combines non-paid-job observation and sampling with related with classroom instruction in employability skills. Students will participate in 100 hours of non-paid job experiences during the semester, and attend class session once a week at school, after their regular school day. Students will develop positive work habits and attitude, self-confidence, job skills, and a personal portfolio which can be used to locate, secure, and retain employment in the community. Students will ascertain their interest and suitability for the occupation they are exploring.

*Students must have teacher-approved, legal worksite while enrolled in this elective. Course grade and credit is earned by completion of the course requirements which include attending class, keeping monthly time reports, completing class assignments, submitting required forms, and completing 75 hours of non-paid work experience.*

### **Alignment**

This course is aligned to the current California and federal requirements for work experience education and monitoring.

### **Instructional Materials**

Required Textbook(s) NONE

### **Exit Criteria**

Students may earn a “Pass” or a “Fail” Grade for this course.

A cumulative score of 70% or higher in the weighted categories below will earn a “Pass” grade.

<u>Activities</u>	<u>Percentage</u>
Employee Evaluation .....	30%
Class Assignments .....	30%
Class participation.....	30%
Portfolio .....	<u>10%</u>
Total:	100%

### **Development Team**

This Course of Study was developed by William Reedy (BHS), Manuel Rodriguez (CHS), John Conboy (CTE Coordinator), and Julia Nichols (C&I)

## High School Course Description: **Exploratory Work Experience**

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### **Identified Desired Knowledge and Skills:**

#### **CAWEE WORK EXPERIENCE FRAMEWORK AND CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS**

##### Goal 1: EMPLOYMENT CYCLE

Students will demonstrate job seeking skills, skills for keeping and advancing on a job, and demonstrate skills for making a positive impression when leaving a job.

##### Goal 2: ECONOMIC AWARENESS

Students will understand wage systems, payroll deductions, taxation, benefits, basic business operations and personal money management.

##### Goal 2: CAREER DEVELOPMENT

Students will demonstrate an awareness of career opportunities and will utilize the career decision making process to identify career choices and develop a plan for achieving career goals.

### **Determining Acceptable Evidence:**

*Grading will be based on the following criteria:*

- Students must remain enrolled and attend class regularly during the period of non-paid-job observation and sampling (a minimum of 60% of the classes from date of enrollment is required to earn a grade and a minimum of 4 class meetings).
- Students must report immediately to the employer and/or Work Experience teacher any job change, illness, or unsatisfactory working conditions.
- Students must cooperate with the employer and Work Experience teacher at all times.
- Students must maintain satisfactory grades in all schoolwork (“Other Important Information”).
- Students must have a Student Data Sheet on file.
- Students must have a Training Agreement on file.

*Credit will be determined by:*

- The maximum number of credits that can be earned is 5 credits per semester, and
- Students must work a minimum of 15 hours per credit, and
- Students must turn in time sheets on a regular basis.
- The Work Experience teacher will work with the school records technician to issue grades and credits in a timely manner.

*Other Important Information*

- In the best interest of the student exploring different types of employment, the student should not spend more than 15 hours at a particular job participating in non-paid-job observation and sampling. The student should attempt to observe five different types of jobs in a particular career cluster per semester.
- Minor students enrolled in the Colton Joint Unified School District will only be allowed to do their non-paid-job observation and sampling between the hours of 11:30 a.m. and 7:00 p.m. while school is in session.
- The definition of “school in session” is any week in which a student must attend school one day.
- Students enrolled in Exploratory Work Experience Education must maintain satisfactory grades in all schoolwork.. If a student receives a failing mark, the permit will be placed on probation. The student will have the next grading period to improve any failing marks.

## High School Course Description: **Exploratory Work Experience**

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- If the student receives a failing mark while on probation, their work permit may be revoked for the period it takes for the student to improve all failing grades and meet the requirements of this provision. If the work permit is revoked the student will be dropped from Exploratory Work Experience Education.
- If the WEE Coordinator/permit issuer determines there is a probability that the pupil will no longer be enrolled as a full-time pupil without being provided the opportunity to be employed, the WEE Coordinator can create a special contract with the student/parent/employer which could include enrollment mandatory tutoring, reduced work hours or actions necessary to maintain school enrollment and complete successfully all classes.
- This policy does not apply to summer school Exploratory Work Experience Education and for a grading period in which a transfer student is enrolled in Work Experience Education (a transfer student is a student from a different district). A continuing student with multiple failing grades will not be allowed to enroll in Exploratory Work Experience Education.
- Summer school Exploratory Work Experience Education will be similar to the regular school year Exploratory Work Experience Education class with the exception of only one employer visit/evaluation.

NOTE: Exploratory WEE students may not do productive work during the time spent at the exploratory site. Students must not replace or displace paid employees. (Federal “Fair Labor Standards Act” regulations.)

### **Support for English Language Learners:**

SDAIE Strategies

Use of realia

Modified assignments

Additional time/ extended deadlines

Language assistant

Pair-share

Peer assistant

### **Support for Special Education Students:** In accordance with student IEP modifications:

Use of realia

Modified assignments

Additional time/ extended deadlines

Instructional assistant support

Learning center support

Pair-share

Peer assistant

### **Stretching the Lesson for GATE Students:**

The nature of this course lends itself to students of higher ability levels being able to structure their observation time and exploratory experiences to meet their individual learning needs. Advanced level projects may be assigned or assignments modified to increase rigor and depth of experience for gifted students.

## High School Pacing Guide: **Exploratory Work Experience**

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### **SEMESTER One**

#### **UNIT ONE: Orientation**

**Week 1-2**

#### **Instructional Materials**

Syllabus

Employee Evaluation Sheet

Individual Training Plan

Student Data Sheet

You and the Law Pamphlet (English and Spanish)

Labor Laws Pertaining to Minors Pamphlet

#### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

#### **Desired Knowledge and Objectives**

Students will understand course requirements.

Students will understand how they will earn a grade in Work Experience Education.

Students will know when and where the class will meet on a weekly basis.

Students will be introduced to the labor laws. Given working condition scenarios, students will identify which discrimination and/or labor law is being broken.

#### **Suggested Assessments**

Students fill out the Work Experience Education Student Data Sheet properly.

Students fill out the training agreement properly.

Students fill out the employee evaluation form properly.

Students identify any unsafe working conditions at their job location (if any).

Students identify any discrimination at their job location (if any).

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT TWO: Getting a Job**

**Weeks 3-11**

#### **Instructional Materials**

You and the Law pamphlet (English and Spanish)  
Sexual Harassment brochure from the Department of Fair Employment  
District school policy on sexual harassment “Notice to Students”  
Job Search  
Job Hunting Tips  
Labor Laws Pertaining to Minors pamphlet  
Title Page sample and worksheet  
Resume General Information Instruction  
Resume Instructions  
Resume Sample  
Resume Worksheets (data collection/organizer)  
Preparing an Effective Scannable Resume from Arizona State Service Jobs  
References  
References Worksheet  
Labor Laws test and answer key  
Job Application Letter Information  
Sample Job Application  
Sample Follow-up Job Application Letters  
Blank Letter forms  
Employment Application Forms Instructions  
Employment Application Vocabulary  
Application for Employment Samples  
Employment Interview Pre-test/Post-test with teacher answer key  
First Impressions  
The 20 Most Asked Questions in the Interview  
Important Questions You Should Ask When Interviewed  
Legal and Illegal Questions in an Interview or Application test with teacher answer key  
Pre-Employment Inquiry Guidelines brochure (State of California, Department of Fair Employment and Housing)  
Discrimination is Against the Law brochure (State of California, Department of Fair Employment and Housing)  
Unit 1 Test on “How to Get a Job” and answer key

#### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*



## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT TWO: Getting a Job (continued)**

**Weeks 3-11**

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

#### **Desired Knowledge and Objectives**

The student will identify employee rights and laws pertaining to wages, hours, and working conditions.

The student will demonstrate an understanding of sexual harassment and what steps to take should it occur.

The student will demonstrate job search strategies to locate employment.

The student will understand the value and purpose in developing a portfolio, including preparation of three initial components of use in future employment interviews.

The student will prepare a resume suitable for a specific job or career pathway.

The student will prepare a cover letter to accompany a resume.

The student will write an appropriate job interview follow-up letter.

The student will complete job application forms neatly and accurately.

The student will demonstrate job interview preparation techniques and appropriate grooming for a job interview.

The student will demonstrate effective job interview techniques and will practice answering commonly asked questions.

The student will identify legal and illegal pre-employment questioning from employers.

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT TWO: Getting a Job (continued)**

**Weeks 3-11**

#### **Suggested Assessments**

Consider role-playing sexual harassment situation. Check student for understanding.

Have students interpret job advertisements from newspapers.

Administer the test on labor laws and sexual harassment.

Observe student completion of resume draft/outline.

Observe and check each student's sample resume cover letter and interview follow-up letter to their employer.

Observe and check student completion of a sample job application for understanding and accuracy.

Observe students through role-playing.

Shake hands with all students entering and leaving class to work on this skill.

Administer the "Employment Information" pre-test; discuss test answers.

Observe students practice interviews.

Collect and review written responses to 20 common interview questions to determine if this lesson needs additional emphasis.

Discussion on "Legal and Illegal Questions in an Interview or Application."

Test on Unit One.

### **UNIT THREE: Keeping a Job**

**Weeks 12-16**

#### **Instructional Materials**

Portfolio Quarterly Assignment Schedule with due dates

Personal Identification and Employment Eligibility Documents Instructions

Government Approved Documents Verifying Employment Eligibility

Samples of two portfolio assignments due this quarter: Personal Data Sheet/Photocopy proof of identity and right to work

Attitudinal Inventory-55 questions and answer sheet

Understanding Management-Employer/Employee Case Studies

13 Ways Not to be Fired

Employer-Employee Relationships

The Truth About Youth Employment/Why They Lose Their Jobs

Sizzler Employee Performance Review Form (Sizzler Corporation)

Survival Spanish in the Workplace handout

Privacy in the Workplace

Newspaper articles about "Employers under fire for reading computer messages" and "Privacy a growing issue for employees"

Safety on the Job quiz

Safety in Employment law handout

Cal OSHA "Safety and Health Protection on the Job" poster

Contracts of Employment

Unit Test "Keeping a Job" and teacher answer key

Optional video: "The Work Place" demonstrates employee expectations

Optional video: "Downtown Deli" or any other video depicting employment relationships

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**High School Pacing Guide: Exploratory Work Experience**

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**UNIT THREE: Keeping a Job (Continued)****Weeks 12-16****CDE Work Experience Education Program and Curriculum Standards**

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 8: Occupational Skills—Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. They will operate equipment and materials safely so as not to endanger themselves or others.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT THREE: Keeping a Job (Continued)**

**Weeks 12-16**

#### **Desired Knowledge and Objectives**

- The student will identify and practice desirable work attitudes and habits at the workplace.
- The student will complete two components of a personal portfolio.
- The student will understand how to work effectively with a supervisor.
- The student will demonstrate cooperative work habits.
- The student will know the job, company and industry expectations at the workplace.
- The student will identify phrases, which will help them communicate with Spanish-speaking customers and co-workers.
- The student will identify employee rights and laws pertaining to the right to privacy.
- The student will analyze job safety issues and potential liability of employer.
- The student will identify the criteria necessary for a legal employment contract.
- The student will compare and contrast individual and collective employment contracts.
- The student will identify the characteristics common to status as an independent contractor.

#### **Suggested Assessments**

- Observe student participation and response to personal attitude inventory.
- Observe student working cooperatively in responding to situational case studies.
- Compare student-generated list at start of class showing their employer expectations with a revised list at the conclusion of class. (Are the students more aware than before?)
- Review the initial list of employer methods used to observe and monitor employee behavior created at the start of the class by students, asking them to determine which methods are within the law.
- Test of class session using case studies, "Safety on the Job."
- Students could list hazards noted at their work site and discuss remedies and liability.
- Ask students to compare their current employment status to the criteria for an independent contractor. (Any close matches? Do they recognize the differences?)

### **UNIT FOUR: Leaving a Job and Income Tax**

**Weeks 17-19**

#### **Instructional Materials**

- Letters of Resignation-legal rights when leaving a job handout
- Re-Employment Privileges-California Labor Code
- Sample Letter of Resignation
- Blank letter form
- Federal Tax Forms (All forms and materials from the IRS must be updated in January of each year)
- W-2 Wage and Tax Statement
- W-4 Form
- 1040 EZ Federal Income Tax Form
- Current tax tables
- State Tax Forms (All form and materials from the State Franchise Board must be updated in January of each year)
- 540 2EZ California Resident Income Tax Return 2000 Form
- Current tax table
- Unit test "Leaving a Job & Income Tax" with teacher answer key

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT FOUR: Leaving a Job and Income Tax (Continued)**

**Weeks 17-19**

#### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

#### **Desired Knowledge and Objectives**

The student will demonstrate an understanding of their legal rights regarding job separation and re-employment.

The student will identify and implement procedures for making a positive impression when leaving a job, including the writing of a letter of resignation.

The student will demonstrate an ability to read and interpret a W-2 Form, W-4 Form, and a 1040 EZ Income Tax Form.

#### **Suggested Assessments**

Check each student's letter of resignation to see if it leaves a positive impression and gives proper notice to the employer.

Check that students can read the W-2 Form and transfer the correct information to the 1040 EZ income tax form through observation or class question and answer time.

## High School Pacing Guide: **Exploratory Work Experience**

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### **SEMESTER Two**

#### **UNIT FIVE: Economic Awareness**

**Weeks 20-26**

##### **Instructional Material**

Payroll Deduction and Income Tax Withholding Information  
 Sample Paycheck Stub Worksheet  
 W-4 blank form  
 Sample W-2 form  
 Federal Weekly Payroll Period – Single Persons Withholding  
 Federal Biweekly Payroll Period – Single Persons Withholding  
 State Withhold Allowance  
 Combined Income Tax, Employee Social Security Tax, and Employee Medicare Tax Withholding Tables  
 Portfolio Quarterly Assignment Schedule with due dates  
 Letters of Recommendation  
 High School Transcripts and Sample Copy of High School Transcript Request Form  
 Work Samples  
 Miscellaneous Portfolio Documents  
 Test: “Labor Laws & Payroll Deductions” and teacher answer key  
 Legislated Benefits  
 Worker’s Compensation Poster from the workplace  
 What You Should Know About Worker’s Compensation (Brochure from EDD)  
 Fringe Benefits from Employment  
 Charts: Benefits Checklist, percentage of Firms Offering Health by Firm Size  
 Insurance Benefits  
 AAA Auto Insurance Rate Quotation Form  
 Chart: “Motor Vehicle Safety”  
 Retirement Benefits, Social Security, and other plans  
 Budgets, Banking, Credit  
 Monthly personal budget planning form  
 Comparing Credit Unions and Banks  
 Bank of America Unsecured Personal Loan Application  
 Bankamericard Student Application  
 VISA/Mastercard Bank of America Application  
 Check writing activity worksheet  
 Unit Test: Economic Awareness and teacher answer key  
 Optional Video: “Choice, Chance, Control”

##### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

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**High School Pacing Guide: Exploratory Work Experience**

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**UNIT FIVE: Economic Awareness (continued)****Weeks 20-26**

*Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

*Standard 10: Technology Literacy Skills—Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.*

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT FIVE: Economic Awareness (continued)**

**Weeks 20-26**

#### **Desired Knowledge and Objectives**

The student will interpret a paycheck stub.

The student will complete a W-4 Income Tax Withholding Tax Form.

The student will understand the value and purpose in developing a portfolio, including preparation of two components plus work samples or other miscellaneous documents.

The student will explain the purpose and identify the conditions for eligibility of State Disability, Worker's Compensation, Unemployment, and Social Security Insurance.

The student will identify fringe benefits their current job provides and optional benefits they hope to have in the future.

The student will compare and contrast various types of insurance benefits offered by employers.

The student will describe the Social Security system, eligibility requirements for benefits, and how benefits are determined.

The student will evaluate retirement options.

The student will explain how to apply for credit and establish a credit rating.

The student will compare various banking and credit sources.

The student will be able to write checks appropriately while balancing an account.

The student will identify a format for maintaining a personal budget.

#### **Suggested Assessments**

Observe completion of individual W-4 Forms.

Administer the test on payroll and taxes, plus labor laws.

Using sample paycheck stub or their own, ask students to identify deductions for required benefits.

Ask students how they know an employer is paying for certain required benefits.

Give oral test checking for understanding of required benefits.

Observe student discussion of optional fringe benefits, when and why received.

Check for understanding by having students give responses aloud to the questions on the video note taking sheet if the video "Choice, Chance, Control" is used.

If students have their own paycheck stubs, have them identify the different deductions.

Observe students highlighting and/or completing a credit application.

Administer the unit test on Economic Awareness.



## High School Pacing Guide: **Exploratory Work Experience**

### **UNIT SIX: Career Awareness**

**Weeks 27-35**

#### **Instructional Material**

Values Equal = Job Satisfaction handout

Values Appraisal Scale handout

Student copy of Employers Evaluation

Portfolio Quarterly Assignment Schedule with due dates handout

Instructions and samples of portfolio assignments due this quarter

Cover page from two possible sources for skills and aptitude testing

Due to copyright these could not be reproduced. Find something that can be used from your counselor, career center or on the internet

Career Assessment and Self Exploration Survey

Chart of Occupations

Chart: “50 Largest and 50 Fastest Growing Occupations in California”

Industry Trends and Outlook

Newspaper articles on Industry Trends

Charts from the Bureau of Labor Statistics

Copy of your school’s Career Pathways, if available

Training and Educational Options

Chart of positions and wages of the company that students work for currently

Career Outlook Chart

Wage Data Statistical Chart

Unit Test: Career Awareness and teacher answer key

#### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.*

*Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.*

*Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee’s role in the economic system.*

*Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.*

*Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.*

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT SIX: Career Awareness (continued)**

**Weeks 27-35**

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.*

#### **Desired Knowledge and Objectives**

The student will assess their values to identify appropriate career options.

The student will complete their Work Experience Portfolio.

The student will assess their aptitudes and transferable job-specific skills toward identifying appropriate career options.

The student will assess their values, interest, aptitudes, abilities, and preferred work situations, to identify career options.

The student will examine job projections locally and statewide.

The student will identify technological and other future trends in the workplace.

The student will identify a career pathway.

The student will examine training through the workplace, college, special schools, and the military to reach career goals.

The student will fit training plans into current high school career pathway.

The student will research the wage levels and income opportunities of various careers.

#### **Suggested Assessments**

Students will self-interpret the results of their own values survey. The teacher can observe that all students complete the task and assist in interpretation.

Observe students writing rough drafts of introduction or updating resume.

Students' self-assessment of skills and aptitudes. Teacher observation and interpretation toward career choices.

Observe that each student completes a self-assessment relating to career choices.

Orally ask students to identify career pathway chosen. Ask them to assess the probability of employment locally or elsewhere, now and in a few years.

Students develop a charted plan for training to following a career pathway.

Administer the unit test on Career Awareness.

## High School Pacing Guide: **Exploratory Work Experience**

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### **UNIT SEVEN: Review Employability Skills /Student Survey**

**Week 36**

#### **Instructional Material**

20 Most Asked Question in the Interview

Connor Formed Metal Product job application (or any job application)

Work Experience Education Student Questionnaire

Work Experience Class Survey

#### **CDE Work Experience Education Program and Curriculum Standards**

*Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.*

*Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.*

#### **Desired Knowledge and Objectives**

The student will identify the skills to get a job, including: job applications, resumes, and interviewing.

#### **Suggested Assessments**

Observe student completion of job application and handling of interview questions. Collect the student questionnaire and class survey.



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**CONSENT ITEM**

**TO:** Board of Education

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** **Approval of the Revised Course Description for *English I Intensive*, Grade 9 (Beginning November 2009)**

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy #2 - Curriculum

**BACKGROUND:** This is a scheduled revision of the 2008-2009 created English intervention course for 9<sup>th</sup> grade students scoring Below Basic or Far Below Basic on the California Standards Test (CST). After teaching the original pacing guide for a year, the English I Intensive Team met to review their work and recommend changes which were drafted into this newly revised course of study.

The course description was approved by the Secondary Curriculum Council on October 13, 2009.

**READ 180 Enterprise (Stage C)**  
Scholastic, Inc. (2005)

**BUDGET  
IMPLICATIONS:** Textbook and instructional support materials will be purchased with General/CAHSEE Intervention funds. The textbook is currently in use, so fiscal impact is limited to ongoing replacement costs, estimated at \$25,000 annually, district wide.

**RECOMMENDATION:** That the Board approve the revised course description for *English I Intensive*, Grade 9. (Beginning November 2009)

## High School Course Description for **English I Intensive**

**Course Title:** English I Intensive

**Course Number:** ENG141; ENG142

**Grade Level:** 9<sup>th</sup>

**Meets a UC a-g Requirement:** Yes - (B)English

**Meets High School Graduation Requirement for:**

English I (10 units)

AND Elective (10 units)

**Curricular Area:** English/ Language Arts

**Length:** One year, Two Period Block

**Prerequisites:** Placement by

- 8th CST Language Arts Scaled Score below 300
- and Lexile score <850 on the SRI placement test.

**Meets NCAA Requirement:** No

### Course Description

This course provides students with an introduction to high school English. Designed as an intervention for struggling readers, it is expanded into a double block period to meet course requirements and state standards for English I along with the Essential Program Components (EPC) for Intensive Language Arts instruction. The class uses Scholastic's READ 180 program and core literature to provide reading comprehension strategies, approaches to essay writing, and vocabulary development skills to students, as well as literary analysis skills and strategies.

### Alignment

This course is aligned to the Language Arts California Content Standards for grade 9 and the California High School Exit Exam (CAHSEE) in Language Arts.

### Instructional Materials

#### Required Textbook(s)

1. Read 180 Enterprise (Level C)  
*rBook* (2005)
2. Prentice Hall Gold

#### Software

1. READ 180 Topic Software
2. Scholastic Reading Inventory
3. Scholastic Reading Counts
4. rSkills Tests
5. Scholastic Achievement Manager

#### Novels and Other Readings

1. *Of Mice and Men* by John Steinbeck
2. *The Odyssey* by Homer
3. *Night* by Eli Weisel
4. *Romeo and Juliet* by Wm. Shakespeare

#### Web Sites

1. <http://teacher.scholastic.com/products/read180/>
2. <http://www.ScholasticRed.com>

#### Instructor Materials

1. rBook Teacher Edition
2. English I Intensive Teacher's Guide (CJUSD)
3. READ 180 ancillary materials

### Exit Criteria

A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. Grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Class/Whole Group Activities .....	30%
Independent Reading Activities .....	25%
Topic Software .....	25%
rBook .....	10%
rSkills Tests/Final Examination .....	10%
Total:	100%

### Development Team

This Course of Study was created Spring 2008 by Leilani Bautista (BHS), James Western (BHS), John Bunce (BHS), Heidi Wilson (CHS), Jacqueline Lovell (SMHS), Andrea Jensen (WAHS), Mary Beth Richardson (C&I), and Julia Nichols (C&I)

Revised Spring 2009 by Leilani Bautista (BHS), Kimberly Fenton (CHS), Heidi Wilson (CHS), & Mary Beth Richardson (C&I)

Colton Joint Unified School District Course of Study  
**Pacing Guide for English I Intensive**

**SEMESTER ONE**

**First Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
1-2	<b><i>Your First Three Weeks with READ 180</i></b>	READ 180 Start Up <ul style="list-style-type: none"> <li>○ SRI Test</li> <li>○ Instructional Model</li> <li>○ READ 180 Software</li> <li>○ Independent Modeled Reading</li> <li>○ RED routines</li> <li>○ Community Building</li> <li>○ Rotations</li> </ul>
3	Workshop 1	Comprehension: <ul style="list-style-type: none"> <li>○ Main Idea &amp; Details—R 2.1, 2.3</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Prefixes—R 1.1</li> <li>○ Suffixes—R 1.1</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Expository Paragraph—W 2.3</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Identifying sentences &amp; fragments—LC 1.3</li> <li>○ Using correct end punctuation—LC 1.1</li> </ul>
4	Workshop 2	Comprehension: <ul style="list-style-type: none"> <li>○ Sequence of events—R 2.7</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Synonyms—R 1.1</li> <li>○ Antonyms—R 1.1</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Narrative Paragraph—W 2.</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Correcting sentence fragments—LC 1.3</li> <li>○ Using capitals—LC 1.1</li> </ul>
<b>RSKILLS TEST 1</b>		
5-8	English Intensive Workshop: Literature Study: <b><i>Of Mice and Men</i></b> By John Steinbeck	Comprehension <ul style="list-style-type: none"> <li>○ Make inferences—R 2.3, 2.5</li> <li>○ Cross-text analysis—R 2.7, 2.8</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Noun endings—R 1.1</li> <li>○ Verb endings—R 1.1</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Response to Literature 5 Paragraph Essay —W 2.1</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Using adverbs—LC 1.1</li> <li>○ Correcting sentence fragments—LC 1.3</li> </ul>

Colton Joint Unified School District Course of Study  
**Pacing Guide for English I Intensive**

9	<b>Workshop 4: When Music Offends</b>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Summarize—R 6.2.4, R 2.4, W 7.2.5,</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Antonyms—R1.1</li> <li>○ Suffixes—R1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Expository Summary—W 2.3</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using correct verb tense—LC 1.3</li> <li>○ Using Commas in a series—LC 1.1</li> </ul>
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**RSKILLS TEST 2**

**Second Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
10-11	<p>English Intensive Workshop:                      “The Necklace” by Guy de Maupassant                      Workshop 5: In the Money</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Problem and Solution—R 2.1, 2.3</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Dictionary skills—R 2.2</li> <li>○ Multiple-meaning works—R 1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Persuasive Paragraph—W 2.3</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Irregular verbs—LC 1.3</li> <li>○ Using commas with introductory words—LC 1.1</li> </ul>
12-17	<p>English Intensive Workshop:  <i>The Odyssey</i> by Homer                      from Prentice Hall <i>Timeless Voices</i>,  <i>Timeless Themes</i> Gold                      I Search</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Cause &amp; Effect—R 7.2.3</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Synonyms—R 1.3</li> <li>○ Latin &amp; Greek roots—R 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Narrative Essay—W 2.1</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using subject &amp; object pronouns—LC 1.3</li> <li>○ Avoiding double negatives—LC 1.3</li> </ul>
18	<p>Test Taking Strategies                      Wrap-up:</p> <ul style="list-style-type: none"> <li>• Topic software</li> <li>• Independent Reading</li> </ul> <p>End of Semester Final</p>	<b>review</b>

**SRI TEST #3**



Colton Joint Unified School District Course of Study  
**Pacing Guide for English I Intensive**

## SEMESTER TWO

### Third Quarter

Weeks	READ 180 Workshop	Unit Standards/Objectives
19-21	English Intensive Workshop: Selections from <i>House on Mango Street</i> by Sandra Cisneros Workshop 6: Amigo Brothers	Story Elements: <ul style="list-style-type: none"> <li>○ Setting—R 3.1</li> <li>○ Character—R 3.3, 3.4</li> <li>○ Plot—R 3.6, 3.9</li> <li>○ Theme—R 3.2, 3.5</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Prefixes—R 1.1</li> <li>○ Word families—R 1.1, 1.3</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Response to Literature/Literature Critique—W 2.2</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Subject-verb agreement—LC 1.3</li> <li>○ Using possessives—LC 1.1, LC 1.2</li> </ul>
22-27	English Intensive Workshop: Literature Study: <i>Night</i> By Elie Weisel  I Search	Comprehension <ul style="list-style-type: none"> <li>○ Make inferences—R 2.3, 2.5</li> <li>○ Cross-text analysis—R 2.7, 2.8</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Noun endings—R 1.1</li> <li>○ Verb endings—R 1.1</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Personal Narrative—W 2.1</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Using adverbs—LC 1.1</li> <li>○ Correcting sentence fragments—LC 1.3</li> </ul>

### Fourth Quarter

Weeks	READ 180 Workshop	Unit Standards/Objectives
28-34	English Intensive Workshop: <i>Romeo and Juliet</i> by William Shakespeare from Prentice Hall <i>Timeless Voices, Timeless Themes</i> Gold  I Search	Comprehension <ul style="list-style-type: none"> <li>○ Compare and Contrast—R 8.2.1</li> </ul> Vocab/Word Study <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Idioms—R 1.1</li> <li>○ Context clues—R 1.1, 1.3</li> </ul> Writing <ul style="list-style-type: none"> <li>○ Descriptive Essay—W 2.1</li> </ul> Grammar <ul style="list-style-type: none"> <li>○ Using adjectives that compare—LC 1.3</li> <li>○ Using quotation marks—LC 1.1</li> </ul>

**RSKILLS TEST 4**

**FINAL SRI**

## Pacing Guide for English I Intensive

35	Test Taking Strategies Wrap-up: <ul style="list-style-type: none"> <li>• Topic software</li> <li>• Independent Reading</li> </ul> End of Semester Final	<b>review</b>
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### Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### Support for English Language Learners:

SDAIE strategies  
 Flexible grouping  
 Peer pairing  
 Realia  
 Texts/materials in first language  
 Instructional Aide

### Support for Special Education Students:

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students’ IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

### Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring  
 Depth & Complexity icons  
 Enriched materials and learning experiences

**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**CONSENT ITEM**

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** **Approval of the New Course Description and Adoption of Textbooks and Ancillary Instructional Materials for *English II Intensive*, Grade 10 (Beginning November 6, 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 - Curriculum
- BACKGROUND:** This is a newly designed intervention course for 10<sup>th</sup> grade students scoring Below Basic or Far Below Basic on the California Standards Test (CST). After teaching the 9<sup>th</sup> grade original pacing guide for a year, the English I Intensive Team met to review their work and design a second course for 10<sup>th</sup> grade students. English II teachers also worked with the team to ensure that 10<sup>th</sup> grade core novels and concepts were covered.
- The course description was approved by the Secondary Curriculum Council on October 13, 2009.
- READ 180 Enterprise (Flex) rBook**  
**Scholastic, Inc. (2006)**
- BUDGET**
- IMPLICATIONS:** Textbook and instructional support materials were purchased in the 2009-2010 school year with CAHSEE Intervention funds. Annual replacement costs of approximately \$20,000 will be paid through CAHSEE Intervention and general funds.
- RECOMMENDATION:** That the Board approve the new course description and adoption of textbooks, ancillary and supplemental instructional materials for *English II Intensive*, Grade 10. (Beginning November 6, 2009)

## High School Course Description for **English II Intensive**

**Course Title:** English II Intensive

**Course Number:** ENG241; ENG242

**Grade Level:** 10<sup>th</sup>

**Curricular Area:** English/ Language Arts

**Length:** One year, Two Period Block

**Prerequisites:** Placement by

- 9th CST Language Arts Scaled Score below 300
- Lexile score <900 on the SRI placement test.

**Meets a UC a-g Requirement:** Yes - (B)English

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**

English I (10 Units)

AND Elective (10 Units)

### Course Description

This course is a continuation of the high school Intensive Language Arts program for struggling readers. Designed to accelerate students' reading levels and prepare students to pass the English portion of the California High School Exit Exam, it is expanded into a double block period to meet course requirements and state standards for English II and the Essential Program Components (EPC) for Intensive Language Arts instruction. The class uses Scholastic's READ 180 program and core literature to build on and practice reading comprehension strategies, approaches to essay writing, and vocabulary development skills to students, as well as literary analysis skills and strategies.

### Alignment

This course is aligned to the Language Arts California Content Standards for grade 10 and the California High School Exit Exam (CAHSEE) in Language Arts.

### Instructional Materials

#### Required Textbook(s)

1. Read 180 Enterprise (Flex) rBook (2006)
2. Prentice Hall Platinum

#### Web Sites

3. <http://teacher.scholastic.com/products/read180/>
4. <http://www.ScholasticRed.com>

#### Software

5. READ 180 Topic Software
6. Scholastic Reading Inventory
7. Scholastic Reading Counts
8. rSkills Tests
9. Scholastic Achievement Manager

#### Novels and Other Readings

10. *Lord of the Flies* by William Golding
11. *Antigone* by Sophocles
12. *Julius Caesar* by Wm. Shakespeare

15. READ 180 ancillaries

#### Instructor Materials

13. rBook Teacher Edition
14. English I Intensive Teacher's Guide

### Exit Criteria

A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. Grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Class/Whole Group Activities .....	30%
Independent Reading Activities .....	25%
Topic Software .....	25%
rBook .....	10%
rSkills Tests/Final Examination .....	<u>10%</u>
Total:	100%

### Development Team

This Course of Study was created Spring 2009 by Katharine Applebee (BHS), Jacqueline Lovell (SMHS), & Mary Beth Richardson (C&I).

**Pacing Guide: Part 1 —English II Intensive**

UNIT	Pacing # of Days Needed	Standards Covered	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
In All Units	180			<ul style="list-style-type: none"> <li>• learn and practice vocabulary; generate examples to reinforce meaning</li> <li>• practice previously taught words</li> <li>• review and apply meaning of target vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• preview text or genre to activate prior knowledge about a specific topic</li> <li>• preview text features and story elements to make predictions about the reading</li> <li>• respond to questions, stating and supporting opinions with reasons</li> <li>• preview text features to activate prior knowledge, set purpose, and generate questions before reading</li> <li>• respond to reading through discussion and writing</li> <li>• read to find out about careers (not for <i>Lord of the Flies</i>, <i>short stories</i>, or <i>Julius Caesar</i>)</li> <li>• identify aspects of a specific job, including qualifications, prerequisites, and salary (not for <i>Lord of the Flies</i>, <i>short stories</i>, or <i>Julius Caesar</i>)</li> </ul>
FLEX Workshop 1: “Eyes on the Graduation Prize”	9-15 days	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• use strategies to build background about the importance of graduating from high school</li> </ul>		<ul style="list-style-type: none"> <li>• distinguish between the topic and the main idea of a news report</li> <li>• identify the steps used to find the main idea</li> <li>• find details to support the main idea</li> <li>• use a graphic organizer to organize information around the main idea</li> <li>• practice identifying the topic, important details, and the main idea of a text</li> <li>• use text marking to identify the main idea and supporting details</li> <li>• apply strategies for finding the main idea and details of a book excerpt</li> <li>• review strategies for reading for details</li> <li>• read and interpret a bar graph</li> <li>• read and use information from a brochure</li> </ul>
FLEX Workshop 2: “Tsunami: Disaster of the Century”	9-15 days		<ul style="list-style-type: none"> <li>• use viewing strategies to build background about tsunamis</li> </ul>		<ul style="list-style-type: none"> <li>• identify the steps used to find sequence of events in an online news article</li> <li>• use strategies such as identifying signal words to find sequence of events</li> <li>• use a graphic organizer to sequence events</li> <li>• practice finding sequence of events in a personal narrative</li> <li>• use text marking to identify sequence signal words</li> <li>• practice using signal words to identify sequence of events</li> <li>• apply strategies to find sequence of events in a social studies text</li> <li>• use text marking to identify sequence of events</li> <li>• review strategies for finding main ideas and details in a text</li> <li>• read and interpret a map</li> <li>• read and use information about presenting a budget</li> </ul>

## Pacing Guide Part 1—English II Intensive

UNIT	Pacing # of Days Needed	Standards Covered	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
<p style="text-align: center;"><i>Lord of the Flies</i> (replaces Workshop 3)</p>	<p style="text-align: center;">30-40 days</p>				<ul style="list-style-type: none"> <li>● review strategies for finding sequence of events</li> <li>● analyze setting, including setting changes and their effect on character and plot</li> <li>● analyze character, including motives, actions, words, and character changes</li> <li>● analyze plot, identifying the conflict, important events, and resolution</li> <li>● analyze theme to determine author’s message</li> <li>● use a graphic organizer to organize information around story elements</li> <li>● use text marking to identify details about setting and characters</li> <li>● read a biography of an author</li> <li>● relate literary works to the historical context in which they were created</li> <li>● identify the features of an Author Home Page</li> </ul>
<p style="text-align: center;">“Crime Lab Science” FLEX Workshop 4</p>	<p style="text-align: center;">9-15 days</p>	<ul style="list-style-type: none"> <li>● use viewing strategies to build background about forensic science</li> </ul>			<ul style="list-style-type: none"> <li>● identify the steps used to summarize an encyclopedia article</li> <li>● organize important details to use in a summary</li> <li>● practice summarizing a magazine article</li> <li>● -use text marking to identify details for a summary</li> <li>● use a graphic organizer to summarize important details about a topic</li> <li>● apply strategies for summarizing a science text</li> <li>● review strategies for finding sequence of events in a text</li> <li>● read and interpret a diagram</li> <li>● understand and analyze data</li> </ul>
<p style="text-align: center;">“Wired for Trouble” FLEX Workshop 5</p>	<p style="text-align: center;">9-15 days</p>	<ul style="list-style-type: none"> <li>● use viewing strategies to build background about teens and technology</li> </ul>			<ul style="list-style-type: none"> <li>● identify the facts and opinions in a debate</li> <li>● use signal words to help identify opinions</li> <li>● practice identifying facts and opinions in a magazine article and life skills text</li> <li>● use text marking to identify facts and opinions</li> <li>● use a graphic organizer to distinguish between facts and opinions</li> <li>● review strategies for summarizing</li> <li>● read and interpret a bar graph</li> <li>● read and use information from a cell phone minutes plan</li> </ul>

## Pacing Guide Part 1—English II Intensive

UNIT	Pacing # of Days Needed	Standards Covered	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
Short Stories from Prentice Hall (replaces Workshop 6)	15-20 days				<ul style="list-style-type: none"> <li>review strategies for finding facts and opinions</li> <li>analyze setting and its effect on character and plot</li> <li>analyze character, including motives, actions, words, and character changes</li> <li>analyze plot, identify conflict, important events, and resolution</li> <li>analyze story theme to determine author’s message</li> <li>use a graphic organizer to organize information around story elements</li> <li>use text marking to identify details about setting, character, and plot</li> <li>draw upon and discuss visual and mental images based on texts</li> <li>read a biography of an author</li> <li>read and compare DVD reviews</li> </ul>
Antigone (replaces Workshop 7)	15-20 days				<ul style="list-style-type: none"> <li>use a graphic organizer to show cause-and-effect relationships</li> <li>use text marking to identify cause-and-effect relationships</li> <li>use text markings to identify details that include and cause-and-effect</li> <li>review strategies for summarizing a text</li> <li>read and follow a set of instructions</li> </ul>
FLEX Workshop 8: “Going Global”	9-15 days	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>use viewing strategies to build background about globalization</li> </ul>		<ul style="list-style-type: none"> <li>compare and contrast subjects in a news report</li> <li>use signal words to help identify comparisons</li> <li>use a graphic organizer to pinpoint comparisons</li> <li>practice comparing and contrasting facts in a magazine article</li> <li>-practice identifying comparisons and signal words</li> <li>use a graphic organizer to compare-and-contrast information</li> <li>apply strategies for identifying comparisons and contrasts in a social studies text</li> <li>review strategies for finding cause and effect</li> <li>read and use information from an editorial cartoon</li> <li>read and use information from a form</li> </ul>

**Pacing Guide Part 1—English II Intensive**

UNIT	Pacing # of Days Needed	Standards Covered	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
<i>Julius Caesar</i> (replaces Workshop 9)	20-25 days				<ul style="list-style-type: none"> <li>● use a graphic organizer to organize information about making inferences</li> <li>● practice making inferences from details</li> <li>● read and use information from a map</li> <li>● use a graphic organizer and a text marking to organize information about making inferences</li> <li>● draw conclusions about character</li> <li>● review compare/contrast strategy</li> <li>● identify theme</li> <li>● read biographies of factual-based fictional characters</li> <li>● relate literary works to the cultural context in which they were created</li> <li>● analyze flight schedules</li> </ul>



## Pacing Guide Part 2: English II Intensive

UNIT	CRITICAL THINKING Objectives	WORD STUDY Objectives	GRAMMAR & MECHANICS Objectives	TEST-TAKING & SKILLS REVIEW Objectives	WRITING Objectives
All Units	<ul style="list-style-type: none"> <li>state a point of view and support it using text information</li> <li>justify and explain responses to an assessment</li> </ul>			<ul style="list-style-type: none"> <li>demonstrate understanding of text selections, vocabulary, and skills</li> <li>practice answering multiple-choice questions</li> <li>practice on-demand writing by responding to an open-ended, short answer prompt</li> </ul>	<ul style="list-style-type: none"> <li>use a clear thesis</li> <li>use specific details to support the thesis and the main ideas</li> <li>maintain a consistent tone and focus</li> <li>identify the target audience and use the appropriate voice</li> <li>-use precise language, action verbs, sensory details, appropriate modifiers, and the active voice</li> <li>use a variety of sentence types</li> <li>revise writing to improve organization, refine ideas, and bring clarity to word choice and sentence structure</li> </ul>
FLEX Workshop 1: "Eyes on the Graduation Prize"	<ul style="list-style-type: none"> <li>analyze and rate abilities to do a job</li> </ul>	<ul style="list-style-type: none"> <li>identify and choose appropriate synonyms and antonyms</li> <li>apply knowledge of synonyms and antonyms to determine the meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>identify subject/predicate and correct sentence fragments</li> <li>-use correct end punctuation</li> </ul>		<ul style="list-style-type: none"> <li>Intro to Essay</li> <li>relate a sequence of events</li> <li>communicate the significance of events</li> <li>locate scenes in specific places</li> <li>use concrete details to describe</li> </ul>
FLEX Workshop 2: "Disaster of the Century"	<ul style="list-style-type: none"> <li>analyze and rate abilities to do a job</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge of prefixes to determine the meanings of words</li> <li>identify and add appropriate suffixes to change verbs into nouns</li> </ul>	<ul style="list-style-type: none"> <li>identify and correct sentence fragments</li> <li>identify and correct capitals</li> </ul>		<ul style="list-style-type: none"> <li>biographical/personal narrative</li> <li>relate a sequence of events</li> <li>communicate the significance of events</li> <li>locate scenes in specific places</li> <li>use concrete details to describe</li> </ul>
Lord of the Flies (replaces Workshop 3)	<ul style="list-style-type: none"> <li>evaluate point-of-view of an author home page</li> </ul>	<ul style="list-style-type: none"> <li>correctly use verb endings -ed, -ing</li> <li>develop vocabulary by expanding on base words</li> </ul>	<ul style="list-style-type: none"> <li>correct run-on sentences and apply to own writing</li> <li>identify and use correct word order</li> </ul>		<ul style="list-style-type: none"> <li>response to literature</li> <li>identify the main themes of the work</li> <li>use quotes to support the thesis</li> <li>identify literary devices and how they are used in the work</li> </ul>
	<ul style="list-style-type: none"> <li>analyze and rate abilities</li> </ul>	<ul style="list-style-type: none"> <li>use guide words to locate</li> </ul>	<ul style="list-style-type: none"> <li>identify and use correct</li> </ul>		<ul style="list-style-type: none"> <li>expository composition</li> </ul>

Pacing Guide Part 2: English II Intensive

UNIT	CRITICAL THINKING Objectives	WORD STUDY Objectives	GRAMMAR & MECHANICS Objectives	TEST-TAKING & SKILLS REVIEW Objectives	WRITING Objectives
FLX Workshop 5: "Wired for Trouble"	<ul style="list-style-type: none"> <li>analyze and rate abilities to do a job</li> </ul>	<ul style="list-style-type: none"> <li>words in a dictionary</li> <li>identify and use multiple-meaning words in context</li> <li>identify and choose appropriate homophones</li> <li>apply knowledge of compound words to understand vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>verb tense</li> <li>identify and use commas in a series</li> <li>identify and correct irregular verbs</li> <li>use commas with introductory words</li> </ul>		<ul style="list-style-type: none"> <li>use evidence to support a thesis and related claims</li> <li>accurately communicate information from primary and secondary sources</li> <li>address readers' potential misunderstandings, biases, and expectations</li> <li>use technical terms correctly</li> <li>persuasive composition</li> <li>logically structure ideas and arguments</li> <li>use specific rhetorical devices</li> <li>use precise and relevant evidence</li> <li>address readers' concerns, counterclaims, biases, and expectations</li> </ul>
Short Stories from Prentice Hall (replaces Workshop 6)	<ul style="list-style-type: none"> <li>analyze opinions expressed in DVD reviews</li> </ul>	<ul style="list-style-type: none"> <li>identify and choose appropriate synonyms</li> <li>develop vocabulary by expanding on base words</li> </ul>	<ul style="list-style-type: none"> <li>identify subject-verb agreement</li> <li>correct possessive errors</li> </ul>		<ul style="list-style-type: none"> <li>respond to literature</li> <li>identify the main themes of the work</li> <li>use quotes to support the thesis</li> <li>identify literary devices and how they are used in the work</li> </ul>
Antigone (replaces Workshop 7)	<ul style="list-style-type: none"> <li>analyze and rate abilities to do a job</li> </ul>	<ul style="list-style-type: none"> <li>identify and choose idioms</li> <li>use a dictionary pronunciation guide to determine the pronunciation of words</li> <li>analyze and rate abilities to do a job</li> <li>use context clues to find the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>identify and distinguish between subject and object pronouns</li> <li>use negatives correctly</li> <li>identify adjectives that compare in sentences</li> <li>correct quotation mark</li> </ul>		<ul style="list-style-type: none"> <li>respond to literature</li> <li>identify the main themes of the work</li> <li>use quotes to support the thesis</li> <li>identify literary devices and how they are used in the work</li> </ul>
Works Hop 8: "Coin vs Global"	<ul style="list-style-type: none"> <li>analyze and rate abilities to do a job</li> </ul>				<ul style="list-style-type: none"> <li>persuasive composition</li> <li>logically structure ideas and arguments</li> </ul>

Colton Joint Unified School District Course of Study  
**Pacing Guide Part 2: English II Intensive**

UNIT	CRITICAL THINKING Objectives	WORD STUDY Objectives	GRAMMAR & MECHANICS Objectives	TEST-TAKING & SKILLS REVIEW Objectives	WRITING Objectives
<i>Julius Caesar</i> (replaces Workshop 9)	<ul style="list-style-type: none"> <li>• evaluate the purpose of a flight schedule</li> </ul>	<ul style="list-style-type: none"> <li>• choose appropriate noun endings</li> <li>• identify and choose appropriate multiple-meaning words</li> <li>• use Greek roots to determine word meanings</li> </ul>	<p style="text-align: center;">errors</p> <ul style="list-style-type: none"> <li>• use adverbs correctly</li> <li>• correct sentence fragments</li> </ul>		<ul style="list-style-type: none"> <li>• use specific rhetorical devices</li> <li>• use precise and relevant evidence</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> <li>• business letter</li> <li>• provide clear and purposeful information</li> <li>• appropriately address the intended audience</li> <li>• use appropriate vocabulary</li> <li>• use a conventional style</li> </ul>

## Pacing Guide Part 2: **English II Intensive**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

SDAIE strategies  
Flexible grouping  
Peer pairing  
Realia  
Texts/materials in first language  
Instructional Aide

### **Support for Special Education Students:**

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students’ IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

### **Stretching the Lesson for GATE Students:**

Independent study supplemented with mentoring/tutoring  
Depth & Complexity icons  
Enriched materials and learning experiences

## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** **Approval of the Revised Course Descriptions for *Advanced Placement English Language and Composition* and *Advanced Placement English Literature*, Grades 11-12 (Beginning November 6, 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2-Curriculum
- BACKGROUND:** In accordance with the District GATE plan, District Strategic Plan, BHS/BMS APIP Grant, the high school Advanced Placement, high school Honors and middle school advanced courses of study are being reviewed and vertically aligned. The purpose is to systematically prepare students for the increased rigor in the Advanced Placement courses and increase passage rates on the Advanced Placement examinations.
- The revised AP English course descriptions were approved by the Secondary Curriculum Council on May 12, 2009.
- The following textbooks have been Board approved:
- The Compact Reader: Short Essays by Method and Theme, 7<sup>th</sup> Edition**  
Bedford/St. Martins (2002)
- The Language of Composition: Reading Writing and Rhetoric**  
Bedford/St. Martins (2007)
- Perrine's Literature: Structure Sound and Sense, 9<sup>th</sup> Edition**  
Thomson Wadsworth (2006)
- BUDGET IMPLICATIONS:** Textbooks and Instructional Support materials will be purchased with general funds. Textbooks are currently in use, so fiscal impact is limited to ongoing replacement costs, estimated at \$10,000 annually, district wide.
- RECOMMENDATION:** That the Board approve the revised course descriptions for *Advanced Placement English Language and Composition* and *Advanced Placement English Literature*, Grades 11-12. (Beginning November 6, 2009)

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## High School Course Description for Advanced Placement English Language & Composition

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**Course Title:** Advanced Placement English Language and Composition

**Curricular Area:** English

**Course Number:** ENG361/ ENG362

**Length:** One year

**Grade Level:** 11

**Prerequisites:** Must meet the following\*

**Meets a UC a-g Requirement:** Yes: b

- i. Proficient or above on CST
- ii. Grade of “B” or better in English II or English II teacher recommendation
- iii. Passage of the English portion of the CAHSEE

**Meets High School Graduation Requirement for:**  
English Credit

\* *Student may be placed at parent request*

**Meets NCAA Requirement:** Yes

**Requirement:** Take the AP Exam in Language and Composition or Equivalent Teacher Approved Project

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### Course Description:

This course provides an opportunity for advanced high school students to pursue college-level English course work completed at the high school level. Students are prepared to pass the AP English Language and Composition exam, administered each May. On the basis of their exam score, students may qualify for English literature advanced placement, college credit, or both at most colleges and universities.

This introductory college-level course is designed to urge students to read analytically, think critically, and understand the power of words, whether it be in their own writing or the writings of others. Students will read, write, and carefully analyze a broad and challenging range of non-fiction and fiction prose selections such as essays, journals, political writing, scientific writing, nature writing, autobiographies/biographies, diaries, history, and criticism, thus deepening their awareness of rhetoric and how language works.

Through close reading and frequent writing exercises, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities through the revision process of peer editing, teacher feedback and several draft forms. Course reading and writing assignments feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, graphs and images about a variety of subjects including public policies, popular culture and personal experiences. Since our junior curriculum includes American literature, our focus is on close reading, analysis and writings on several works of fiction.

Besides formal essays and timed writing assignments, student writing will also include journals, annotation of texts, imitation exercises and in-class responses. Students will be required to write compositions that cite sources using conventions recommended by professional organizations such as the Modern Language Association, (MLA), the University of Chicago Press, etc. Students will use primary and secondary sources with the ability to present an argument of their own that includes analysis and synthesis of ideas from their sources. Summer reading and writing are required. The bigger purpose behind all of this is to empower the students to gain authority and learn to take risks in their writing.

### Alignment

- This course is aligned to the 1997 California Content Standards and The College Board Course Description Audit process.

## High School Course Description for Advanced Placement English Language & Composition

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### Instructional Materials

Selections from the following texts:

*The Compact Reader*, Aaron & Kuhl

*The Language of Composition*, Shea et al

*Hunger of Memory*, Rodriguez

*Huckleberry Finn*, Twain

*The Great Gatsby*, Fitzgerald

*Growing Up*, Baker

*Moby Dick*, Melville

*Song of Soloman*, Morrison

*Heart of Darkness*, Conrad

*The Scarlet Letter*, Hawthorne

*Pilgrim at Tinker Creek*, Dillard

*Catcher in the Rye*, Salinger

*The Little Prince*, St Exupery

*Cold Mountain*, Frazier

*In Cold Blood*, Capote

*The Sound and The Fury*, Faulkner

*Puddin'-Head Wilson*, Twain

*The Awakening*, Chopin

*Having Our Say*, Mann et al

*Fast Food Nation*, Schlosser

*The Handmaid's Tale*, Chaucer

*Richard III*, Shakespeare

#### Required Textbook

Prentice Hall, *Timeless Voices*,

*Timeless Themes: The American Experience*

#### Novels and Other Readings

See Above

#### Supplemental Materials

*Everything's an Argument*,

*Bird by Bird*, Annie Lamott

#### Suggested Video/DVDs//Films

See Department Library

#### Web Sites

AP Central/ The College Board

Bedford Martin Site

America's Greatest Speeches

Website

PBS.org

### Exit Criteria

#### Activities

#### Percentage

Classwork, Homework, Reading List Assignments ..... 25%

Group Work, Short Writing Assignments, Class Participation ... 25%

Tests, Essays ..... 50%

**Total: 100%**

Semester Grade is calculated as follows:

1<sup>st</sup> /3<sup>rd</sup> Quarter ..... 40%,

2<sup>nd</sup> /4<sup>th</sup> Quarter ..... 40%,

Final Exam ..... 20%,

**Total 100%**

**Development Team** → This Course of Study was updated in December 2008 by Chris Montgomery, Lucy Leyva, Joyce Lazarde and Jamie Badillo.

## Pacing Guide for **Advanced Placement English Language & Composition**

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### **First Quarter**

Course Orientation, Introduction to Rhetoric, Close Reading, and Synthesizing Sources

Weeks: 1-9

#### **Content and/or Skills Taught:**

Key Elements of Rhetoric; Close Readings of analyzing style, annotation, dialectical journals, graphic organizers, and visual text; and Synthesizing Sources

Introduction to Vocabulary, Grammar, Literary Device/Terms

Debate and Persuasion practiced through debates, persuasive essays and other teaching techniques.

#### **Benchmark Assessment:**

1. Multiple Choice Practice AP Exam, discussion based assessment.
  2. District Benchmark Exam to prepare for CST
- 

### **Second Quarter**

Weeks: 10-19

#### **Content and/or Skills Taught:**

Practice and application of the use of Logical Fallacies.

#### **Benchmark Assessment:**

1. AP Timed Write: Argument Essays
  2. District Benchmark Exam to prepare for CST
- 

### **Third Quarter**

Weeks: 20-29

#### **Content and/or Skills Taught:**

Practice and master the Synthesis essay

#### **Benchmark Assessment:**

1. AP Timed Write: Synthesis Essay
  2. District Benchmark Exam to prepare for CST
- 

### **Fourth Quarter**

Weeks: 30-39

#### **Content and/or Skills Taught:**

Practice and application of the use of Logical Argument

#### **Benchmark Assignment:**

1. AP Timed Write: Logical Argument Essay
2. District Benchmark Exam to prepare for CST



**Instructional Guide for Advanced Placement English Language & Composition**

**Identified Exit Outcomes:** Upon completing the AP English program, students should be able to...

<b>READING</b>	<ol style="list-style-type: none"> <li>1. read deliberately and thoroughly to understand a work’s complexity, to absorb richness of meaning, and to analyze how meaning &amp; author’s purpose are embodied in literary form;</li> <li>2. read widely and deeply literary texts representing a variety of genres &amp; period from the 16<sup>th</sup> to the 21<sup>st</sup> century;</li> <li>3. carefully observe textual detail, establish connections among their observation, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value;</li> <li>4. analyze and interpret samples of effective writing, identifying and explaining an author’s use of rhetorical strategies, techniques, and literary devices;</li> <li>5. read a variety of texts (both print and non-print) with an awareness of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing;</li> <li>6. read with an understanding of how literature builds upon ideas, works, and authors’ earlier views;</li> <li>7. read primary and secondary sources carefully and synthesize material from these texts;</li> <li>8. read with awareness of self and others; and</li> <li>9. recognize multiplicity of meaning and consider the social, cultural, and artistic value of texts.</li> </ol>
<b>WRITING</b>	<ol style="list-style-type: none"> <li>1. explain clearly, cogently, even elegantly what they understand about literary works and why they interpret them as they do;</li> <li>2. apply effective strategies and techniques in their own writing;</li> <li>3. create and sustain arguments based on readings, research, and/or personal experience;</li> <li>4. write for a variety of audiences for a variety of purposes—both formally and informally;</li> <li>5. produce expository, analytical, and argumentative, interpretive, and evaluative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;</li> <li>6. demonstrate understanding of the conventions of citing primary and secondary sources;</li> <li>7. move effectively through the stages of the writing process, examining their own writing and that of others, with careful attention to inquiry and research, drafting, revising, editing, and review;</li> <li>8. write thoughtfully about their own process of composition;</li> <li>9. analyze image as text;</li> <li>10. evaluate and incorporate reference documents into researched papers</li> <li>11. demonstrate understanding and mastery of standard written English as well as <i>stylistic maturity</i> in their own writings             <ol style="list-style-type: none"> <li>a. a wide-ranging vocabulary used appropriately and effectively;</li> <li>b. a variety of sentence structures, including appropriate use of subordination and coordination;</li> <li>c. logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;</li> <li>d. a balance of generalization and specific illustrative detail; and</li> <li>e. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ol> </li> </ol>
<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. ask provocative questions that lead to insightful interpretations;</li> <li>2. take risks to hypothesize, guess, or speculate during discussions;</li> <li>3. listen attentively &amp;, respectfully—accurately evaluate others’ positions, statements, logic, &amp;/or arguments;</li> <li>4. respect other perspectives; synthesize a variety of viewpoints;</li> <li>5. debate using credible sources and sound logic. Effectively rebuts &amp; counter-argues;</li> <li>6. exhibit curiosity;</li> <li>7. challenge one’s own beliefs;</li> <li>8. respect facts and information in situations where feelings and intuitions often prevail; and</li> <li>9. be aware that the rhetoric of argumentation and interrogation relate to varied academic disciplines, purposes, and audiences.</li> </ol>

## Instructional Guide for **Advanced Placement English Language & Composition**

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**Identified Exit Outcomes:** Upon completing the AP English Composition class, students should be able to...

- Read from a variety of historical periods and disciplines
- Identify audience, purpose, and strategies in texts
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Write expository, analytical, and argumentative essays
- Understand their own writing process and the importance of revision
- Recognize techniques in visual as well as verbal arguments
- Synthesize ideas and information from various sources
- Know how to interpret information presented in notes and citations
- Use the conventions of standard written English

**Determining Acceptable Evidence:** Students will demonstrate proficiency and understanding through the following assessments:

- Timed and untimed essays in the format of AP prompts
- Multiple choice analysis questions in the format of AP exam questions
- Formal essays and research assignments
- Oral presentations and panel presentations

**Learning Experiences and Instruction:** As a means of developing college level skills in literary analysis and writing, students will:

- Read extensively and master a wide range of types of literary works
- Read closely for detail as well as literary devices and structures
- Read challenging works of recognized literary merit
- Respond to their reading with thoughtful inquiry
- Articulate their responses orally in rich discussions conducted in an atmosphere of open exploration and acceptance of alternative interpretations
- Write intelligent, insightful, and sensitive critical analyses of literary passages and works in both impromptu and prepared essays”

*Adapted from the Duke University Advanced Placement Teacher Manual*

**Support for English Language Learners:** English Learners will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)

**Support for Special Education Students:** Special Education students will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)
- Monitoring and other support provided by Special Education staff

**Differentiating the Lesson for GATE Students:** GATE students will be challenged to fully develop their potential through strategies such as:

- Opportunities for advanced research
- Alternate or more challenging reading assignments
- Access to additional resources (from print and online sources)
- Opportunities for presentations and creative project

# High School Course Description for **Advanced Placement English Literature**

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**Course Title:** Advanced Placement English Literature

**Curricular Area:** English

**Course Number:** ENG461/ ENG462

**Length:** One year

**Grade Level:** 12

**Prerequisites:** Must meet the following\*

**Meets a UC a-g Requirement:** Yes: b

- i. Proficient or above on CST
- ii. Grade of “B” or better in English III or English III teacher recommendation
- iii. Passage of the English portion of the CAHSEE

**Meets High School Graduation Requirement for:**  
English Credit

\* *Student may be placed at parent request*

**Meets NCAA Requirement:** Yes

**Requirement:** Take the AP Exam in Literature and Composition or complete equivalent teacher-approved college-level project

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## Course Description

This course provides an opportunity for advanced high school students to pursue college-level English course work completed at the high school level. Students are prepared to pass the AP English Literature and Composition exam, administered each May. On the basis of their exam score, students may qualify for English literature advanced placement, college credit, or both at most colleges and universities.

The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers 2) to increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course and later in their college work.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is accompanied by thoughtful discussion and writing. Additionally, writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.

## Alignment

- This course is aligned to the California Content Standards for English Language Arts and the College Board Course Description audit process.

# High School Course Description for **Advanced Placement English Literature**

## Instructional Materials

### Required Textbook(s)

1. *Perrine’s Literature: Structure, Sound, and Sense* 9<sup>th</sup> edition, edited by Thomas R. Arp and Greg Johnson. Thomson Wadsworth, 2006. ISBN-13: 978-1-4130-0654-4
2. Supplemental novels, plays, poems, essays, and other non-fiction texts may vary, but will always support the goals of the AP course as described above. Texts utilized include:

*1984* by George Orwell  
*A Passage to India* by E.M. Forster  
*A Tale of Two Cities* by Charles Dickens  
*Blood Meridian* by Cormac McCarthy  
*Brave New World* by Aldous Huxley  
*Cry, the Beloved Country* by Alan Paton  
*Death of a Salesman* by Arthur Miller

*Grapes of Wrath* by John Steinbeck  
*Hamlet* by William Shakespeare  
*Heart of Darkness* by Joseph Conrad  
*Iceman Cometh, The* by Eugene O’Neill  
*Importance of Being Earnest, The* by Oscar Wilde  
*Jane Eyre* by Charlotte Bronte  
*King Lear* by William Shakespeare

*Macbeth* by William Shakespeare  
*No Exit* by Jean-Paul Sartre  
*Othello* by William Shakespeare  
*Siddartha* by Hermann Hesse  
*Stranger, The* by Albert Camus  
*Taming of the Shrew, The* by William Shakespeare  
*Turn of the Screw, The* by Henry James  
*Wuthering Heights* by Emily Bronte

### Web Sites

3. [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

## Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Reading List .....	25%
Group Work, Quizzes .....	25%
Literature, Essays, Tests .....	50%
Total:	100%

## Development Team

This Course of Study was updated in 2009 by Michael McAdams, Lisa Padilla, and Kris Tornero

## Pacing Guide for **Advanced Placement English Literature**

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### **First Quarter – Thematic Focus: Literary History, Tradition, and the Present**

Weeks: 1-9

Focus Standards:

*Reading:*

- Read with an understanding of how literature builds upon ideas, works, and authors' earlier views
- Read with an awareness of self and others

*Writing:*

- Explain clearly, cogently, and elegantly understandings about literary works and various interpretations
- Apply effective strategies and techniques in writing
- Write for a variety of audiences for a variety of purposes, both formally and informally

*Discussion*

- Listen attentively and respectfully
- Accurately evaluate others' positions, statements, logic and/or arguments
- Demonstrate an awareness that the rhetoric of argumentation and interrogation relate to varied academic disciplines, purposes, and audiences

*Common assessment:*

Prose passage analysis essay

### **Second Quarter– Thematic Focus: Short Fiction & Poetry**

Weeks: 10-18

Focus Standards:

*Reading:*

- Recognize multiplicity of meaning and consider the social, cultural, and artistic value of texts
- Read deliberately and thoroughly to understand a work's complexity, to absorb richness of meaning, and to analyze how meaning and author's purpose are embodied in literary form

*Writing:*

- Produce expository, analytical, argumentative, interpretive, and evaluative compositions that introduce a complex central idea and develop it with evidence drawn from primary and secondary sources, cogent explanations, and clear transitions
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, examining their own writing and that of others, with careful attention to inquiry and research, drafting, revising, editing, and review

*Discussion*

- Take risks to hypothesize, guess, or speculate during discussions
- Ask provocative questions that lead to insightful interpretations

*Common assessment:*

Poetry analysis essay

## Pacing Guide for **Advanced Placement English Literature**

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### **Third Quarter– Thematic Focus: The Individual, Culture, and Society**

Weeks: 1-9

Focus Standards:

*Reading:*

- Read widely and deeply literary texts representing a variety of genres and periods from the 16<sup>th</sup> to 21<sup>st</sup> century
- Carefully observe textual detail, establish connections among observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value

*Writing:*

- Write thoughtfully about their own process of composition
- Analyze image as text
- Evaluate and incorporate reference documents into research papers

*Discussion*

- Respect other perspectives; synthesize a variety of viewpoints
- Debate using credible sources and sound logic. Effectively rebut and counter-argue
- Exhibit curiosity

*Common assessment:*

“Open Question” essay

### **Fourth Quarter– Thematic Focus: Truth, Reality, & Ambiguity**

Weeks: 10-18

Focus Standards:

*Reading:*

- Analyze and interpret samples of effective writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Read a variety of texts with an awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

*Writing:*

- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing, incorporating
  - A wide-ranging vocabulary used appropriately and effectively
  - A variety of sentence structures, including appropriate use of subordination and coordination
  - Logical organization, enhanced by specific techniques to increase coherence such as repetition, transitions, and emphasis
  - A balance of generalization and specific illustrative detail
  - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

*Discussion*

- Challenge one's own beliefs
- Respect facts and information in situations where feelings and intuitions often prevail

*Common assessment:*

Critical analysis/research assignment

## Instructional Guide for Advanced Placement English Literature

**Identified Exit Outcomes:** Upon completing the AP English program, students should be able to...

<b>READING</b>	<ol style="list-style-type: none"> <li>1. read deliberately and thoroughly to understand a work's complexity, to absorb richness of meaning, and to analyze how meaning &amp; author's purpose are embodied in literary form;</li> <li>2. read widely and deeply literary texts representing a variety of genres &amp; period from the 16<sup>th</sup> to the 21<sup>st</sup> century;</li> <li>3. carefully observe textual detail, establish connections among their observation, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value;</li> <li>4. analyze and interpret samples of effective writing, identifying and explaining an author's use of rhetorical strategies, techniques, and literary devices;</li> <li>5. read a variety of texts (both print and non-print) with an awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing;</li> <li>6. read with an understanding of how literature builds upon ideas, works, and authors' earlier views;</li> <li>7. read primary and secondary sources carefully and synthesize material from these texts;</li> <li>8. read with awareness of self and others; and</li> <li>9. recognize multiplicity of meaning and consider the social, cultural, and artistic value of texts.</li> </ol>
<b>WRITING</b>	<ol style="list-style-type: none"> <li>1. explain clearly, cogently, even elegantly what they understand about literary works and why they interpret them as they do;</li> <li>2. apply effective strategies and techniques in their own writing;</li> <li>3. create and sustain arguments based on readings, research, and/or personal experience;</li> <li>4. write for a variety of audiences for a variety of purposes—both formally and informally;</li> <li>5. produce expository, analytical, and argumentative, interpretive, and evaluative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;</li> <li>6. demonstrate understanding of the conventions of citing primary and secondary sources;</li> <li>7. move effectively through the stages of the writing process, examining their own writing and that of others, with careful attention to inquiry and research, drafting, revising, editing, and review;</li> <li>8. write thoughtfully about their own process of composition;</li> <li>9. analyze image as text;</li> <li>10. evaluate and incorporate reference documents into researched papers</li> <li>11. demonstrate understanding and mastery of standard written English as well as <b>stylistic maturity</b> in their own writings               <ol style="list-style-type: none"> <li>a. a wide-ranging vocabulary used appropriately and effectively;</li> <li>b. a variety of sentence structures, including appropriate use of subordination and coordination;</li> <li>c. logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;</li> <li>d. a balance of generalization and specific illustrative detail; and</li> <li>e. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ol> </li> </ol>
<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. ask provocative questions that lead to insightful interpretations;</li> <li>2. take risks to hypothesize, guess, or speculate during discussions;</li> <li>3. listen attentively &amp;, respectfully—accurately evaluate others' positions, statements, logic, &amp;/or arguments;</li> <li>4. respect other perspectives; synthesize a variety of viewpoints;</li> <li>5. debate using credible sources and sound logic. Effectively rebuts &amp; counter-argues;</li> <li>6. exhibit curiosity;</li> <li>7. challenge one's own beliefs;</li> <li>8. respect facts and information in situations where feelings and intuitions often prevail; and</li> <li>9. be aware that the rhetoric of argumentation and interrogation relate to varied academic disciplines, purposes, and audiences.</li> </ol>

## Instructional Guide for **Advanced Placement English Literature**

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### **Determining Acceptable Evidence:**

Students will demonstrate proficiency and understanding through the following assessments:

- Timed and untimed essays in the format of AP prompts
- Multiple choice analysis questions in the format of AP exam questions
- Formal essays and research assignments
- Oral presentations and panel presentations

### **Learning Experiences and Instruction:**

As a means of developing college level skills in literary analysis and writing, students will:

- Read extensively and master a wide range of types of literary works
- Read closely for detail as well as literary devices and structures
- Read challenging works of recognized literary merit
- Respond to their reading with thoughtful inquiry
- Articulate their responses orally in rich discussions conducted in an atmosphere of open exploration and acceptance of alternative interpretations
- Write intelligent, insightful, and sensitive critical analyses of literary passages and works in both impromptu and prepared essays”

*Adapted from the Duke University Advanced Placement Teacher Manual*

**Support for English Language Learners:** English Learners will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)

**Support for Special Education Students:** Special Education students will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)
- Monitoring and other support provided by Special Education staff

**Stretching the Lesson for GATE Students:** GATE students will be challenged to fully develop their potential through strategies such as:

- Opportunities for advanced research
- Alternate or more challenging reading assignments
- Access to additional resources (from print and online sources)
- Opportunities for presentations and creative projects



## Instructional Guide for **Advanced Placement English Literature**

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The following authors suggest the range and quality of reading expected in the course. Teachers may select authors from the names below or may choose others of comparable quality and complexity.

### **Poetry**

W. H. Auden; Elizabeth Bishop; William Blake; Anne Bradstreet; Edward Kamau Brathwaite; Gwendolyn Brooks; Robert Browning; George Gordon, Lord Byron; Lorna Dee Cervantes; Geoffrey Chaucer; Lucille Clifton; Samuel Taylor Coleridge; Billy Collins; H. D. (Hilda Doolittle); Emily Dickinson; John Donne; Rita Dove; Paul Laurence Dunbar; T. S. Eliot; Robert Frost; Joy Harjo; Seamus Heaney; George Herbert; Garrett Hongo; Gerard Manley Hopkins; Langston Hughes; Ben Jonson; John Keats; Philip Larkin; Robert Lowell; Andrew Marvell; John Milton; Marianne Moore; Sylvia Plath; Edgar Allan Poe; Alexander Pope; Adrienne Rich; Anne Sexton; William Shakespeare; Percy Bysshe Shelley; Leslie Marmon Silko; Cathy Song; Wallace Stevens; Alfred, Lord Tennyson; Derek Walcott; Walt Whitman; Richard Wilbur; William Carlos Williams; William Wordsworth; William Butler Yeats

### **Drama**

Aeschylus; Edward Albee; Amiri Baraka; Samuel Beckett; Anton Chekhov; Caryl Churchill; William Congreve; Athol Fugard; Lorraine Hansberry; Lillian Hellman; David Henry Hwang; Henrik Ibsen; Ben Jonson; David Mamet; Arthur Miller; Molière; Marsha Norman; Sean O'Casey; Eugene O'Neill; Suzan-Lori Parks; Harold Pinter; Luigi Pirandello; William Shakespeare; George Bernard Shaw; Sam Shepard; Sophocles; Tom Stoppard; Luis Valdez; Oscar Wilde; Tennessee Williams; August Wilson

### **Fiction (Novel and Short Story)**

Chinua Achebe; Sherman Alexie; Isabel Allende; Rudolfo Anaya; Margaret Atwood; Jane Austen; James Baldwin; Saul Bellow; Charlotte Brontë; Emily Brontë; Raymond Carver; Willa Cather; Sandra Cisneros; John Cheever; Kate Chopin; Joseph Conrad; Edwidge Danticat; Daniel Defoe; Anita Desai; Charles Dickens; Fyodor Dostoevsky; George Eliot; Ralph Ellison; Louise Erdrich; William Faulkner; Henry Fielding; F. Scott Fitzgerald; E. M. Forster; Thomas Hardy; Nathaniel Hawthorne; Ernest Hemingway; Zora Neale Hurston; Kazuo Ishiguro; Henry James; Ha Jin; Edward P. Jones; James Joyce; Maxine Hong Kingston; Joy Kogawa; Jhumpa Lahiri; Margaret Laurence; D. H. Lawrence; Chang-rae Lee; Bernard Malamud; Gabriel García Márquez; Cormac McCarthy; Ian McEwan; Herman Melville; Toni Morrison; Bharati Mukherjee; Vladimir Nabokov; Flannery O'Connor; Orhan Pamuk; Katherine Anne Porter; Marilynne Robinson; Jonathan Swift; Mark Twain; John Updike; Alice Walker; Evelyn Waugh; Eudora Welty; Edith Wharton; John Edgar Wideman; Virginia Woolf; Richard Wright

### **Expository Prose**

Joseph Addison; Gloria Anzaldúa; Matthew Arnold; James Baldwin; James Boswell; Jesús Colón; Joan Didion; Frederick Douglass; W. E. B. Du Bois; Ralph Waldo Emerson; William Hazlitt; bell hooks; Samuel Johnson; Charles Lamb; Thomas Macaulay; Mary McCarthy; John Stuart Mill; George Orwell; Michael Pollan; Richard Rodriguez; Edward Said; Lewis Thomas; Henry David Thoreau; E. B. White; Virginia Woolf

## Additional Resources for **Advanced Placement English Literature**

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### **Reading**

Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies.

Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature. The experience of literature incorporates the subjective dimension of reading and responding to literary works, including precritical impressions and emotional responses. Interpretation involves the analysis of literary works through close reading to arrive at an understanding of their multiple meanings. The process of evaluation combines both an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values. All three of these aspects of reading are important for an AP English Literature and Composition course. Moreover, each corresponds to an approach to writing about literary works.

Writing to understand a literary work may involve writing response and reaction papers, along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument. In short, students in an AP English Literature and Composition course read actively.

The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.

Most of the works studied in the course were written originally in English, including pieces by African, Australian, Canadian, Indian, and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian or Latin American fiction). The AP teacher will ensure that by the end of the course, students will have studied literature from both British and American writers as well as works written from the sixteenth century to contemporary times. In addition to British and American literature, teachers are encouraged to include in their curricula other literature in English.

Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class are often represented artistically in works of literature. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation of issues and peoples may occasionally include controversial material.

Since AP students have chosen a program that directly involves them in college-level work, the AP English Literature Exam depends on a level of maturity consistent with the age of twelfth-grade students who have engaged in thoughtful analysis of literary texts. The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose, or overall effect of the detail or

## Additional Resources for **Advanced Placement English Literature**

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idea in context. AP students should have the maturity, the skill, and the will to seek the larger meaning through thoughtful research, and this thoughtfulness is both fair and owed to the art and to the author.

Although neither linguistic nor literary history is the principal focus in the AP course, students gain awareness that the English language that writers use has changed dramatically through history, and that today it exists in many national and local varieties. They also become aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. Because the Bible and Greek and Roman mythology are central to much Western literature, students should have some familiarity with them. These religious concepts and stories have influenced and informed Western literary creation since the Middle Ages, and they continue to provide material for modern writers in their attempts to give literary form to human experience. Additionally, the growing body of works written in English reflecting non-Western cultures may require students to have some familiarity with other traditions

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college-level course in which serious literature is read and studied includes numerous opportunities for students to write and rewrite. Some of this writing is informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the writing involves research, perhaps negotiating differing critical perspectives. Much writing involves extended discourse in which students develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

AP English Literature and Composition Exam essays are generally written in response to two different types of questions: (1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and (2) an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. Students are prepared for these essay questions through exercises analyzing short prose passages and poems and through practicing with “open” analytical questions. Such exercises may be timed or can form the basis for extended writing projects.



**BOARD AGENDA**

**REGULAR MEETING**  
**November 5, 2009**

**CONSENT ITEM**

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Acceptance of Gifts

**GOAL:** Community Relations

**STRATEGIC PLAN:** Strategy #6 – Character

**RECOMMENDATION:** That the Board accept the gifts as listed on the attached matrix.

EXHIBIT "B" -- GIFTS / DONATIONS: Regular Meeting November 5, 2009

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Alice Birney Elementary	Alice Birney Elementary P.T.A. 1050 E. Olive Street, Colton, CA 92324	Check #1205 For field trips	\$4,000.00
Alice Birney Elementary	Teachers @ Alice Birney Elementary 1050 E. Olive Street, Colton, CA 92324	Receipt #6080 For the purchase of staff t-shirts	\$305.05
Alice Birney Elementary	McDonald's KAICO, Inc. 2009 Porterfield Way, Suite D, Upland, CA 91786	Check #4930 For field trips, student incentives, playground items	\$532.82
Bloomington High School	Erwin Schaefer – Teacher @ BHS c/o 10750 Laurel Avenue, Bloomington, CA 92316	Cash To support Motors Club	\$20.00
Bloomington High School	Michael Walling, BHS Counselor c/o 10750 Laurel Avenue, Bloomington, CA 92316	Cash To support Motors Club	\$13.00
Colton High School	The Laura Bush Foundation for America's Libraries 1201 15 <sup>th</sup> Street, NW Suite 420, Washington, DC 20005 <i>(It is not necessary to issue a tax receipt for this donation as The Laura Bush Foundation for America's Libraries, is a component fund under The Community Foundation for the National Capital Region, a 501©(3) public charity).</i>	Check #125357 – Award of Grant #240248 To be used to purchase school library books as described in the grant application.	\$5,500.00
Colton Middle School	James A. Downs, CJUSD Superintendent c/o 1212 Valencia Drive Colton, CA 92324	Check #1282 Site discretionary	\$100.00
Cooley Ranch Elementary	Cooley Ranch P.T.A. 1000 South Cooley Drive, Colton, CA 92324	Deposit - Acct# XXX133397 Field trips for 2009-10 school year	\$5,000.00
Grant Elementary	Green Committee - Grant Elementary 550 West Olive Street, Colton, CA 92324	Cash Site discretionary	\$34.53
Jurupa Vista Elementary	Jurupa Vista Elementary P.T.A. 15920 Village Drive Fontana, CA 92337	Check #1148 For office supplies	\$100.00
Terrace Hills Middle School	Russell & Wendy Sulzmann 22453 Kentfield Street, Grand Terrace, CA 92313	Check #2571 AVID Club field trips	\$85.00

# BOARD AGENDA

REGULAR MEETING  
November 5, 2009

## ACTION ITEM

**TO:** Board of Education  
**PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division  
**SUBJECT:** Approval of Personnel Employment  
**GOAL:** Human Resources Development  
**STRATEGIC PLAN:** Strategy #1 - Communication

### I-A Certificated – Regular Staff

- |                      |  |
|----------------------|--|
| 1. Avila, Maria      | Elementary Tchr. (temp) –Zimmerman                       |
| 2. Contreras, Monica | Temp Indep. Study Tchr. (1 <sup>st</sup> semester)-Wash. |
| 3. Curry, Jennifer   | Elementary Tchr. (temp) – Zimmerman                      |
| 4. DeBord, Jason     | Art Teacher – CHS  |
| 5. Lucien, Dominique | State Preschool Tchr. – Zimmerman                        |
| 6. Smith, Tracey     | Elementary Tchr. (temp) – Crestmore                      |

### I-B Certificated – Activity/Coaching Assignments

- |                    |                                |
|--------------------|--------------------------------|
| 1. Davila, Gabriel | Basketball, Head Varsity – CHS |
| 2. Ponce, Armando  | Soccer, Head Varsity – CHS     |

### I-D Certificated – Substitute Teacher

- |                              |                     |
|------------------------------|---------------------|
| 1. Austin, Tiffany           | 7. Higgins, Michael |
| 2. Brown, Ashley             | 8. Knutson, Ryan    |
| 3. Campos, Anabel (re-hired) | 9. Lopez, Aileen    |
| 4. Castro, Paul              | 10. Rangel, Arlene  |
| 5. Esquivel, Gilberto        | 11. Schwab, Ariel   |
| 6. Gonzales, Juan Luis       | 12. Shawhan, Erin   |

### II-A Classified – Regular Staff

- |                        |   |
|------------------------|---|
| 1. Barraza, Reynalda   | Bus Driver – Transportation             |
| 2. Carrillo, Corrina   | Nutrition Svcs. Wrkr. I – Terrace View  |
| 3. Childs, Michelle    | Bus Driver – Transportation             |
| 4. Graham, Kyle        | Nutrition Svcs. Wrkr. II – D’Arcy       |
| 5. Lemus, Gloria       | Language Assmt. Specialist – SSC/LSS    |
| 6. Licea, Brandy       | Bus Driver – Transportation             |
| 7. Pena, Yolanda       | Bus Driver – Transportation             |
| 8. Sierra, Dianna      | Project Office Asst. – McKinley         |
| 9. Taylor, Karen       | Nutrition Svcs. Wrkr. II – Jurupa Vista |
| 10. Thomas, Summer     | Health Assistant – D’Arcy               |
| 11. Vallarta, Cynthia  | State Preschool Inst. Asst. – Crestmore |
| 12. Vasquez, Guadalupe | Bus Driver – Transportation             |
| 13. Vaughn, James      | Library/Media Tech I – Jurupa Vista     |

### II-B Classified – Activity/Coaching Assignments

- |                      |   |
|----------------------|---|
| 1. Beteta, Erwing    | Basketball, Head Frosh/Soph. (walk-on) – BHS    |
| 2. Brown, Nathaniel  | Stage Director (walk-on) – CHS                  |
| 3. Burishkin, Hallie | Volleyball, Head Junior Varsity (walk-on) – CHS |
| 4. Gonzalez, Alissa  | Asst. Pep Squad Director (walk-on) – BHS        |
| 5. Morales, Terence  | Basketball, Head Frosh/Soph. (walk-on) – BHS    |
| 6. Vazquez, Johnny   | Basketball, Head Frosh/Soph. (walk-on) – CHS    |

II-C Classified – Classified Hourly

1. Guillen, Melissa AVID Tutor- BHS
2. Miller, Susan Sub Bus Driver – Transportation

II-D Classified Substitute

1. Hernandez, Rosemarie Sub Noon Aide – Grand Terrace

**RECOMMENDATION:**

That the Board approve employment of personnel as presented.

**ACTION:**

On motion of Board Member \_\_\_\_\_ and  
\_\_\_\_\_, the Board approved the  
recommendations for employment as presented.



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** Board of Education

**PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division

**SUBJECT:** Approval of Conference Attendance

**GOAL:** Human Resources Development

**STRATEGIC PLAN:** Strategy #1 - Communication

Christy Marin – <b>CMS</b> Principal	RIMS AVID Fall Conference December 1-2, 2009
Andriana McGuffee AVID Counselor	Rancho Mirage, CA
Mark McGuffee	Site funds: \$765.00
Zoe Pamintuan Avid Elective Teachers	

Kathleen Dickerson – <b>CHS</b> Teacher	SMILE CA, Hospitality Educators Institute December 3-4, 2009 Irvine, CA Perkins funds: \$632.67
--	---

**Total : \$1397.67**

**RECOMMENDATION:** That the Board approve conference attendance as presented.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the above recommendation as presented.



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** **Approval of Purchase Orders**

**GOAL:** **Student Performance / Personnel Development**

**STRATEGIC PLAN:** Strategy #1 – Communication

**RECOMMENDATION:** That the Board approve Purchase Orders in excess of \$10,000 for a total of \$41,938.13 as listed.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved purchase orders as recommended.

Attachment to Board Agenda

<u>P.O.</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>RESOURCE CODE*</u>	<u>AMOUNT</u>
011854	Dell	Computers/ CMS	7400	\$27,937.13
011910	International Pavement	Cont. Svs./Birney/CMS/Crestmore	0000	\$14,001.00
<b>TOTAL</b>				<b>\$41,938.13</b>

**\*LEGEND**

0000	Revenue Limit/Unrestricted	3315	Sp Ed-Idea Presch Entl Non Ris
0001	Child Dev. Facilities	3319	ARRA Idea Pt B, Sec619 Preschl
0100	Microsoft Voucher Prg-Schools	3320	Sp Ed-Idea Presch Loc Entl Ris
0105	Microsoft Voucher Prg-Other	3322	ARRA Idea Pt B, Early Intervnt
0356	RS7156 IMFRP	3324	ARRA Idea Pt B, Sec611 Preschl
0110	E-Rate Technology Program	3340	Sp Ed-Idea Inservice Training
0115	Best Practices Cohort	3345	Sp Ed-Idea Presch Staff Devel
0305	RS6405 Schl Safety & Violence Prv	3550	Voc. Prgs - Voc & Appl Secndry & Ad
0325	RS7325 Stff Dev:Admin Training	3710	NCLB: title IV, Pt A Drug Free
0330	RS2430 Community Day Schl	4035	NCLB: Title II Part A
0340	RS7140 GATE	4036	NCLB Title II, Part A Prin Trn
0350	RS6350 CRY-ROP	4045	NCLB: Title II Part D
0355	RS7055 CASHEE Intensive Inst.	4203	NCLB: Title III LEP Stdnt Prg.
0356	RS7156 IMFRP	5035	CD -Blk Grnt-25% Qlity/Discrtn
0360	RS6760 Arts & Music BG	5080	CD-Dep Care-Pub Law-Chld Care
0367	RS6267 NB Certification	5095	CD Infant/Tddler Capacity Bldg
0370	RS7294 Stff Dev: Mth 7 Read SB472	5210	Head Start
0371	RS7271 PAR	5310	Child Nutrition-School Program
0380	RS7080 7-12 Counselors	5315	Child Nutrition: ARRA Equip
0385	RS6285 CBET	5630	NCLB: Title X Mck-Vnto Homeless
0390	RS7390 AB825 Pupl Rentention BG	5640	Medi-Cal Billing Option
0391	RS6091 CAL-SAFE Supp Svs	5850	Smaller Learning Community
0392	RS6092 CAL-SAFE Child Care	6010	After Schl Ed & Safety (Ases)
0393	RS7393 AB825 Staff Dev BG	6055	Child Care & Dev- State Preschool
0394	RS7394 AB825 Targeted Inst. Imp	6060	Child Care and Dev.-Alt Pymnt Prg.
0395	RS7395 AB825 Schl & Lib Imp BG	6130	Child Care Center-Based Resrve
0396	RS7396 Schl Site Disc Blk Grnt	6275	Teacher Recruitment & Retention
0750	Mandated Costs Incentive	6286	English Lang. Learner Train
0790	Donations, Misc.	6300	Lottery: Instructional Matl
1100	State Lottery Revenue	6360	ROP/C-Handicapped Pupils
1300	Class Size Reduction K-3	6405	School Violence - School Safety
3010	NCLB: Title 1, Pt A Grnt Low Inc.	6500	Special Ed.
3011	NCLB: ARRA Title I, Pt A Basic	6520	Sp Ed-Project Workability
3025	NCLB: Title 1, Pt D SBPRT2 N&D	6530	Sp Ed-Low Incidence
3185	NCLB: Title 1, Pt A, PI Corr Actn	6535	Sp Ed Personnel Development
3200	St Fi St Fiscal StabilZtn Fund (ARRA)	6660	CIG/TBCO PDTS SRTX Fnd-Entl Gr
3310	Sp Ed-Idea Bas Grnt Entl	7010	Agricultural Vocational Ed
3311	Sp Ed-Idea B, Sec611, Prvt Schls	7090	Economic Impact Aid- SCE
3313	ARRA Idea Pt B, Sec611 Local	7091	Economic Impact Aid-LEP
3314	ARRA Idea Pt B,Sec611 Prvt Sch	7230	Transport.- Home to School
7240	Transportation Spec. Ed.		
7400	QEIA-Quality Educ. Invstmnt Act		
8150	RMA-Ongoing Major Maint.		
9005	Medi-Cal Admin. Activities (MAA)		
9010	Other Local		
9015	APIP (Advncd Plcmt Incntv Prg)		

**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** **Approval of Disbursements**

**GOAL:** Budget Planning

**STRATEGIC PLAN:** Strategy #1 – Communication      Strategy #4 – Facilities  
Strategy #2 – Curriculum      Strategy #5 – College Career  
Strategy #3 – Decision Making      Strategy #6 – Character

**RECOMMENDATION:** That the Board approve disbursements paid as listed, from Batch #0500 through Batch #0605 for the sum of **\$3,221,046.48**.

The Board of Trustees payment report is available at the Board of Education meeting for review.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_ the Board approved the disbursements as listed.



## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

### ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Approval of Letters of Authorization No. 1, 2 and 3 with Seville Construction Services, Inc. and Execution by Assistant Superintendent, Business Services
- GOAL:** Facilities / Support Services
- STRATEGIC PLAN:** Strategy #4 – Facilities  
Strategy #1 – Communication
- BACKGROUND:** Seville Construction Services, Inc. has entered into an agreement with the District for program and construction management services per the agreement dated October 15, 2009. Services to be provided will first require Board approval, authorizing the Assistant Superintendent of Business Services to execute a Letter of Authorization, which describes the scope of services, staffing plan, and fee schedule.
- Seville Construction Services, Inc. has submitted three Letters of Authorization for approval as follows:
- No. 1 – To perform an evaluation of all projects that currently comprise the District’s construction program to determine availability of funding, prioritization of projects, budgets, schedules, and scope of project management.
  - No. 2 – To provide program management services including master planning for the Bloomington and Colton High School math/science buildings and cafeterias.
  - No. 3 – To provide program management services for fast tracking the construction of interim housing at Bloomington High School for the math/science building project.
- BUDGET IMPLICATIONS:** Fund 21 – Cost to be paid based on the staffing and fee schedule as submitted with each Letter of Authorization. Total fees not to exceed 2.86% of total program costs per Article 5 of the Agreement.
- RECOMMENDATION:** That the Board approve Letters of Authorization No. 1, 2 and 3 with Seville Construction Services, Inc. and execution by Assistant Superintendent, Business Services.
- ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the recommendation, as presented.

**COLTON JOINT UNIFIED SCHOOL DISTRICT  
BOND PROGRAM**

**LETTER OF AUTHORIZATION No. 1**

**SCOPE OF SERVICES:**

PROGRAM MANAGER shall perform an evaluation of all Projects that currently comprise the Program; determine availability of funding, current prioritization of Projects, Projects' budgets, scopes, schedules, and other relevant factors to define the scope of the Program to be managed by the PROGRAM MANAGER.

Note: Letter of Authorization No. 1 is an integral part of and requires concurrent approval with Letter of Authorization No. 2.

(Attached Staffing Plan and Fee Schedule)

ACCEPTED AND AGREED on the date indicated below:

COLTON JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Dated: \_\_\_\_\_, 2009

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Dated: 10/19, 2009

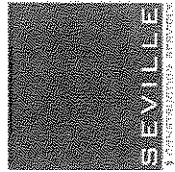
SEVILLE CONSTRUCTION SERVICES, INC.

By:  \_\_\_\_\_

Print Name: JEFFREY S. FLORES

Print Title: PRESIDENT / CEO





**Colton Joint Unified School District  
Program Management Services  
Bond Program Projects Evaluation**

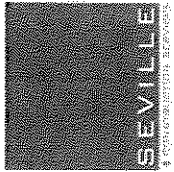
Program Budget: \$37,000,000

**Seville Construction Services -  
Staff Planning / Fee Schedule  
Letter of Authorization No. 1;  
Bond Program Evaluation**

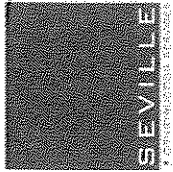
Schedule Legend



	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>SUMMARY PROGRAM SCHEDULE</b>												
Program Management and Planning												
Define Program Needs / Priorities												
Evaluation of Projects, Status, Scope, Budget, Bid												
Develop Program Master Schedule												
Review Existing Site Conditions / Assessment												
Evaluation of Program and Project Budgets												
Dev Program Mgmt Information System (PMSI)												
<b>Program Controls</b>												
Define Program Reporting Needs / Develop Reporting System												
Develop Policies & Procedures												
Validate Financial Controls / Integrate with PMSI												
Establish Project Management Plan												
Establish Accounting Processes												
Establish Document Control Processes												
<b>Design Management</b>												
Manage Review Process: Design, VE, Constructability												
Manage CEQA & Environmental Review Process												
Manage ODE & OPSC Compliance & Submittal Process												
Manage DSA Submittal / Approval Process												
<b>Bid &amp; Award</b>												
Manage Pre-Qualification Process												
Manage Advertisement, Bid, & Award Process												
<b>Construction Management</b>												
Schedule / Budget Oversight												
Invoice / Change Process Management												
Commissioning / Substantial Completion Oversight												
Project Closeout												
Closeout Documents / DSA Certification												
Manage Warranty Period												
Program Closeout												
Final Audits / Archive Project Documents												



2010 (Schedule)	13	14	15	16	17	18	19	20	21	22	23	24
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>SUMMARY PROGRAM SCHEDULE</b>												
Program Management and Planning												
Define Program Needs / Priorities												
Evaluation of Projects, Status, Scope, Budget, Solid												
Develop Program Master Schedule												
Review Existing Site Conditions / Assessment												
Evaluation of Program and Project Budgets												
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<b>Program Controls</b>												
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<b>Project Closeout</b>												
Closeout Documents / DSA Certification												
Manage Warranty Period												
<b>Program Closeout</b>												
Final Audits / Archive Project Documents												



	25	26	27	28	29	30	31	32	33	34	35	36
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	2017 (Schedule)											
<b>SUMMARY PROGRAM SCHEDULE</b>												
Program Management and Planning												
Define Program Needs / Priorities												
Evaluation of Projects, Status, Scope, Budget, Solid												
Develop Program Master Schedule												
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Final Audits / Archive Project Documents												























**COLTON JOINT UNIFIED SCHOOL DISTRICT  
BOND PROGRAM**

**LETTER OF AUTHORIZATION No. 2**

**SCOPE OF SERVICES:**

PROGRAM MANAGER shall provide program management services for the following DISTRICT prioritized Services and Projects: Master Planning for the campuses at Bloomington HS and Colton HS; new math and science building at Bloomington HS; new cafeteria/multipurpose buildings at Bloomington HS and Colton HS; new building and/or reconfigured classroom(s) at Colton HS; oversight of construction of the new Grand Terrace HS Project; mobilization of the core staff and office necessary for the implementation of the program management services; comprehensive constructability review and independent cost estimate of the Bloomington HS new math and science building Project; the retention of an architect to prepare a Master Plan for the campuses of Bloomington HS and Colton HS; and Master Planning for Colton Joint Unified School District.

(Attached Staffing Plan and Fee Schedule)

ACCEPTED AND AGREED on the date indicated below:

COLTON JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Dated: \_\_\_\_\_, 2009

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

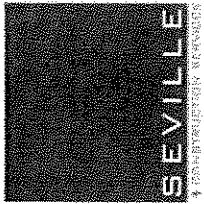
Dated: \_\_\_\_\_, 2009

SEVILLE CONSTRUCTION SERVICES, INC.

By:  \_\_\_\_\_

Print Name: JEFFREY S. FLORES

Print Title: PRESIDENT / CEO



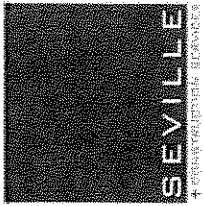
**Colton Joint Unified School District**  
**Program Management Services**  
 Master Planning for Bloomington HS & Colton HS campuses;  
 New Math/Sci Bldgs and Cafeteria for BHS and CHS;  
 New Grand Terrace HS Project; Bond Program Master Planning  
 Program Budget: \$132,300,000

**Seville Construction Services -  
 Staffing Plan / Fee Schedule**  
**Letter of Authorization No. 2;  
 Program Management Services**

Schedule Legend

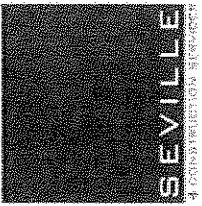


	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>SUMMARY PROGRAM SCHEDULE</b>												
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Validation of Projects, Status, Scope, Budget, Schd												
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SUMMARY PROGRAM SCHEDULE	2011 (Schedule)											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Program Management and Planning												
Define Program Needs / Priorities												
Validation of Projects, Status, Scope, Budget, Sched												
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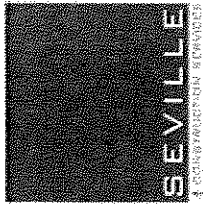












**Colton Joint Unified School District**  
**Program Management Services**  
 Master Planning for Bloomington HS & Colton HS campuses,  
 New Math/Sci Bldg and Cafeteria for BAS and CHS,  
 New Grand Terrace HS Project, Bond Program Master Planning  
 Program Budget: \$132,300,000

**Seville Construction Services -  
 Staffing Plan / Fee Schedule**  
**Letter of Authorization No. 2;  
 Program Management Services**

Schedule Legend



ESTIMATED REIMBURSABLE EXPENSES (Allowance)	2008 (Reimbursable)											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
General Conditions												
Professional Insurance											475	475
Postage, Messenger, Express Mail											850	850
Office Lease (Allowance)									30,000		3,000	3,000
Reproduction (Draws, CDs, Reports)											500	500
Blueprinting and Special Reports											250	250
Public Notices												
Office Equipment (Copier) and Furniture										32,000		250
Office Supplies										420		420
Computer Equipment & Tech Support										19,500	5,200	450
Office Telephones, fax and Usage										5,000	1,000	1,000
Cellular Phones										1,490	1,490	1,490
Security											150	150
Travel, Mileage, Parking and Expenses											600	600
Safety Equipment for PM Staff Only										5,000		
Information Technology (Hardware & Licenses)												
Allowance											50,000	25,000
<b>Total General Condition Costs</b>										85,635	64,165	34,390
<b>Yearly Total General Conditions Costs</b>												\$194,210

\* Reimbursable expenses shown above are estimates and will be billed to Client based on actual costs plus 5%.

\* Specialty consultants will be billed at actual costs plus 5% (estimating, constructability reviews, value engineering, labor compliance, community outreach, etc.)









**COLTON JOINT UNIFIED SCHOOL DISTRICT  
BOND PROGRAM**

**LETTER OF AUTHORIZATION No. 3**

**SCOPE OF SERVICES:**

PROGRAM MANAGER shall provide construction management services to fast track the construction of the new math and science building and interim housing Project at Bloomington HS.

(Attached Staffing Plan and Fee Schedule)

ACCEPTED AND AGREED on the date indicated below:

COLTON JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Dated: \_\_\_\_\_, 2009

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

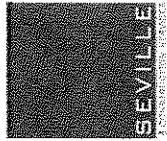
Dated: \_\_\_\_\_, 2009

SEVILLE CONSTRUCTION SERVICES, INC.

By:  \_\_\_\_\_

Print Name: JEFFREY S. FLORES

Print Title: PRESIDENT / CEO



**Colton Joint Unified School District**  
**Construction Management Services**  
**Bloomington HS Math and Science Classroom Bldg**  
**Bond Program Budget \$12,400,000**

**Seville Construction Services -**  
**Staffing Plan / Fee Schedule**

**Letter of Authorization No. 3;**

**Construction Management Services**

Schedule Legend



	2009 (Schedule)											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>SUMMARY PROGRAM SCHEDULE</b>												
Project # 1E; Bloomington HS New Math & Sci Bldg												
Bloomington HS Interim Housing for Math & Sci Bldg												
<b>ESTIMATED LABOR HOURS</b>												
Sr Project Manager												
Project Manager												
Construction Manager												
Assistant Construction Manager												
Project Field Engineer												
General Superintendent												
Project Superintendent												
Administration Manager												
Project Estimator												
Scheduler												
Total Labor Hours												
FTE												
<b>ESTIMATED LABOR FEE</b>												
Sr Project Manager												
Project Manager												
Construction Manager												
Assistant Construction Manager												
Project Field Engineer												
General Superintendent												
Project Superintendent												
Administration Manager												
Project Estimator												
Scheduler												
Total Labor Fee												
Yearly Total Labor Fee												\$0



























**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Adoption of Resolution No. 09-34 to Adopt Level 2 and 3 School Fees for New Residential Construction

**GOAL:** Facility / Support Services

**STRATEGIC PLAN:** Strategy #4 - Facilities

**BACKGROUND:** In August, 2009, School Planning Services, Inc. prepared a School Facilities Needs Analysis justifying Level 2 and 3 alternative school facility fees. Level 2 fees are collected from any person or developer building new residential homes within the District. Level 3 fees are collected from any person or developer building new residential homes within the District when it is determined by the Board that the state's school building funds for new school facilities are exhausted as set forth in Government Code Section 65995.7.

These fees will be used to fund facilities to serve the students generated by new residential construction.

The analysis is complete and reflects a decrease. Pursuant to Government Code Sections 65995.5, 65995.6, and 65995.7, the District must adopt Resolution No. 09-34, approving the Level 2 and 3 fees as shown below.

Level 2 Fee - \$4.39 per square foot of assessable residential space.  
Previously \$5.02 (\$.63)

Level 3 Fee - \$8.79 per square foot of assessable residential space.  
Previously \$10.04 (\$1.25)

As required by law, a public hearing was scheduled. Notification was published in a local newspaper twice in 30 days prior to the public hearing. No comments have been received.

**BUDGET IMPLICATIONS:** None

**RECOMMENDATION:** That the Board adopt Resolution No. 09-34 to adopt Level 2 and 3 school fees for new residential construction.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board adopted the resolution, as presented.

## NOTICE OF PUBLIC HEARING

PLEASE TAKE NOTICE that the Colton Joint Unified School District (School District) will hold a public hearing at 5:30 p.m. or as soon as is practical on November 5, 2009 to allow for public comments prior to consideration of adoption of Resolution No. 09-34, which resolution would approve a School Facilities Needs Analysis for consideration of Alternative School Fees (Sections 65995.5 and 65995.7 of the Government Code) (the Analysis) prepared for the School District by School Planning Services. The public hearing will be in the board room at the Student Services Center located at 851 S. Mt. Vernon Avenue, Colton, CA 92324. If adopted by the Board of Education, the Analysis would authorize the imposition of the Alternative No. 2 and Alternative No. 3 School facilities impact fees on new residential development within the School District as permitted by Senate Bill 50, Chapter 407 of the Statutes of 1998.

The Analysis can be reviewed during the public review period of October 2, 2009 through November 2, 2009 at the offices of Colton Joint Unified School District, Facilities Department, located at 851 S. Mt. Vernon Avenue, Suite 8, Colton, CA 92324 and at the School District Office at 1212 Valencia Drive, Colton, CA 92324, Monday through Friday from 7:30 a.m. through 4:30 p.m. Copies may also be obtained from the Facilities Planning Department. The Board of Education will respond to written comments on the Analysis at or before the public hearing. Any questions regarding the analysis or the public hearing should be directed to Alice H. Grundman, Director of Facilities Planning & Construction at (909) 580-5000, ext. 6440.

**RESOLUTION NO. 09-34**

**RESOLUTION OF THE GOVERNING BOARD OF THE  
COLTON JOINT UNIFIED SCHOOL DISTRICT  
APPROVING A SCHOOL FACILITIES NEEDS ANALYSIS  
AND ADOPTING ALTERNATIVE SCHOOL FACILITY  
FEES IN COMPLIANCE WITH GOVERNMENT CODE  
SECTIONS 65995.5, 65995.6, AND 65995.7 AND MAKING  
RELATED FINDINGS AND DETERMINATIONS (LEVEL 2  
& 3 FEES)**

**WHEREAS**, the Governing Board (“Board”) of the Colton Joint Unified School District (“District”) provides for the educational needs of K-12 students within all or portions of the cities within its boundaries; and

**WHEREAS**, the Board has previously adopted and imposed statutory school facility fees (“Statutory School Facility Fees”) pursuant to Education Code Section 17620; and

**WHEREAS**, the Board heretofore has elected to participate in the school facilities funding program established pursuant to the Leroy F. Greene School Facilities Act of 1998 (the “Act”) and appointed a representative (“District Representative”) for such purposes and for the purpose of requesting an Eligibility Determination relative to considering the adoption of alternative school facility fees and amounts pursuant to Government Code Sections 65995.5 (“Level 2 Fees”) and 65995.7 (“Level 3 Fees”); and

**WHEREAS**, the District Representative has caused the completion and certification of Form SAB 50-01, the Enrollment Certification/Projection and Form SAB 50-03, the Eligibility Determination, and has submitted such forms to the State Allocation Board (“SAB”) for approval pursuant to the Act; and

**WHEREAS**, the District has received notification from the SAB that the District meets the eligibility requirements for new construction funding pursuant to the provisions of the Act; and

**WHEREAS**, the District satisfies at least two of the requirements set forth in Government Code Section 65995.5(b)(3); and

**WHEREAS**, new residential construction continues to generate additional students for the District’s schools and the District is required to provide grades K-12 school facilities (“School Facilities”) to accommodate those students; and

**WHEREAS**, overcrowded schools within the District have an impact on the District’s ability to provide an adequate quality education and negatively impact the educational opportunities for the District’s students; and

**WHEREAS**, the District does not have sufficient funds available for the construction of the School Facilities, including acquisition of sites, construction of permanent School Facilities, and acquisition of interim School Facilities, to accommodate students from new residential construction; and

**WHEREAS**, the Board caused to be prepared a report entitled, “School Facilities Needs Analysis for Colton Joint Unified School District” pursuant to applicable law including, but not by way of limitation, Government Code Sections 65996.6 and 66000, et. seq. (the “Needs Analysis”); and

**WHEREAS**, the Board has received and considered the Needs Analysis which includes all matters required by applicable law, including an analysis of (a) the purpose of the Level 2 Fees and the Level 3 Fees (collectively the “Alternative School Facility Fees”), (b) the use to which the Alternative School Facility Fees are to be put, (c) the nexus (roughly proportional and reasonable relationship) between the residential construction and (1) the facilities for which the Alternative School Facility Fees are to be used, (2) the need for School Facilities, (3) the cost of School Facilities and the amount of Alternative School Facility Fees from new residential construction, (d) an evaluation and projection of the number of students that will be generated by new residential construction by grade levels of the District as described by Government Code Section 65995.6, (e) a description of the new School Facilities that will be required to serve such students and (f) the present estimated cost of such School Facilities; and

**WHEREAS**, the Needs Analysis in its final form has been available to the public, for at least thirty (30) days prior to the public hearing on the adoption of the Needs Analysis and the Alternative School Facility Fees; and

**WHEREAS**, all notices of the Needs Analysis and adoption of Alternative School Facility Fees have been given in accordance with applicable law and copies of the Needs Analysis have been provided no less than thirty days prior to the public hearing related to the adoption of the Needs Analysis to every person who made a written request forty-five days prior to the public hearing; and

**WHEREAS**, the Needs Analysis has been provided to all local agencies responsible for land use planning for review and comment in compliance with Government Code Sections 65995.6(c) and 65352.2; and

**WHEREAS**, as to the approval of the Need Analysis and Alternative School Facility Fees, Government Code Section 65995.6(g) provides that the California Environmental Quality Act, Division 13 (commencing with Section 2100) of the Public Resources Code may not apply to the preparation, adoption, or update of the Needs Analysis or adoption of this Resolution; and

**WHEREAS**, the District desires to adopt and approve the Needs Analysis and the Alternative School Facility Fees pursuant to Government Code Sections 65995.5, 65995.6, and 65995.7 for the purpose of establishing Alternative School Facility Fees that may be imposed on residential construction calculated pursuant to Government Code Section 65995(b);

**NOW THEREFORE, THE GOVERNING BOARD OF THE COLTON JOINT UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:**

1. That the Board does hereby find and determine that the foregoing recitals and determinations are true and correct and that the Needs Analysis meets all applicable legal requirements.
2. That the District has received notification from the SAB that the District meets the eligibility requirements for construction funding pursuant to the provisions of the Act.
3. That pursuant to the Act, the District Representative made a timely application to the SAB for construction funding for which it is eligible.
4. That the District has caused to be prepared the Needs Analysis, which is on file at the District's administrative office and is incorporated herein by this reference, complies with all applicable statutory requirements, including the provisions of Government Code Section 65995.6.
5. That the Board hereby approves and adopts the Needs Analysis for the purpose of establishing Alternative School Facility Fees as to future residential construction within the District.
6. That the Board finds that the purpose of the Alternative School Facility Fees imposed upon new residential construction are to fund the School Facilities to serve the students generated by the residential construction upon which the Alternative School Facility Fees are imposed as provided in the Needs Analysis and applicable law.
7. That the Board finds the Alternative School Facility Fees are hereby established as applicable and will be used to fund those School Facilities described in the Needs Analysis and that these School Facilities are to serve the students generated by the residential construction within the District as provided in the Needs Analysis.
8. That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Alternative School Facility Fees and the new residential construction within the District because the Alternative School Facility Fees imposed on new residential construction by this Resolution will be used to fund School Facilities which will be used to serve the students generated by such new residential construction in accordance with applicable law and as set forth in the Needs Analysis.
9. That the Board finds that there is a roughly proportional, reasonable relationship between the new residential construction upon which the Alternative School Facility Fees are imposed and the need for additional School Facilities in the District because new students will be generated from new residential construction within the District and the District does not have capacity in the existing School Facilities to accommodate these students.

10. That the Board finds that the amount of the Alternative School Facility Fees imposed on new residential construction as set forth in this Resolution is roughly proportional and reasonably related to, and does not exceed the cost of, providing the School Facilities required to serve the students generated by such new residential construction within the District.

11. That the Board finds that separate funds have been created or authorized to be established for all Level 2 and 3 Fees received by the District (the "Funds") for the deposit of such Level 2 and 3 Fees and that said funds will be separately maintained, except for temporary investments, with other funds of the District as authorized by law.

12. That the Board finds that the monies of the separate Funds consisting of the proceeds of Level 2 and 3 Fees, have been imposed for the purposes of constructing those School Facilities necessitated by new residential construction as further set forth in the Needs Analysis and thus these monies may be expended for all those purposes permitted by applicable law.

13. That the Needs Analysis determines the need for new School Facilities for unhoused pupils that are attributable to projected enrollment growth from the construction of new residential units over the next five years, based on relevant planning agency information and the historical generation rates of new residential units constructed during the previous five years that are of a similar type of unit to those anticipated to be constructed within the District and the County.

14. That the Board has identified and considered, and/or subtracted, as set forth in the Needs Analysis, the following information in determining amounts of the Level 2 and 3 Fees.

- A. any surplus property owned by the District that can be used as a school site or that is available for sale to finance school facilities pursuant to Government Code Section 65995.6(b)(1);
- B. the extent to which projected enrollment growth may be accommodated by excess capacity in existing facilities pursuant to Government Code Section 65995.6(b)(2);
- C. local sources other than fees, charges, dedications, or other requirements imposed on residential construction available to finance the construction of school facilities needed to accommodate any growth in enrollment attributable to the construction of new residential units pursuant to Government Code Section 65995.6(b)(3);
- D. the full amount of local funds the Board has dedicated to facilities necessitated by new construction, including fees, charges, dedications or other requirements imposed on commercial or industrial construction pursuant to Government Code Section 65995.5(c)(2).

15. That the Board has calculated, as set forth in the Needs Analysis, the maximum square foot fees, charges, or dedications to be established as Alternative School Facility Fees that may be collected in accordance with the provisions of Government Code Sections 65995.5(c) and 65995.7(a).
16. That the Needs Analysis in its final form has been made available to the public for a period of not less than thirty days.
17. That the public has had the opportunity to review and comment on the Needs Analysis and the Board has responded to written comments it has received regarding the Needs Analysis.
18. That notice of the time and place of the public hearing (“Hearing”) to adopt the Needs Analysis and Alternative School Facility Fee, including the location and procedure for viewing or requesting a copy of the proposed Needs Analysis and any proposed revision therefore has been published in at least one newspaper of general circulation within the jurisdiction of the District at least thirty days prior to the Hearing.
19. That the Board has mailed a copy of the Needs Analysis no less than thirty days prior to the Hearing to any person who made a written request forty-five days prior to the Hearing.
20. That the Needs Analysis has been provided to all local agencies responsible for land use planning for review and comment in compliance with Government Code Sections 65995.6(c) and 65352.2.
21. That the Board conducted the required Hearing prior to the adoption of the Needs Analysis and the Alternative School Facility Fees, at which time all persons desiring to be heard on all matters pertaining to the Needs Analysis were heard and all information present was duly considered.
22. That the Board hereby adopts Alternative School Facility Fees and establishes the Alternative School Facility Fees on new residential construction projects within the District in the following amounts.
  - A. Pursuant to Government Code Section 65995.6, Level 2 Fees in the amount of \$4.39 per square foot of assessable space as defined in Government Code Section 17620 for new residential construction, including new residential construction, manufactured homes and mobile homes as authorized under Education Code Section 17625, excluding any construction described in Government Code Sections 65995.1 or 65995.2.
  - B. Pursuant to Government Code Section 65995.6(f), Level 3 Fees in the amount of \$8.79 per square foot of assessable space as defined in Government Code Section 17620 for new residential construction, including new residential construction, manufactured homes and mobile homes as authorized under Education Code Section 17625, excluding any construction described in Government Code Sections 65995.1 or 65995.2, when it is determined by the Board that the State’s

school building funds for new school facilities is exhausted as set forth in Government Code Section 65995.7.

23. That the proceeds of the Alternative School Facility Fees established pursuant to this Resolution shall continue to be deposited into the Funds identified in Section 11 of this Resolution, the proceeds of which shall be used exclusively for the purpose for which the Alternative School Facility Fees are to be collected.

24. That the Superintendent, or his/her designee, is directed to cause a copy of this Resolution to be delivered to the cities and/or counties within the District's boundaries along with a copy of all supporting documentation referenced herein and a map of the District clearly indicating the boundaries thereof, advising the cities and counties that new residential construction is subject to the Alternative School Facility Fees increased pursuant to this Resolution and requesting that no building permit or approval for occupancy be issued by any of these entities for any new residential construction, mobile home or manufactured home subject to the Alternative School Facility Fees absent a certificate of compliance ("Certificate of Compliance") from the District demonstrating compliance of such project with the requirements of the Alternative School Facility Fees.

25. That the Superintendent is authorized to cause a Certificate of Compliance to be issued for each new residential construction project, mobile home and manufactured home for which there is compliance with the requirement for payment of the Alternative School Facility Fees in the amount specified by this Resolution. In the event a Certificate of Compliance is issued for the payment of Alternative School Facility Fees for a new residential construction project, mobile home or manufactured home and it is later determined that the statement or other representation made by an authorized party concerning the construction as to square footage is untrue or in the event the zoning is declared invalid, then such Certificate of Compliance shall automatically terminate, and the appropriate cities and/or counties shall be so notified.

26. That regarding the timely provision of a Certificate Compliance by the District for residential construction, although not required by applicable law, the Board hereby determines that the Need Analysis is a proposed construction plan for purposes of requiring payment of Alternative School Facility Fees prior to the issuance of any building permit for residential construction in accordance with Government Code Section 66007 and that all Alternative School Facility Fees are appropriated for the purpose of accomplishing such construction plan.

27. That no statement or provision set forth in this Resolution, or referred to herein shall be construed to repeal any preexisting fee or mitigation amount previously imposed by the District on any residential or non-residential construction. Notwithstanding the preceding, the Alternative School Facility Fees authorized herein, shall be in lieu of the collection of the Statutory School Facility Fees for new residential construction, however, if the District ceases collecting the Alternative School Facility Fees herein, the District is still authorized to collect the Statutory School Fees for new residential construction.

28. That if any portion or provision hereof is held invalid, the remainder hereof is intended to be and shall remain valid.



29. That the Level 2 Fees shall take effect immediately after adoption of this Resolution and shall be in effect for one year and that the effective date of the Level 3 Fees will remain contingent upon the determination by the Board that exhaustion of the State's school building funds for new school facilities has occurred, as set forth in Government Code Section 65995.7.

**APPROVED, PASSED AND ADOPTED** by the Governing Board of the Colton Joint Unified School District, this 5th day of November, 2009.

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President of the Governing Board of the  
Colton Joint Unified School District

I hereby certify that the foregoing Resolution was duly and regularly introduced, approved, passed and adopted by the members of the Governing Board of the Colton Joint Unified School District at the Board Meeting of said Board on November 5, 2009 and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Clerk of the Governing Board of the  
Colton Joint Unified School District

## **SCHOOL FACILITIES NEEDS ANALYSIS**

Prepared for:

**Colton Joint Unified School District**

August 2009

Prepared by:

**Brenda Curtis**

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## INTRODUCTION

The passage in November 1998 of Proposition 1A by the California electorate has altered the methods of financing school construction in the State of California in a manner unparalleled since the 1986 School Facilities Act, drastically modifying the ability of school districts to mitigate the impact of new residential development on their facilities. The bond passage, by triggering those provisions of SB-50 which had not already become law by virtue of the Governor's signature, not only appears to preclude the so-called "full mitigation" of the impact of development which was available conditionally to school districts under the umbrella of the *Mira/Hart/Murietta* decisions, but also strictly limits the amount of fees which may be collected and defines in some detail the procedures required of districts to implement fee collections.

The rules and law underlying the collection of the basic statutory fees based on Government Code §65995 and Education Code §17620, currently \$2.97 per square foot for residential construction and \$0.47 for commercial/industrial and senior housing, are relatively unchanged; it is now common practice to refer to the statutory fees for residential construction as Level 1 Fees.

In addition to Level 1 Fees, however, two alternative fees are provided for under certain specified conditions.

Government Code §65995.5 allows for the imposition of fees on residential construction under prescribed conditions; such fees may be referred to as alternative or Level 2 Fees. Level 2 fees are purported to represent 50% of the cost of the school facilities necessitated by new residential development, and are based on a State-determined per pupil grant plus 50% of the costs associated with site acquisition and development. (In reality, the costs allowed under the legislation may not equal the actual costs of the construction of new facilities.) The State will then grant a like amount of funding, i.e., also equal to 50%, with the district required to certify that the combined funds are adequate for the completion of

the designated project. In order to impose Level 2 Fees, a district must meet three criteria, which in summary consist of the following:

- 1) A "timely application" made to the State for funding with a determination (either affirmatively or by default) by the State Allocation Board ("SAB") of eligibility for new construction funding;
- 2) Satisfaction of one of four tests<sup>1</sup> through January 1, 2000 and two of four thereafter which are construed as cost saving or revenue enhancement measures; and
- 3) Preparation and adoption of a School Facilities Needs Analysis in accordance with Government Code §65995.5 and §65995.6.

Government Code §65995.7 provides for alternative fees, or Level 3 Fees, to be collected at the 100% level at the time when State funding is no longer available. Again, the 100% figure is based on State-determined criteria and may not be equivalent to actual costs.

This program for school districts, known as the School Facilities Program or "SFP", is a grant program based on a calculation of the number of unhoused pupils to be generated by new unmitigated residential construction. The grant amounts, which are specific to elementary, middle, and high school students, will be adjusted annually by the SAB contingent upon construction cost inflation factors. The legislation also provides for the grant amounts to be enhanced by the addition of site acquisition and improvement costs, subject to certain restrictions. The purpose of this study, then, is to address the District's eligibility under the SFP, and present the School Facilities Needs Analysis according to the specifications of Government Code §65995.6.

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<sup>1</sup> These tests relate to 1) the district's utilization of multi-track, year-round education, 2) specific criteria with respect to a local bond measure, 3) district bonding indebtedness, and 4) the percentage of relocatable classrooms in the district.

## EXECUTIVE SUMMARY

### ELIGIBILITY

Colton Joint Unified School District ("CJUSD" or "District") has met the statutory eligibility requirements by submitting a timely application to the State Allocation Board for new construction funding, by conducting and adopting a School Facility Needs Analysis (the requirement fulfilled by this document), and by satisfying two of four cost-reduction options specified in Government Code §65995.5 (b)(3).

### NEEDS ANALYSIS

#### EXISTING AND PROSPECTIVE HOUSING

Based on a rigorous analysis of data from the Southern California Association of Governments ("SCAG"), the State Department of Finance ("DOF") and the primary Cities in the District, an estimated 686 unmitigated new households (occupied housing units) are projected for CJUSD within the next five years.

Examination of both historical development and existing maps indicates there is no reason to assume that any significant amount of the future housing will be attached housing.

**Estimation of New Residential Square Footage** - A review of nearly 1,000 units which obtained Certificates of Compliance from the District in the past five years revealed the average unit size to be 2,454 square feet; therefore, a total of 1,684,430 square feet of unmitigated residential construction is projected over the next five years.

## STUDENT GENERATION FACTORS

As required by Government Code §65995.6, student generation factors were determined by developing a database of the addresses of completed new housing constructed in the District within the past five years and matching these addresses to the addresses of enrolled students.

It was found that 784 District students lived in the 965 new households identified by address; this results in an average K-12 student generation factor ("SGF") of 0.81. With respect to the specific grade groups, the K-6 SGF equals 0.46, the SGF for grades 7-8 is 0.13, and the high school factor is 0.22. (The data is independently rounded.)

Additional analysis determined that the sample data was consistent with existing data on new homes in the District, providing further validation of the student generation factors. In fact, as found in previous studies, well over half (59%) of the homes in the sample had no children attending schools within the District.

## PROJECTION OF UNHOUSED STUDENTS

**Projected Students from New Housing** - Based on this current student generation data, the 686 forecast unmitigated units should produce an additional 558 students in the District, based on current student generation data for recently constructed homes in the District area.

**Capacity Compared to Current Enrollment** - When the adjusted Existing School Building Capacity of the District is compared to current enrollment, a shortfall of 3,159 seats is revealed on a Districtwide basis with deficits evident at all grade levels.

**Existing Facilities Need** - The existing shortfall of the District converts to a current need for approximately 2.8 elementary schools, 30% of a middle school, and 40% of a high school.



**Projected Unhoused Students from Unmitigated New Housing** - With no available capacity for the students expected to be generated by new housing, all 558 are considered unhoused.

### **NEW CONSTRUCTION GRANTS FOR NEW HOUSING**

Based on the grant amounts approved by the State Allocation Board in February 2009, the grant amount for unhoused K-6 students is \$2,945,551; for grades 7-8, the total is \$909,223, while the grant amount at the high school level computes to \$1,910,040 for a grand total of \$5,764,813.

### **SITE ACQUISITION AND DEVELOPMENT COSTS**

Given the statutory California Department of Education ("CDE") site guidelines and the site acquisition costs estimated by the District, the average cost for an elementary site is estimated to be approximately \$1.5 million, a middle school site is \$2.2 million, and a high school site will cost approximately \$17 million.

**Estimated Number of Schools Required by Unmitigated New Development** - When the projected number of unhoused students anticipated from new construction is converted to number of schools needed using the District's standards, it is found that there will be a need for 0.45 K-6 schools, 9% of a 7-8 middle school, and 6% of a new high school.

**Site Acquisition Costs** - When these needs are converted into site costs, the total site acquisition cost to house students from new construction in the next five years is estimated at \$2.0 million.

**Site Development Costs** - The total estimated site development costs are \$1.3 million to house students from new construction within the next five years.

**Allowable Site-related Costs** - Per Government Code §65995.5, half of the estimated site acquisition costs and the site development costs for the projects required to house the students

from unmitigated new construction may be claimed as additional grants -- these allowable costs, then, equal \$1.6 million.

### **FEE CALCULATIONS - LEVEL 2**

**Total Grant Amount** - Level 2 Fees are available to qualifying districts while the State has funds for new facility construction and are based on the combination of the construction grant amounts and 50% of the site acquisition and development costs, a formula designed to represent approximately half of the required facilities costs. Based on these guidelines, CJUSD's Level 2 costs from unmitigated new construction will approximate \$7,398,924 within the next five years.

**Other Sources of Funds** - The District has no other sources of funds available to apply toward the cost of new facilities required to house students from new residential development.

**Fee per Square Foot of New Residential Construction** - Dividing the total grant amount by the projected square footage produces a Level 2 Fee for new construction of \$4.39 per square foot.

### **FEE CALCULATIONS - LEVEL 3**

In the event that conditions activating Level 3 fees should occur, the District would be entitled to collect \$8.79 per square foot of unmitigated new residential construction.

### **FINDINGS**

Based on the foregoing analysis, the District has been found to have satisfied the requirements for the collection of Level 2 fees in the amount of \$4.39 per square foot. Additionally, in the event that conditions activating Level 3 fees should occur, the District would be entitled to collect \$8.79 per square foot of new residential construction.

## ELIGIBILITY REQUIREMENTS

In order to impose Level 2 or Level 3 fees, districts must meet the following requirements as specified in Government Code §65995.5:

### Timely Application:

Colton Joint Unified School District has made a timely application to the State Allocation Board for new construction funding and has been determined to have met the eligibility requirements for such funding.

### Satisfaction of Cost-Related Requirements

After January 1, 2000, districts must meet two of the four options listed below:

- 1) The district has "a substantial enrollment of its elementary school pupils on a multitrack year-round schedule."
- 2) The district has placed a general obligation bond on the ballot to finance school facilities within the preceding four years which received more than fifty percent of the votes cast.
- 3) The district has issued debt or incurred obligations for capital outlay in an amount equal to 15 percent of its bonding capacity if the debt does not include landowner-voted special taxes pursuant to the

Mello-Roos Community Facilities Act of 1982 approved after November 4, 1998. If such special taxes are included in the debt calculation, the threshold is increased to 30 percent of bonding capacity.

- 4) The district has at least 20 percent of its teaching stations in relocatable classrooms.

Colton Joint Unified School District satisfies the statutory requirements of Option 3 with debt in excess of the statutory minimum.

Further, with substantially more than 20 percent of its teaching stations located in portable classrooms, CJUSD satisfies the statutory requirements of Option 4.

### **School Facilities Needs Analysis**

The third and last requirement to impose the alternative fees is to conduct and adopt a School Facilities Needs Analysis as detailed in §65995.6 of the Government Code, in which the district is required to estimate the anticipated number of unhoused students to be generated from new residential units to be constructed within the district over the next five years and calculate the associated facility costs according to specific State guidelines. This study fulfills that obligation.

## NEEDS ANALYSIS

### EXISTING AND PROSPECTIVE HOUSING

In order to gauge the potential number of new homes to be constructed within Colton Joint Unified School District within the next five years household<sup>1</sup> projections which had been produced by the Southern California Association of Governments were analyzed in conjunction with the 2000 Census count of households in the District area. Projections inherently require assumptions about current as well as future conditions, and consequently vary from agency to agency depending upon the methodologies and assumptions which are employed by that particular agency. As the designated Regional Planning Authority for housing and transportation, SCAG is the traditional source for population and household projections in addition to City and County Planning Departments.

Generally speaking, most local jurisdictions default to the projections of SCAG because SCAG invites the cities and counties in its jurisdiction to participate in their development, effectively making input from the local planning departments a major component of the projections. This study utilizes SCAG's most recent projections from 2007 as the baseline for the projection analysis.

Like most school districts, Colton JUSD includes within its boundaries parts of other jurisdictions, both municipalities and unincorporated or County areas. Specifically, CJUSD includes most but not all of the City of Colton, all of Grand Terrace, small parts of Rialto, Fontana and San Bernardino City, a very small slice of Loma Linda, some unincorporated areas of San Bernardino County including Bloomington, and the Reche Canyon area of (unincorporated) Riverside County.

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<sup>1</sup> It is duly noted that housing units and households (or occupied housing units) are different statistical and actual entities; in this case however, the difference is irrelevant as long as the same characteristic is utilized consistently throughout the analysis.

In order to determine a projection which would most accurately reflect the District and its geography, household data was collected for the District on Census tract, Block Group, and/or Block level as appropriate, utilizing online Census Bureau maps as the benchmark.

In total, there were thirty-nine subareas identified: thirteen within the City limits of Colton, five in Grand Terrace, eight in San Bernardino County, four in Fontana, three each in San Bernardino City and Rialto, two in Loma Linda and one in Riverside County. Table 1 presents the list of areas with the accompanying detail of occupied housing counts for each of the individual subareas as of 2000, along with projections for the years 2005, 2010 and 2015.

### **SCAG Projections**

In total, using these geographic divisions as guidelines, the District in 2000 is estimated to have had 29,714 households within its territory; based on SCAG's projections per subarea, that number is projected to reach 30,327 by 2005, 33,197 by 2010, and 36,977 by 2015.

Table 2 summarizes the projected changes in households between 2005 and 2015 for the eight various jurisdictions in order of size within the District, i.e., Colton, San Bernardino County, Grand Terrace, Rialto, Fontana, the City of San Bernardino, Loma Linda, and Riverside County. It shows that in 2005, an estimated 13,088 households (or 43% of the District total) were located within the limits of Colton, while the second largest concentration of households with 6,330 households and 21% of the total was in the County of San Bernardino which, as stated previously, includes the Bloomington area.

In 2005, Grand Terrace contributed an estimated 4,258 households or 14% of the District total, with an additional 11% coming from the City of Fontana. Rialto and San Bernardino City each claimed 4 percent of total District households while Loma Linda and Riverside County households represented just 2% and 1% of the total respectively.

Table 1 (1 of 2)  
 OCCUPIED HOUSING ESTIMATES BY CENSUS TRACTS AND PARTS THEREOF  
 2000 - 2015  
 Colton Joint Unified School District

City/County	Census Tract	2000	2005	2010	2015
Colton	4000	547	579	890	1,318
	6000	146	155	168	185
	6600*	2,671	2,656	2,764	2,898
	6700	1,111	1,119	1,226	1,365
	6800	356	402	549	749
	6900	779	887	1,228	1,692
	7000	1,992	2,017	2,222	2,494
	7102	2,113	2,108	2,278	2,499
	7104	98	98	108	120
	7105	1,077	1,151	1,399	1,733
	7107	668	668	727	805
	7108	990	1,015	1,130	1,281
	7302	201	233	342	492
	Subtotal		12,749	13,088	15,031
San Bernardino County	2601*	89	109	131	159
	3300	993	939	929	928
	3403	713	675	662	654
	3602	1,444	1,343	1,295	1,251
	4000	2,556	2,536	2,619	2,749
	6600	658	592	576	563
	7105	57	52	59	68
	7302*	70	84	124	172
Subtotal		6,580	6,330	6,395	6,544
Loma Linda	7301*	202	213	253	305
	7302*	383	423	494	586
Subtotal		585	636	747	891

Table 1 (2 of 2) OCCUPIED HOUSING ESTIMATES BY CENSUS TRACTS AND PARTS THEREOF 2000 - 2015 Colton Joint Unified School District					
City/County	Census Tract	2000	2005	2010	2015
Grand Terrace	4000	51	56	84	120
	7102	1,185	1,140	1,157	1,178
	7104	1,332	1,377	1,466	1,583
	7106	1,330	1,348	1,368	1,394
	7107	323	337	357	382
Subtotal		4,222	4,258	4,432	4,657
Rialto	3601*	223	194	203	214
	3602*	1,265	1,092	1,124	1,162
	4000	59	52	55	58
		1,547	1,338	1,382	1,434
Fontana	2601*	306	444	638	891
	2603*	2,136	2,429	2,521	2,607
	3300*	253	280	292	303
	4000	1	56	84	120
Subtotal		2,696	3,209	3,535	3,921
San Bernardino City	6000*	2	2	2	2
	7102	409	491	508	530
	7301	595	607	704	837
Subtotal		1,006	1,100	1,214	1,369
Riverside County	42412	329	368	461	530
<b>TOTAL</b>	<b>* Part</b>	<b>29,714</b>	<b>30,327</b>	<b>33,197</b>	<b>36,977</b>

Source: US Bureau of the Census, 2000; SCAG, 2007; School Planning Services, 2009



Table 2  
 SUMMARY OF SCAG'S HOUSEHOLD ESTIMATES AND PROJECTIONS  
 Colton Joint Unified School District  
 2005 - 2015

Areas within CJUSD	2005 Projection	Share of Total	2010 Projection	Share of Total	2015 Projection	Share of Total
Colton	13,088	43%	15,031	45%	17,631	48%
San Bernardino County	6,330	21%	6,395	19%	6,544	18%
Grand Terrace	4,258	14%	4,432	13%	4,657	13%
Fontana	3,209	11%	3,535	11%	3,921	11%
Rialto	1,338	4%	1,382	4%	1,434	4%
San Bernardino City	1,100	4%	1,214	4%	1,369	4%
Loma Linda	636	2%	747	2%	891	2%
Riverside County	368	1%	461	1%	530	1%
<b>TOTAL</b>	<b>30,327</b>	<b>100%</b>	<b>33,197</b>	<b>100%</b>	<b>36,977</b>	<b>100%</b>

Source: US Bureau of the Census, 2000; SCAG, 2007; School Planning Services, 2009

Finally, Table 3 presents the detail of the SCAG projections, and reveals that the current SCAG projections predict an average of 600 to 800 new households annually within the District area between 2005 and 2015 with the average increasing in the latter half of the projection period. Approximately two-thirds of the forecast new households are expected to be located in the City of Colton with Fontana scheduled to be a distant second in terms of household growth.

### **Analysis and Adjustment of SCAG Data**

Although this represents SCAG's most recent projections, rather than accepting them at face value, it is instructive to compare SCAG's projected rate of household growth from 2000 to 2010 to historical statistical information such as the estimated rate of growth derived from comparison of the 2000 census count and the DOF's most recent (2009) estimate of households for the Cities of Colton and Grand Terrace (Table 4)<sup>1</sup> as well as building permit activity in the two Cities.

**Household Growth Comparison** - The most obvious and significant conclusion to be derived from the data presented in Table 4 is that SCAG has continued to overestimate household growth in the District area. Specifically, SCAG has projected an annual increase of 249 households between 2000 and 2010 for the two Cities while the DOF estimates that the average has in fact been 74 households per year through 2009. (It is noted that SCAG's projections were developed prior to the full effects of the economic downturn.)

The table further suggests that the District household growth has occurred at roughly one-fourth of SCAG's projected rate of growth: Colton households are estimated by the Department of Finance to have increased at the rate of 0.4% per annum rather than SCAG's predicted growth

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<sup>1</sup> Because of the very small proportion of other Cities in the District and the lack of relevant detail on the unincorporated area, data for these areas would not be representative of CJUSD and would tend to skew the results.

Table 3  
 ANALYSIS OF SCAG'S PROJECTED CHANGE IN HOUSEHOLDS  
 2005 - 2015  
 Colton Joint Unified School District

Areas within CJUSD	2005 - 2010			2010 - 2015		
	Total Projected Change	Average Annual Change and Rate of Change		Total Projected Change	Average Annual Change and Rate of Change	
Colton	1,943	389	2.8%	2,600	520	3.2%
San Bernardino County	65	13	0.2%	149	30	0.5%
Grand Terrace	174	35	0.8%	225	45	1.0%
Fontana	326	65	2.0%	386	77	2.1%
Rialto	44	9	0.6%	52	10	0.7%
San Bernardino City	114	23	2.0%	155	31	2.4%
Loma Linda	111	22	3.3%	144	29	3.6%
Riverside County	93	19	4.6%	69	14	2.8%
<b>Total</b>	<b>2,870</b>	<b>574</b>	<b>1.8%</b>	<b>3,780</b>	<b>756</b>	<b>2.2%</b>

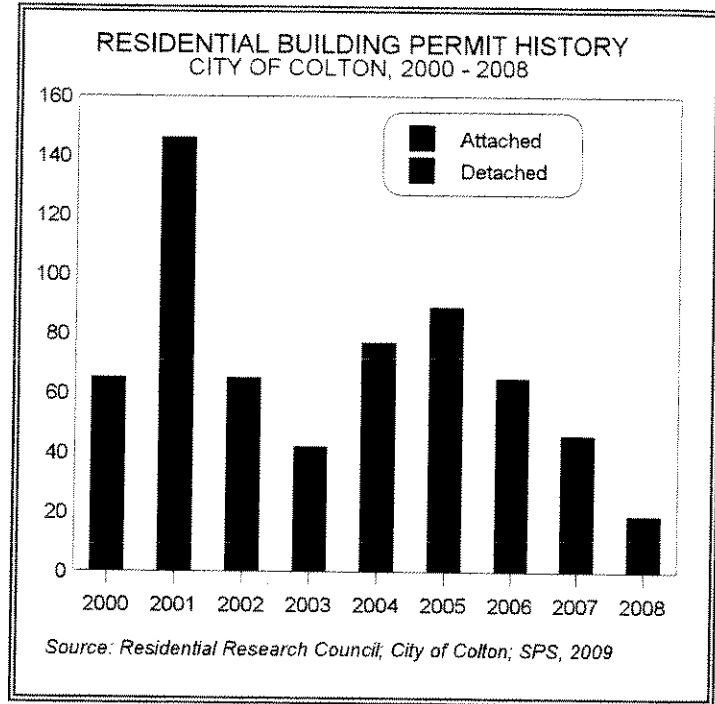
Source: US Bureau of the Census, 2000; SCAG, 2007; School Planning Services, 2009

Table 4 COMPARISON OF HOUSEHOLD GROWTH DATA CITIES OF COLTON AND GRAND TERRACE 2000 - 2009, 2010 Colton Joint Unified School District				
	2000	2009	Average Annual Increase	Average Annual Rate of Growth
<b>DOF</b>				
Colton	14,520	15,065	61	0.4%
Grand Terrace	4,222	4,341	13	0.3%
Total	18,742	19,406	74	0.4%
	2000	2010		
<b>SCAG</b>				
Colton (part)	12,749	15,031	228	1.7%
Grand Terrace	4,222	4,432	21	0.5%
Total	16,971	19,463	249	1.4%
<i>Source: DOF; SCAG; School Planning Services, 2009</i>				

rate of 1.7% while the rate of household growth in Grand Terrace has been 0.3% annually instead of the forecast 0.5%.

**Residential Building Permits**

**City of Colton** - In order to further explore a meaningful forecast of the volume and the type of housing which is planned for the District in the next five years, the last nine years of building permit activity in the City of Colton were investigated (Figure 1). As the graph underscores, residential permit activity hit a historical high of nearly 150 permits in 2001 before dropping back to more normal levels in subsequent years. Last year, 2008, reported the least number of permits in the entire time period with a total of 19 units permitted. The annual average number of new residential permits issued by Colton is 68 per year with less than 2% of the total representing attached units.



**Figure 1**

**City of Grand Terrace** - Grand Terrace consistently has much less activity than Colton with two years in the time period actually reporting no permits were issued. The annual average number of permits from Grand Terrace is 27, with that relatively "high" number attributable to the anomalous year of 2006 when there was a total of 197 units permitted of which 120 were for a senior housing project. If that year is removed from the calculation, Grand Terrace shows an average of just six units per year. Based on all available information, it is reasonable to assume that development within the District in the foreseeable future will continue to be predominantly if not exclusively single-family housing.

**Adjusted Household Projections** - In considering the disparity in household growth between SCAG's projections and the DOF's estimates as shown in Table 4 in conjunction with the current widespread economic downturn as reflected both in the decreased number of new households and the drop in the number of new residential building permits (Figure 1), it is both appropriate and prudent to adjust the projections shown above in Tables 1, 2, and 3 accordingly. Consequently, after consideration of this ancillary data, it is found that the DOF's data presents a more accurate reflection of the near-term future; therefore, the anticipated growth rates for all of the District subareas were adjusted to a conservative 25% of SCAG's projected rates.

Table 5 on the following page shows the result of these modifications: the projected number of households is reduced from 30,327 in 2005 to 30,129, from 33,197 to 30,594 by 2010, and from 36,977 in 2015 to 31,394. This revision results in a modified forecast of approximately 1,200 to 1,300 households added to the District over the ten-year period from 2005 to 2015 resulting in annual averages ranging from 93 to 160 households.

Table 5  
 ADJUSTED HOUSEHOLD GROWTH PROJECTIONS  
 2000 - 2015  
 Colton Joint Unified School District

Area of District	2000 Census	2005 Proj.	2010 Proj.	2015 Proj.	Average Growth (Projected)			
					2005 - 2010		2010 - 2015	
Colton	12,749	13,016	13,288	13,836	54	0.4%	109	0.8%
San Bernardino County	6,580	6,518	6,534	6,572	3	0.1%	8	0.1%
Grand Terrace	4,222	4,310	4,337	4,391	5	0.1%	11	0.2%
Fontana	2,696	2,644	2,709	2,781	13	0.5%	14	0.5%
Rialto	1,547	1,675	1,689	1,705	3	0.2%	3	0.2%
San Bernardino City	1,006	1,030	1,055	1,088	5	0.5%	6	0.6%
Loma Linda	585	598	623	651	5	0.8%	6	0.9%
Riverside County	329	339	359	372	4	1.2%	3	0.7%
<b>TOTAL</b>	<b>29,714</b>	<b>30,129</b>	<b>30,594</b>	<b>31,394</b>	<b>93</b>	<b>0.5%</b>	<b>160</b>	<b>0.5%</b>

Data is independently rounded.

Source: DOF; SCAG; School Planning Services, 2009

**Five-Year Household Estimate** - Based on this analysis of the available data, the District is consequently forecast to add 733 households within the next five years, i.e., between 2009 and 2014 (Table 6). It is noted that the addition of these households would not be expected to be evenly distributed over the five-year time period but will likely be concentrated in the latter years.

Table 6 FIVE-YEAR HOUSEHOLD ESTIMATE 2009 - 2014 Colton Joint Unified School District					
	2005	2010	2015	Total Change	
				2005 - 2010	2010 - 2015
CJUSD Households	30,129	30,594	31,394	465	801
<b>Estimate - 2009 - 2014</b>		<b>733</b>			
<i>Source: DOF; SCAG; School Planning Services, 2009</i>					

**Tentative and Approved Plans**

The adjusted numbers presented above were further validated by an examination of current approved specific and tentative plans and future plans known to the District, which identified



approximately 1,700 potential planned residential units, of which only about 544 are in approved tracts.

**Adjustment for Mitigated Units**

Over time, the District has established several Community Facilities Districts (“CFDs”) which in total have approximately 47 homes remaining to be constructed in the District within the next five years. It is necessary, therefore, to reduce the total number of projected new residential units by 47 to reflect the existing mitigation for these particular units (Table 7). It is noted that all of these prospective mitigated units are expected to be detached housing.

Table 7 PROJECTED UNMITIGATED NEW RESIDENTIAL UNITS 2009 - 2014 Colton Joint Unified School District		
Projected Total Units	Mitigated Units	Remaining (Unmitigated) Units
733	47	686

Note: Data is independently rounded throughout the analysis.

Source: CJUSD; School Planning Services, 2009

This calculation results in a remaining total of 686 prospective residential units within the District which are not mitigated and which may be constructed within the next five years under the stated assumptions.

**Estimation of Unmitigated New Residential Square Footage**

Since developer fees are assessed on the basis of square footage, it is possible to determine the average square footage of residential construction within the District by reviewing and analyzing fee collection data: in so doing, it was found that the average size of nearly 1,000 units which obtained Certificates of Compliance from CJUSD in the past five years was 2,454 square feet. Multiplying this figure by the projected number of unmitigated housing units to be constructed in the District in the next five years creates an estimated unmitigated residential square footage total of 1,684,430 square feet (Table 8).

Table 8 PROJECTED UNMITIGATED NEW RESIDENTIAL CONSTRUCTION BY SQUARE FOOTAGE 2009 - 2014 Colton Joint Unified School District		
Estimated New Units - Five Years	Average Square Footage	Total Estimated Square Footage
686	2,454	1,684,430

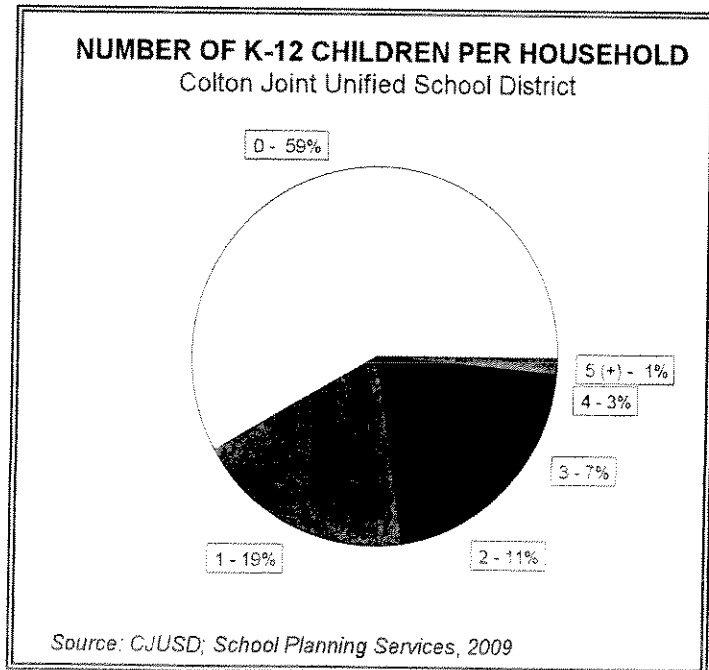
Source: SCAG; DOF; CJUSD; School Planning Services, 2009

**STUDENT GENERATION FACTORS**

To determine the average number of students produced by a new home in CJUSD, it is necessary to create a database of new homes as well as student addresses. The addresses of 965 homes completed in the District within the past five years were abstracted from CJUSD's Certificates of Compliance log and San Bernardino County's online assessor files. Only 33 of these units were found to be attached housing with the balance of the units single-family detached housing. Examination of the data determined that the student generation factor ("SGF") of the two housing types did not differ significantly.

The District's total enrollment file for the current year was then sorted by address and grade. After review for any data entry inconsistencies, the enrollment data was matched to the addresses of the 965 recently constructed units. It was found that 784 District students lived in these households, resulting a K-12 student generation factor of 0.81 (Table 9). Specifically, 442 K-6 students were identified, producing a K-6 student generation factor of 0.46; 129 students were in grades 7 and 8 for an SGF of 0.13. The new housing further revealed 213 high school students or 0.22 per household.

To provide further validation for the sample, the data on new homes was analyzed for presence of any K-12 children in the homes (Figure 2), and it



**Figure 2**

was determined that 59% of these households had no K-12 students in the Colton Joint Unified School District. This fact is consistent with other available empirical evidence about the District area, e.g., previous similar analysis as well as data from the 2000 Census which disclosed that no children of any age were reported in 53% of the households in Colton.

Table 9 STUDENT GENERATION FACTORS FROM NEW HOUSING, 2009 Colton Joint Unified School District			
Grade Group	Housing Units	Student Count	SGF
K-6	965	442	0.46
7-8	965	129	0.13
9-12	965	213	0.22
K-12	965	784	0.81
Numbers are independently rounded.			
<i>Source: CJUSD; School Planning Services, 2009</i>			

**PROJECTION OF UNHOUSED STUDENTS**

**Projected Students from Unmitigated New Housing**

Table 10 shows the anticipated impact on District enrollment when the number of students generated by the average new house in the District is multiplied by the number of unmitigated new households projected for the next five years (detailed above in Table 7). Given the absence of any approved multi-family units, single-family housing was determined to be representative of the District's future development. The number of students projected from the unmitigated housing is 314 elementary (K-6) students, 92 students in grades 7-8, and 152 in the high school grades for a total of 558 prospective new students from projected unmitigated new housing.

Table 10 PROJECTED STUDENTS FROM UNMITIGATED NEW HOUSING - FIVE YEARS 2009 - 2014 Colton Joint Unified School District			
	Projected Number of Unmitigated Households	Student Generation Factors from New Homes	Projected Number of Students
K-6	686	0.46	314
7-8	686	0.13	92
9-12	686	0.22	152
K-12	686	0.81	558

Numbers may reflect independent rounding.

Source: CJUSD; SCAG; DOF; School Planning Services, 2009

**Capacity Compared to Current Enrollment**

The capacity of the District is calculated according to the State formula by using the Form SAB 50-02 or "Existing School Building Capacity" as the baseline and adjusting its numbers to reflect the addition of completed projects and funded projects.

Table 11 EXISTING BUILDING CAPACITY COMPARED TO CURRENT ENROLLMENT Colton Joint Unified School District			
	Capacity	Enrollment	Capacity Excess/ (Shortfall)
K-6	11,324	13,312	(1,988)
7-8	3,632	3,945	(313)
9-12	6,222	7,080	(858)
Total	21,178	24,337	(3,159)

*Source: CJUSD; School Planning Services, 2009*

The District's CBEDS enrollment figures which correspond to the capacity calculation by grade group are also presented in Table 11 demonstrating that the District is currently operating in excess of its capacity. In total, this scenario reveals a current shortfall of 3,159 seats on a Districtwide basis; the shortfall extends across all grade groups.

**Existing Facilities Need**

Based on District standards and CDE guidelines for school size which are detailed subsequently in the narrative, the existing need of the District has been converted to "Equivalent Schools" in Table 12, revealing a **current** need for approximately 2.8 elementary schools, 30% of a middle school, and 40% of a high school.

Table 12 EXISTING FACILITIES NEED BY GRADE GROUP Colton Joint Unified School District 2009			
Grades	Current Capacity Shortfall	Standard School Size	Equivalent Schools Needed
K-6	1,988	700	2.8
7-8	313	1,000	0.3
9-12	858	2,350	0.4

*Source: CJUSD; School Planning Services, 2009*

**Allocation of Excess Capacity**

Government Code §65995.6 requires the District to "identify and consider the extent to which projected enrollment growth may be accommodated by excess capacity in existing facilities." Since there is no excess capacity in existing facilities, this requirement is moot.

**Projected Unhoused Students from Unmitigated New Housing**

To reiterate, since there are no existing seats for any new students in the Districts, all students generated by new residential construction are considered to be unhoused. Table 13 below recaps the total number of unhoused students projected from unmitigated new construction, i.e., 314 in the K-6 grades, 92 in grades 7-8, and 152 in grades 9-12 for a total of 558.

<p style="text-align: center;"><b>Table 13</b>  <b>PROJECTED UNHOUSED STUDENTS</b>  <b>FROM UNMITIGATED NEW CONSTRUCTION -</b>  <b>FIVE YEAR TOTAL</b>                      Colton Joint Unified School District</p>			
	Available Capacity	Projected Number of Students from Unmitigated New Construction	Projected Unhoused Students
K-6	0	314	314
7-8	0	92	92
9-12	0	152	152
<b>Total</b>	<b>0</b>	<b>558</b>	<b>558</b>

*Source: CJUSD; School Planning Services, 2009*



**NEW CONSTRUCTION GRANTS**

As previously referenced, the School Facilities Program provides a grant amount based on the number of unhoused pupils per grade group anticipated from new residential construction. The grant amounts per unhoused pupil as of February 2009 are as follows:

1)	Elementary School Pupils	\$9,369
2)	Middle School Pupils	\$9,909
3)	High School Pupils	\$12,607

These figures will be adjusted annually by the State Allocation Board ("SAB") to reflect changes in construction costs, and it is the intention of the District to collect the maximum fee available to it.

In order to determine the total amount of the new construction grant, the per-unhoused pupil grant must be multiplied by the anticipated number of unhoused pupils projected to be generated by unmitigated new residential construction after allocation of current available space.

Table 14 indicates that the new construction grant amount available for K-6 students is \$2,945,551; for middle schools, the total is \$909,223, while the grant amount at the high school level computes to \$1,910,040. The grand total then equals \$5,764,813.

Table 14  
 TOTAL NEW CONSTRUCTION GRANT AMOUNT  
 BASED ON FIVE-YEAR PROJECTIONS  
 Colton Joint Unified School District

	Grant Per Unhoused Pupil	Projected Unhoused Pupils - Five Years	Total Grant Amount
K-6	\$9,369	314	\$2,945,551
7-8	\$9,909	92	909,223
9-12	\$12,607	152	1,910,040
K-12		558	\$5,764,813

Numbers are independently rounded.

Source: Education Code §17072.10; School Planning Services, 2009

**SITE ACQUISITION AND DEVELOPMENT COSTS**

In addition to the new construction grants, the School Facilities Program also allows school districts to request funding assistance for site acquisition and site development subject to statutory requirements. To determine the appropriate costs, the acreage required for each school type, i.e., elementary, middle, and high school, is calculated based on both the district's educational policy regarding the number of students to be served at an individual school and the site size guidelines developed by the California Department of Education ("CDE") and published under the title "Guide to School Site Analysis and Development".

**Site Size Standards**

Base on the statutorily required CDE guidelines and District standards, then, the District site size requirements are presented in Table 15 below. Specifically, for an elementary school with 700 students, the District requires approximately 12.4 acres, while a 1,000 student middle school requires 21.5 acres; 46.5 acres is deemed necessary for a 2,350-student high school.

Table 15 SUMMARY OF DISTRICT SITE STANDARDS Colton Joint Unified School District		
School Type	Optimal Number of Students	Recommended Site Size (acres)
Elementary	700	12.4
Middle	1,000	21.5
High	2,350	46.5

*Source: CJUSD; CDE "School Site Analysis and Development"; School Planning Services*

**General Site Acquisition Costs**

Table 16 presents the District's most recent costs for unimproved land and do not include site development costs which are discussed subsequently in the narrative. (These costs do not include site development costs which are discussed subsequently in the narrative.)

Table 16 ESTIMATE OF SITE ACQUISITION COSTS Colton Joint Unified School District 2009			
School Type	Recommended Site Size (acres)	Cost per Acre	Total Estimated Site Acquisition Cost per School
Elementary	12.4	\$120,000	\$1,488,000
Middle	21.5	\$103,000	\$2,214,500
High	46.5	\$361,000	\$16,786,500

Note: Data is independently rounded to significant digits throughout the analysis.

Source: CJUSD; CDE "School Site Analysis and Development"; School Planning Services

According to this information, an average elementary school site is estimated to cost approximately \$1.5 million, a middle school would site cost \$2.2 million, and a high school site would cost approximately \$16.8 million.

**Estimated Number of Schools Required by Unmitigated New Development**

When the projected number of unhoused students anticipated from unmitigated new construction is converted to the Number of Schools Required using the District’s standards, it is found that there will be a need for 0.45 K-6 schools (based on housing 700 students per school), 9% of a 7-8 middle school, and 6% of a new high school (Table 17).

Table 17 ESTIMATED NUMBER OF SCHOOLS REQUIRED BY UNMITIGATED NEW DEVELOPMENT WITHIN FIVE YEARS Colton Joint Unified School District			
	Optimal Number of Students per School	Projected Number of Unhoused Students from New Construction	Number of Schools Required
Elementary - K-6	700	314	0.45
Middle - 7-8	1,000	92	0.09
High - 9-12	2,350	152	0.06
Note: Data is independently rounded to significant digits throughout the analysis.			
Source: CJUSD; School Planning Services, 2009			

**Estimated Site Acquisition Costs for Students from Unmitigated New Construction**

By multiplying the number of school sites needed by the estimated site costs, the total estimated cost for sites to accommodate the unhoused new students is determined to equal \$1,953,745 (Table 18).

Table 18 ESTIMATED SITE ACQUISITION COSTS FOR STUDENTS FROM UNMITIGATED NEW CONSTRUCTION Colton Joint Unified School District			
	Number of School Sites Required	Estimated Cost per Site	Total Estimated Cost
Elementary School	0.45	\$1,488,000	\$668,310
Middle School	0.09	\$2,214,500	\$203,197
High School	0.06	\$16,786,500	\$1,082,238
<b>TOTAL</b>			<b>\$1,953,745</b>
Note: The number of school sites has been taken from Table 17 and has not been rounded for purposes of the cost calculation.			
Source: CJUSD; School Planning Services, 2009			

**Estimated Site Development Costs for Students from Unmitigated New Construction**

The site development cost estimate for each of the three types of schools as estimated by the District based on State approvals is shown below; in each case, the costs have been factored by the number of sites needed to house the students expected from unmitigated new construction. The total estimated site development costs to house these students anticipated over the next five years are approximately \$1.3 million (Table 19).

Table 19 ESTIMATED SITE DEVELOPMENT COSTS FOR STUDENTS FROM UNMITIGATED NEW CONSTRUCTION Colton Joint Unified School District			
	Number of School Sites Required	Estimated Development Cost per Site	Total Estimated Site Development Cost
K-6 Elementary School	0.45	\$1,500,000	\$673,700
7-8 Middle School	0.09	\$3,400,000	\$311,975
High School	0.06	\$5,100,000	\$328,801
<b>TOTAL</b>			<b>\$1,314,476</b>

Note: Data is independently rounded to significant digits throughout the analysis.

Source: CJUSD; School Planning Services, 2009

**Allowable Site-related Costs for Students from Unmitigated New Construction**

Table 20 presents both the estimated site acquisition costs and the site development costs for the projects required to house the students from unmitigated new construction, of which half may be claimed per Gov. Code §65995.5. The allowable costs, then, calculate to \$1.6 million.

Table 20 ESTIMATED SITE ACQUISITION AND DEVELOPMENT COSTS FOR STUDENTS FROM UNMITIGATED NEW CONSTRUCTION Colton Joint Unified School District				
	Estimated Site Acquisition Cost	Estimated Site Development Cost	Total	Allowable Cost - 50%
Elementary School	\$668,310	\$673,700	\$1,342,010	\$671,005
Middle School	\$203,197	\$311,975	\$515,171	\$257,586
High School	\$1,082,238	\$328,801	\$1,411,039	\$705,520
<b>TOTAL</b>				<b>\$1,634,110</b>
Note: Data is independently rounded to significant digits throughout the analysis.				
Source: CJUSD; School Planning Services, 2009				



**LEVEL 2 FEE CALCULATIONS**

**Total Grant Amount**

Level 2 Fees are available to qualifying districts while the State has funds for new facility construction, and are based on the combination of the construction grant amounts as derived in Table 14 and 50% of the site acquisition and development costs as developed in Tables 17 through 20. In combination, these figures are designed to represent approximately half of the required facilities costs. Based on these State formulae, CJUSD's Level 2 costs from new residential construction without mitigation will approximate \$7,398,924 within the next five years (Table 21).

Table 21 MAXIMUM GRANT AMOUNTS BASED ON CONSTRUCTION GRANTS AND DEVELOPMENT COSTS FOR STUDENTS FROM UNMITIGATED NEW CONSTRUCTION Colton Joint Unified School District			
	Total Construction Grants	Allowable Site Costs	Total
Elementary School	\$2,945,551	\$671,005	\$3,616,556
Middle School	\$909,223	\$257,586	\$1,166,809
High School	\$1,910,040	\$705,520	\$2,615,559
<b>TOTAL</b>	<b>\$5,764,813</b>	<b>\$1,634,110</b>	<b>\$7,398,924</b>

*Source: CJUSD; School Planning Services, 2009*

### **Other Sources of Funds**

In addition to considering the extent to which existing facilities can absorb the projected enrollment increase, as addressed in Table 13, Section 65995.6 also requires districts to identify and consider the two following conditions:

Surplus Property - The District is required to "identify and consider any surplus property owned by the district that can be used as a schoolsite or that is available for sale to finance school facilities."

The District does not have any surplus property.

Local Sources - These maximum costs are then further reduced by any other local sources of funds available to the District to "finance the construction or reconstruction of school facilities needed to accommodate any growth in enrollment attributable to the construction of new residential units".

The District does not have any other local sources of facilities funds available for the above purpose. Funds obtained from CFD's and mitigation agreements may only be used to offset the impact of the development projects involved in the CFD or mitigation agreement. Other funds which the District may have are designated for purposes to relieve the existing facilities shortfall. For example, Level 1 or statutory fees collected on residential additions, senior housing, and commercial/industrial projects are used primarily for interim housing, such as leasing of relocatable classrooms, with any balance becoming part of the District's share of costs in the State program for new construction and modernization or reconstruction required to house the existing student population.

**Fee per Square Foot of New Residential Construction**

In Table 8, it was shown that CJUSD can anticipate a total of 1,684,430 square feet of new residential construction within the next five years for which there is no mitigation. In Table 22, the total grant amount is divided by the total anticipated square footage, resulting in the determination of the Level 2 Fee per square foot of new construction.

Table 22 CALCULATION OF LEVEL 2 FEES Colton Joint Unified School District 2009			
A	Total Construction Grants	\$5,764,813	
B	Allowable Site Costs	\$1,634,110	
C	Total Allowable Fees (A+B)	\$7,398,924	
D	Estimated Total Residential Square Footage w/o Mitigation (5 Yrs.)		1,684,430
	Level 2 Fee per Square Foot (C/D)		<b>\$4.39</b>

*Source: CJUSD; School Planning Services, 2009*

The Level 2 Fee which can be adopted by the District computes to \$4.39 per square foot of new residential construction.

**LEVEL 3 FEE CALCULATION**

In the event that State funding for new school facilities is not available to qualifying districts, Section 65995.7 authorizes the collection of alternative fees, or Level 3 Fees, which may not exceed the amount of Level 2 Fees, except that, to avoid double counting, any sources of local funds identified by the district in the Level 2 calculation, are not subtracted from the additional amount. Because CJUSD has no other local sources, this issue is moot in its calculation of Level 3 Fees.

Table 23 CALCULATION OF LEVEL 3 FEES Colton Joint Unified School District 2009			
A	Level 2 Total Allowable Fees	\$7,398,924	
B	Level 3 Allowable Fees	\$7,398,924	
C	Total Allowable Fees (A+B)	\$14,797,848	
D	Estimated Total Residential Square Footage w/o Mitigation (5 Yrs.)		1,684,430
	Level 3 Fees per Square Foot (C/D)		<b>\$8.79</b>

*Source: CJUSD; School Planning Services, 2009*

In the event that conditions activating Level 3 fees should occur, the District would be entitled to collect \$8.79 per square foot of new residential construction (Table 23.)

## **FINDINGS**

**B**ased on the foregoing analysis, the following findings are appropriate:

1. That the purpose of the fee has been adequately identified, i.e., to assist in providing adequate school housing for District students generated by new unmitigated residential development;
2. That the facilities to be constructed have been adequately identified;
3. That the amount of fees to be paid by new residential development in the District is reasonably related to the needs of the community for school facilities generated by that development, and does not exceed that development's share of the cost of the facilities;
4. That the District has met the statutory requirements which entitle it to collect Level 2 Fees at the rate of \$4.39 per square foot from new unmitigated residential development and to collect Level 3 Fees at the rate of \$8.79 when the conditions pertaining to Level 3 Fees are applicable.



## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

### ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Approval of Contract Amendment No. 9 with Haley & Aldrich for Environmental Consulting Services at Grand Terrace High School

**GOAL:** Facilities / Support Services

**STRATEGIC PLAN:** Strategy #4 – Facilities

**BACKGROUND:** This firm has conducted the environmental services on the property since June, 2003. The breakdown for contract amendments is attached for reference. The site has been approved by the Department of Toxic Substances Control for school construction.

Amendment No. 9 is for environmental oversight and documentation required during the removal of unforeseen conditions during the demolition and grading during the month of July and August. Haley & Aldrich performed a field investigation and preliminary screening of an unknown liquid and stained soil. Services included site visits, sample collection with analytical tests performed on an expedited schedule, and final preparation of detailed reports as required by law. The following chronology summarizes all previously Board approved amendments.

<u>Description</u>	<u>Amount</u>
Original Contact (06/19/03) Phase I initial environmental site assessment. Agreement (02/05/04) Preparation of a Preliminary Environmental Assessment draft report.	\$34,500 \$70,574
Amendment No. 1 (10/07/04) Provide additional testing per DTSC request and preparation of reports.	\$53,115
Amendment No. 2 (06/16/05) Prepare a Supplemental Site Assessment Report to further delineate chemicals of concern.	\$55,080
Amendment No. 3 (12/08/05) Additional testing and field activities, per DTSC.	\$ 9,500
Amendment No. 4 (01/19/06) Additional field activities and testing at lumber yard and towing facilities per DTSC.	\$58,500
Amendment No. 5 (04/20/06) Additional testing per DTSC to determine whether or not soils mitigation will be necessary.	\$76,000
Amendment No. 6 (08/17/06) Additional testing and field activities, per DTSC.	\$45,000

B-7

Amendment No. 7 (12/07/06) \$36,000  
Additional services for the Supplemental Site  
Investigation and preparation of a Remedial  
Action Workplan, per DTSC.  
Amendment No. 8 (06/25/09) \$10,000  
Oversight required during removal of  
underground diesel tank.

Staff recommends approval of amendment No. 9, as presented.

**BUDGET**

**IMPLICATIONS:**

\$10,443.61 - Bond Fund 21 (Measure B)

**RECOMMENDATION:**

That the Board approve contract amendment no. 9 with Haley & Aldrich for environmental consulting services at Grand Terrace High School.

**ACTION:**

On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_ ,  
the Board approved the amendment, as presented.



Haley & Aldrich, Inc.  
3187 Red Hill Ave  
Suite 155  
Costa Mesa, CA 92626-3410

Tel: 714.371.1800  
Fax: 714.641.2811  
HaleyAldrich.com



12 August 2009  
File No. 36375-000

Colton Joint Unified School District  
851 S. Mt. Vernon Avenue, Suite 8  
Colton, California 92324-1798

Attention: Ms. Alice H. Grundman  
Director, Facilities Planning & Construction

Subject: Environmental Support Services – Materials Assessment  
Requests from Vanir Construction Management for August 5th and 6th, 2009  
Colton Grand Terrace High School Site  
Colton Joint Unified School District  
Grand Terrace, California

Dear Ms. Grundman:

Pursuant to our proposal dated 18 May 2009 and authorized on 3 June 2009, Haley & Aldrich, Inc. (Haley & Aldrich) performed a field investigation and preliminary screening of an unknown liquid and stained soil at the request of Mr. Mike De Vries of Vanir Construction Management, Inc. (Vanir), an authorized agent for the Colton Joint Unified School District (District). Haley & Aldrich is herein submitting this letter report to the District describing the results of an assessment of an observed unknown liquid and potentially impacted soil encountered during grading at the new Grand Terrace High School Site (Site) located northeast of the intersection of Taylor Avenue and Main Street in the City of Grand Terrace, California (Figure 1). The activities summarized herein include liquid and soil sampling and analysis and an evaluation of the data obtained. Based on the information obtained and the evaluation conducted, no further assessment or mitigation activities associated with the encountered materials are recommended.

## **BACKGROUND**

The Site has been approved by the Department of Toxic Substances Control (DTSC) for school construction. Demolition and grading activities are currently underway on the approximately 65-acre Site that was historically used for various commercial enterprises (e.g. lumber yards, auto repair, tour bus line) and agricultural land. Because of the varied historical use and the possibility of encountering unforeseen materials (e.g., beneath building foundations) of potential environmental concern during the demolition, grading, and construction activities, the District requested that Haley & Aldrich be available to perform on-call services in response to requests by the District, or its authorized representatives, when potential environmental issues are encountered or the need for import fill material has been identified.

On 5 and 6 August 2009 Vanir, on behalf of the District, requested that Haley & Aldrich evaluate unknown materials exposed in the west-central portion of Area A (Figure 2) of the Site. This area is located south of the former railroad spur into the lumber yards, west of the former Wood Processing Building, just south of the former northern-most Warehouse, and north of Main Street, as shown in Area A of Figure 2. A review of previous environmental assessment reports prepared under the oversight of DTSC indicates that this area was previously identified as next to a small concrete structure situated adjacent to and south of the northern-most Warehouse (Figure 3).

## **UNKNOWN LIQUID SAMPLING AND ANALYSIS**

In response to Vanir's request, Mr. David Schlotterbeck, of Haley & Aldrich, arrived at the Site at 10:00 AM on 5 August 2009 and met with Mr. James Vaughn, of Vanir. Mr. Schlotterbeck was shown the location where the unknown liquid was pooled on the ground surface and the location where an underground structure was believed to reside. It was explained by on-site construction workers that the pooled liquid was believed to have been generated as a result of a grading scraper encountering the top portion of an apparent buried underground vessel. Although the vessel was not uncovered by the grading operations and thus was not observed, its dimensions were estimated by on-site construction personnel to be roughly 4 feet wide by 8 feet long. Photographs of the cordoned off area and pooled liquid are provided in Appendix A.

### **Sampling Activities**

Mr. Schlotterbeck noted that there was a slight petroleum hydrocarbon odor in the air above the liquid and the photoionization detector (PID) meter indicated a very slight rise in volatile emissions (5 to 15 parts per million [ppm]) above background levels (0 ppm). Due to the shallowness and limited quantity of the pooled liquid, a limited volume of sample could be collected. Based on the sample containers used and volume of sample available, the chemical results of the sample are presented to provide an indication of the general composition of the liquid sample. The liquid sample was identified as sample identification HA-080509-01. The sample containers were labeled, placed in a cooler under chain-of-custody and transported to a State-certified laboratory for analysis. No investigation to confirm the nature of the underground vessel encountered by construction crews was performed at that time, as the relative hazard of the liquid had not yet been determined.

### **Sample Analysis**

The liquid sample HA-080509-01 was analyzed for screening purposes for the following:

- Total petroleum hydrocarbons-carbon chain (TPHcc) by U.S. Environmental Protection Agency (EPA) Method 8015M,
- Volatile organic compounds (VOCs) by U.S. EPA Method 8260B,
- Semi-volatile organic compounds (SVOCs) by U.S. EPA Method 8270C,
- Title 22 Metals by U.S. EPA Method 6010/7000, and

- Organochlorine pesticides (OCPs) and Polychlorinated biphenyls (PCBs) by U.S. EPA Method 8081A/8082.

### **Analytical Results**

On 6 August 2009, preliminary analytical results were received from the laboratory for the unknown liquid. The laboratory analytical results of the liquid sample HA-080509-01 are summarized below:

- Concentrations of SVOCs, OCPs, and PCBs were not detected above the respective laboratory reporting limits.
- The concentrations of TPH in the C4-C10 and C11-C22 ranges were 84.1 milligrams per Liter (mg/L) and 131 mg/L, respectively. TPH in the C23-C35 range was not detected above the laboratory reporting limit.
- The following Title 22 Metals were not detected in the samples above the respective laboratory reporting limits: antimony, arsenic, barium, beryllium, cadmium, chromium, cobalt, copper, lead, mercury, molybdenum, nickel, selenium, silver, thallium, and vanadium.
- Zinc was detected in the liquid sample at a concentration of 9.4 mg/L.
- The following maximum concentrations of VOCs were detected above the laboratory reporting limits: toluene (1.42 mg/L), 1,2,4-trimethylbenzene (0.700 mg/L), m/p-xylene (1.82 mg/L), and o-xylene (0.805 mg/L).

### **Conclusions**

The preliminary screening level data indicated that the liquid contained traces of petroleum hydrocarbons and was not considered to be hazardous. It was concluded that limited excavation to expose of the apparent underground vessel should be undertaken with care to assess the nature of the container.

### **SUSPECT TANK OBSERVATIONS**

Subsequent to the above conversation, Vanir proceeded to excavate the soil surrounding the pooled liquid in an attempt to assess its origin. An area approximately 8-feet by 5-feet by 5-feet was excavated immediately surrounding and beneath the pooled liquid. According to Mr. Vaughn, an underground vessel and/or storage tank was not encountered during the exploratory excavation. Any residual liquid was absorbed into the surrounding soil and stockpiled immediately to the north of the excavation along with the rest of the soil that was removed from the area of excavation. Photographs showing the excavation area are provided in Appendix A.

### **POTENTIALLY IMPACTED SOIL SAMPLING AND ANALYSIS**

On 6 August 2009, Vanir requested Haley & Aldrich to come to the same area of the Site to investigate a patch of soil exposed during grading that contained material of unknown origin. On 7 August 2009,

Mr. Schlotterbeck arrived on Site and met with Mr. Vaughn at 0845 AM. The patch of soil exposed during grading was located approximately 20 to 30 feet east of the unknown liquid material that was sampled the previous day and appeared to have the consistency of hard clay. This material was light grey to grey in color and contrasted with the native light-brown to brown soil observed at the Site. In addition, Mr. Schlotterbeck observed that the material surrounding the area where the unknown pooled liquid was encountered earlier had been excavated and stockpiled. No visual evidence of a container or underground tank was observed in the excavation or on the surface of the stockpiled soil.

### **Sampling Activities**

PID measurements obtained in the air above the in-place apparently discolored soil were not observed above background (i.e., 0 ppm). A sample of this material (ID# HA-080709-NM) was collected in glass jars and U.S. EPA Method 5035 sample containers (VOAs), placed in an ice-filled cooler and transported, under chain-of custody, to a State-certified laboratory for analysis.

A soil sample (ID# HA-080709-SP) was also collected from the stockpile and at the base of the above-noted excavation (ID# HA-080709-EB), at the request of Mr. Dennis McHale with Superior Construction Services, Inc., who was onsite as an inspector for the Division of the State Architect (DSA). PID measurements obtained in the air in proximity to the stockpiled soil, the excavation bottom, and the excavation sidewalls were not observed above background (i.e., 0 ppm). Soil samples from the soil stockpile and excavation bottom were collected in glass jars and U.S. EPA Method 5035 sample containers, placed in an ice-filled cooler and transported, under chain-of custody, to a State-certified laboratory for analysis.

### **Sample Analysis**

The soil samples collected on 7 August 2009 from the soil stockpile (Sample ID HA-080709-SP), the unknown clayey material (Sample ID HA-080709-NM), and the bottom of the excavation area (Sample ID HA-080709-EB) were analyzed for the following:

- TPHcc by U.S. EPA Method 8015M,
- VOCs by U.S. EPA Method 8260B,
- SVOCs by U.S. EPA Method 8270C,
- Title 22 Metals by U.S. EPA Method 6010/7000, and
- OCPs and PCBs by U.S. EPA Method 8081A/8082.

An additional sample (Sample ID HA-080709-FC) was collected from the soil stockpile and analyzed for fecal coliform bacteria. Copies of the laboratory analytical reports are included in Appendix B.

## **Analytical Results**

The maximum concentrations detected in the above identified soil samples are summarized below:

- Concentrations of TPHcc, SVOCs, VOCs, OCPs, and PCBs were not detected above the respective laboratory reporting limits.
- The following Title 22 Metals were not detected in the samples above the respective laboratory reporting limits: antimony, arsenic, beryllium, cadmium, cobalt, mercury, molybdenum, selenium, silver, and thallium.
- The following maximum concentrations of Title 22 Metals were detected above the laboratory reporting limits: barium (188 milligrams per kilogram [mg/kg]), total chromium (15.6 mg/kg), copper (8.37 mg/kg), lead (3.87 mg/kg), nickel (10.4 mg/kg), vanadium (36.1 mg/kg), and zinc (64.2 mg/kg).

The analytical results for the fecal coliform analysis indicated that fecal coliform was not detected above the laboratory reporting limit.

## **CONCLUSIONS**

Based on the analytical data and field observations, the soil samples collected at all locations were reported below laboratory detection limits for analytical tests with the exception of the 7 metals indicated above. Comparison to background concentrations determined during the Preliminary Environmental Assessment (PEA)/Supplemental Site Investigation (SSI) for the school site indicate that none of these metals exceeded established background levels for this site. Therefore, it is concluded that the residual and excavated soil in the pooled liquid area and the unknown soil material area are not considered an environmental concern.

## **SUMMARY OF FINDINGS**

Based on the review of the historical environmental data for the Site, site observations, and an evaluation of the analytical results, it is Haley & Aldrich's opinion that the unknown liquid that was collected and analyzed contained residual concentrations of petroleum hydrocarbons of unknown origin, and that soil samples collected from the stockpiled soil and the bottom of the excavated pit beneath the pooled liquid area do not contain measured chemical concentrations indicative of an apparent release and are not indicative of a potential environmental or human health concern at the Site. Additionally, analytical testing of the unknown soil material in the vicinity of the pooled liquid did not indicate the material represented an environmental concern to the site.

If there are any questions concerning the content of this letter report, please contact us.

Sincerely Yours,  
**HALEY & ALDRICH, INC.**



Anita Broughton, REA, EIT, CIH  
Vice President



Jeffrey B Reardon, MS, PG, CEG,  
Senior Project Manager

Attachments:

- Figure 1 – Site Location
- Figure 2 – Site Plan Showing Areas A, B, and B-1
- Figure 3 – Liquid and Soil Sample Locations – August 2009
- Appendix A – Photographs
- Appendix B – Analytical Laboratory Reports

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**INVOICE**

Colton Joint Unified School District  
Facilities Department  
851 S Mt Vernon Ave  
Colton, CA 92324

Haley & Aldrich, Inc.  
465 Medford Street, Suite 2200  
Boston, MA 02129-1400  
Tel: 617.886.7400  
Fax: 617.886.7600  
Acctg@HaleyAldrich.com

Attention: Ms. Alice H. Grundman

<b>Invoice Date</b>	05 September 2009	<b>Project #</b>	36375-000
<b>Invoice #</b>	708077	<b>Client ID</b>	22486
<b>For Services provided through:</b>	29 August 2009	<b>Client PO:</b>	010492
<b>Project Name:</b>	On-call Environmental Support Colton New High School #3 Site Grand Terrace, California		

<b>Staff Personnel</b>	<b>Classification</b>	<b>Hours</b>	<b>Rate</b>	<b>Amount</b>
Broughton, Anita B.	Vice President 2	3.75	\$209.00	\$783.75
Reardon, Jeffrey B.	Sr. Professional 8	12.50	\$169.00	\$2,112.50
Schlotterbeck, David A.	Staff Professional 5	23.00	\$132.00	\$3,036.00
McClay, Jeffrey H.	Field /Lab Engr Tech/Geol. 1-3	0.50	\$78.00	\$39.00
Quast, Loretta V.	Office Support	3.00	\$71.00	\$213.00
		<u>42.75</u>		<u>\$6,184.25</u>

**Subcontractors**  
Enviro-Chem, Inc. \$3,096.38  
\$3,096.38

**Expenses**  
Travel \$122.71  
Field Supplies \$8.02  
Communication Fee \$247.37  
\$378.10

**This Invoice Total: \$9,658.73**

**Prior Invoices Outstanding: \$2,733.64**  
**Total Amount Now Due: \$12,392.37**

Approved to Pay \_\_\_\_\_  
Project # 11 \_\_\_\_\_  
P.O. # \_\_\_\_\_  
Signature \_\_\_\_\_

Please send payment to:  
Terms: Net 30, EFT Welcome - Citizens Bank  
Account #: 1107824556  
ABA #: 011500120 (FED Wires)  
ABA #: 211070175 (ACH)

Haley & Aldrich, Inc.

FACILITIES DEPARTMENT  
1001 SEPT 9 A 9:28

**Enviro - Chem, Inc.**

**1214 E. Lexington Avenue, Pomona, CA 91766 Tel (909) 590-5905 Fax (909) 590-5907**

\*\*\*\*\* INVOICE \*\*\*\*\*

ENVIRO-CHEM, INC.  
FEDERAL TAX ID:  
95-4258508

HALEY & ALDRICH  
3187 RED HILL AVENUE  
SUITE 155  
COSTA MESA CA 92626-3410

INVOICE NUMBER: 0908121-IN

INVOICE DATE: 08/12/09

SALESPERSON: DESI

CUSTOMER NO: HAL2135

CUSTOMER P.O.:

REPORT TO: MR. DAVID SCHLOTTERBECK

PROJECT: PROJECT No.: 36375

TERMS: NET 30 DAYS

SALES CD	DESCRIPTION	QUANTITY	PRICE	AMOUNT
	PROJECT: COLTON			
8015BC	TPH-CCID	3	\$40.00	\$120.00
CTTLC	CAM-TTLC 17 METALS	3	\$120.00	\$360.00
8260B	VOLATILE ORGANICS	3	\$70.00	\$210.00
8270C	SEMI-VOLATILE ORGANICS	3	\$150.00	\$450.00
8081/2	ORGANOCHLORINE PESTICIDE & PCB	3	\$75.00	\$225.00
CTTLC	CAM-TTLC 17 METALS	3	\$120.00	\$360.00
SM9221	FECAL COLIFORM	1	\$50.00	\$50.00
SRCHG	50% SURCHARGE FOR 24-HR T.A.T.			\$887.50
5035S	5035 SAMPLING KITS	3	\$10.00	\$30.00

LAB I.D.#090807-103 TO -106

**RECEIVED**

AUG 19 2009

Haley & Aldrich

TERMS: NET 30 DAYS. PAST DUE INVOICES ARE SUBJECT TO A 18% PER YEAR OR 1.5% PER MONTH INTEREST RATE

INVOICE TOTAL: \$2,692.50

Subs + 15%  
3030.50



# Expense Sheet: Schlotterbeck, David A. - 8/8/2009

## Header

Employee: Schlotterbeck, David A. Complete: Yes Approval Date: <None Specified>  
 Week End Date: 08/08/09 Total Amount: \$113.67 Approval Person: <None Specified>

Project/Task #	Subtask	Suspense Code	Expense Code	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total	Cost Mile	Posted
36375-000	0 No	<No Code>	111 Ground Transportation	0.00	0.00	0.00	121.00	0.00	73.00	0.00	194.00	\$106.70	Yes
36375-000	0 No	<No Code>	163 Env. Sampling Equip. & Supplies	0.00	0.00	0.00	4.96	0.00	2.01	0.00	6.97	\$6.97	Yes
<b>Total</b>											<b>200.97</b>	<b>\$113.67</b>	

*Travel + 15%*

*field supplies + 15%*

## Status

Expense Sheet Type: Regular Expense Sheets Employee Signature: Schlotterbeck, David A.

Complete: Yes Signature Date: 08/10/09  
 Completion Date: 08/10/09 11:30 Signature User: dschlotterbeck  
 Completion Employee: Schlotterbeck, David A. Input Date: 08/10/09  
 Approved: No Input User: dschlotterbeck  
 Approval Date: Update Date: 08/11/09 10:23  
 Approval Person: <None Specified> Update User: hxt  
 Late: No Fiscal Year: FY 09  
 Disapproval Code: \*\* none \*\* Fiscal Month: 11 - August  
 Memo:

*D. Schlotterbeck*

Signature: \_\_\_\_\_

Date: 08/10/09

Printed: 09/01/09 at 11:26

10/9/09



# INVOICE

FACILITIES DEPARTMENT

2009 OCT -9 A 11:10

Colton Joint Unified School District  
Facilities Department  
851 S Mt Vernon Ave  
Colton, CA 92324

Haley & Aldrich, Inc.  
465 Medford Street, Suite 2200  
Boston, MA 02129-1400  
Tel: 617.886.7400  
Fax: 617.886.7600  
Acctg@HaleyAldrich.com

Attention: Ms. Alice H. Grundman

<b>Invoice Date</b>	03 October 2009	<b>Project #</b>	36375-000
<b>Invoice #</b>	709293	<b>Client ID</b>	22486
<b>For Services provided through:</b>	26 September 2009		
<b>Project Name:</b>	On-call Environmental Support Colton New High School #3 Site Grand Terrace, California		

### Subcontractors

Enviro-Chem, Inc.	\$784.88
	<u>\$784.88</u>

**This Invoice Total: \$784.88**

**Prior Invoices Outstanding: \$9,658.73**

**Total Amount Now Due: \$10,443.61**

Approved to Pay \_\_\_\_\_

Project # 11 \_\_\_\_\_

P.O. # \_\_\_\_\_

Signature \_\_\_\_\_

Please send payment to:  
Terms: Net 30, EFT Welcome - Citizens Bank  
Account #: 1107824556  
ABA #: 011500120 (FED Wires)  
ABA #: 211070175 (ACH)

Haley & Aldrich, Inc.

**Enviro - Chem, Inc.**

1214 E. Lexington Avenue, Pomona, CA 91766 Tel (909) 590-5905 Fax (909) 590-5907

\*\*\*\*\* INVOICE \*\*\*\*\*

ENVIRO-CHEM, INC.  
FEDERAL TAX ID:  
95-4258508

HALEY & ALDRICH  
3187 RED HILL AVENUE  
SUITE 155  
COSTA MESA

**RECEIVED**  
AUG 10 2009  
*Haley & Aldrich*  
CA 92626-3410

INVOICE NUMBER: 0908061-IN

INVOICE DATE: 08/06/09

SALESPERSON: DESI

CUSTOMER NO: HAL2135

CUSTOMER P.O.:

REPORT TO: MR. DAVID SCHLOTTERBECK

PROJECT: COLTON-36375

TERMS: NET 30 DAYS

SALES CD	DESCRIPTION	QUANTITY	PRICE	AMOUNT
8015BC	TPH-CCID	1	\$40.00	\$40.00
8081/2	ORGANOCHLORINE PESTICIDE & PCB	1	\$75.00	\$75.00
8260B	VOLATILE ORGANICS	1	\$70.00	\$70.00
8270C	SEMI-VOLATILE ORGANICS	1	\$150.00	\$150.00
CTTLC	CAM-TTLC 17 METALS	1	\$120.00	\$120.00
SRCHG	50% SURCHARGE FOR 24-HR T.A.T.			\$227.50

LAB I.D.#090805-72

TERMS: NET 30 DAYS. PAST DUE INVOICES ARE SUBJECT TO A 18% PER YEAR OR 1.5% PER MONTH INTEREST RATE

INVOICE TOTAL: \$682.50

*subs + 15%*



# BOARD AGENDA

REGULAR MEETING  
November 5, 2009

## ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Approval of Subcontractor Substitution per Public Contract Code 4107 for Bid Package No. 3 Davis Moreno Construction, Inc. (Concrete, Paving, and Elevators)

**GOAL:** Facilities / Support Services

**STRATEGIC PLAN:** Strategy #4 – Facilities

**BACKGROUND:** Davis Moreno Construction, Inc. is requesting approval to substitute subcontractor Mitsubishi Electric for ThyssenKrupp Elevator. Davis Moreno Construction, Inc. could not reach a subcontract agreement with the original subcontractor, ThyssenKrupp Elevator.

Staff and legal counsel (Atkinson, Andelson, Loya, Ruud & Romo) have reviewed all related documentation and recommend approval of the substitution request and replace ThyssenKrupp Elevator with Mitsubishi Electric. ThyssenKrupp did not object to the substitution.

**BUDGET IMPLICATIONS:** Fund 21 – No additional costs

**RECOMMENDATION:** That the Board approve subcontractor substitution per Public Contract Code 4107 for bid package No. 3 Davis Moreno Construction, Inc. (concrete, paving, and elevators).

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the recommendation, as presented.



---

**Mitsubishi Electric & Electronics USA, Inc.**  
Elevator/Escalator Division  
5665 Plaza Drive  
Cypress, CA 90630

Date: October 8, 2009

To: Davis Moreno Construction Inc.,  
Attn: Lance Vincent

Project: 10906SH Colton High School #3

Re: Mitsubishi Elevator

To Whom It May Concern:

This letter is to confirm that the Mitsubishi Elevators proposed for the Colton High School #3 project are in compliance with the architects design and the contract documents as an equal or superior item.

For further information, please reference the substitution request from signed on 1/26/09. If you have any questions, please feel free to contact me. Thank you.

Best Regards,

A handwritten signature in black ink, appearing to read "Peter Park", written over a large, light-colored scribble or mark.

**Peter Park**  
*Project Manager*  
**Mitsubishi Electric & Electronics USA**  
**Elevator / Escalator Division**



**Construction Management, Inc.**

290 North D Street / Suite 900  
San Bernardino, CA 92401  
TEL 909-384-1785  
FAX 909-381-7534  
www.vanir.com

FACILITIES DEPARTMENT

2009 OCT -5 A 5:28

Friday, October 2, 2009

Ms. Alice Grundman  
Colton Joint Unified School District  
851 S. Mt. Vernon Avenue  
Colton, CA 92324

(GSO Tracking #512752371)

Pages Included Cover: 16

RE: Designation of Subcontractor Substitution per Public Contract Code 4107(1)  
Grand Terrace High School at the Ray Abril Jr. Educational Complex  
Bid #08-15/WLC0119800/P598A

Enclosed, please find the letter dated September 9, 2009 from Davis Moreno Construction, Inc. requesting Colton Joint Unified School District to consider Substituting Subcontractor Mitsubishi Electric for the performance of the Elevator scope of work, in lieu of the original Subcontractor ThyssenKrupp Elevators.

This package also includes the copy of the second five day written objective letter request for substitution dated September 21, 2009.

Requesting consent from Colton Joint Unified School District to allocate as an action item to the governing board agenda scheduled for the October 15, 2009 or the November 5, 2009 to substitute Mitsubishi Electric in lieu of ThyssenKrupp Elevators per Public Contract Code 4107(1).

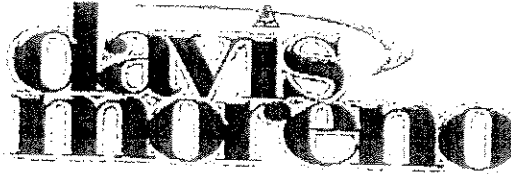
Should you have any questions, and/or need additional supporting documentation, please do not hesitate to contact me at your earliest convenience.

Respectfully,

  
Melinda M. Ray  
Project Manager

CC: Steve Stearns – WLC Architects, Inc. (GSO Tracking #512752375)  
Lawrence Kuramoto – Mitsubishi Electric (GSO Tracking #512752382)  
Annette Mershon – ThyssenKrupp Elevators (GSO Tracking #512752387)  
Lance Vincent – Davis Moreno Construction Inc. (GSO Tracking #512752391)  
File – Colton Joint Unified School District

2009 OCT -5 A 5:28  
FACILITIES DEPARTMENT



September 9, 2009

Director, Facilities, Planning & Construction Department  
851 S. Mt. Vernon Avenue  
Colton, Ca 92324

Attention: Mrs. Alice Grundman  
Project: DMCI-9011 - Colton Unified School District Bid No. 8-015, High School  
No. 3, Bid Package No. 3 (Re-bid)  
Subject: Request to Change Listed Elevator Subcontractor

Dear Mrs. Grundman,  
Davis Moreno Construction, Inc. (DMCI) is in receipt of your letter dated 8/21/09 regarding the substitution of ThyssenKrupp Elevator and has the following reply. ThyssenKrupp Elevator continues it's refusal to execute a subcontract agreement with DMCI that they were offered. The subcontract agreement is based on the general terms, conditions, plans and specifications for this project. Therefore we again request the District's consent to change our listed subcontractor for the elevators on the Colton Unified School District Bid No. 8-015, High School No. 3, Bid Package No. 3 (Re-bid) project from ThyssenKrupp Elevators to Mitsubishi Electric. The address of Mitsubishi Electric is 5665 Plaza Dr., Cypress, CA 90630. ThyssenKrupp Elevator's address is 6087 Triangle Drive, Los Angeles, CA 90040.

Respectfully,  
Davis Moreno Construction, Inc.



Lance Vincent  
Project Manager

Cc: Melinda Ray  
Marcy Alfaro





**Construction Management, Inc.**

290 North D Street / Suite 900  
San Bernardino, CA 92401  
TEL 909-384-1785  
FAX 909-381-7534  
www.vanir.com

Monday, September 21, 2009

Ms. Annette Mershon  
ThyssenKrupp Elevators  
6087 Triangle Drive  
Los Angeles, CA 90040

(GSO Tracking #512669807)

*Page Including Cover: 4*

RE: Designation of Subcontractor Substitution 2<sup>nd</sup> Request  
Grand Terrace High School at the Ray Abril Jr. Educational Complex  
Bid #08-15/WLC0119800/P587A

Dear Ms. Mershon;

We are in receipt of the second request letters dated September 9, 2009, and September 18, 2009 regarding your firm's inability to accept a contract from Davis Moreno Construction, Inc., for the Elevator scope of work. In accordance with Public Contract Code 4107(1), we are obligated to inform your firm that it is necessary for the Colton Joint Unified School District to proceed with the formal Substitution Process.

Please be advised that your firm has five working days from receipt of this letter to object to the substitution of the following contractor who will be commencing the Elevator scope of work at the project known as Grand Terrace High School at the Ray Abril Jr. Educational Complex.

Mitsubishi Electric  
5665 Plaza Drive  
Cypress CA 90630  
T: 714.220.4785  
F: 714.220.4786

Should you have any question, please do not hesitate to contact me at your earliest convenience.

Respectfully,



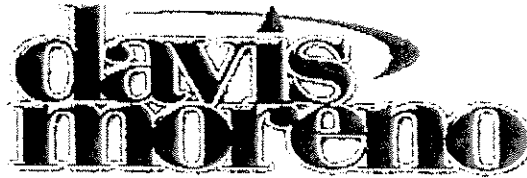
Melinda M. Ray  
Project Manager

Cc: Alice Grundman, Colton Joint Unified School District (GSO Tracking #512669780)  
Steve Stearns – WLC Architects, Inc. (GSO Tracking #512669829)  
Mr. Lawrence Kuramoto – Mitsubishi Electric (GSO Tracking #512669797)  
Lance Vincent – Davis Moreno Construction, Inc. (GSO Tracking #512669791)  
File – Outgoing Correspondence BP#3

**FILE COPY**

Bellevue / Denver / Los Vegas / Los Angeles / Oakland / San Bernardino / San Diego /  
Sacramento / San Francisco / San Jose / San Luis Obispo / Tempe / Tucson / Texas / Virginia

U.B. 3



September 18, 2009

Vanir Construction Management, Inc.  
21810 Main St.  
Grand Terrace, CA 92313

Attention: Melinda Ray  
Project: DMCI-9011 - Colton Unified School District Bid No. 8-015, High School  
No. 3, Bid Package No. 3 (Re-bid)  
Subject: Request to Change Listed Elevator Subcontractor

Dear Melinda,  
Davis Moreno Construction, Inc. (DMCI) is in receipt of your letter dated 9/15/09 requesting written assurance that ThyssenKrupp is in conformance with our request to change the listed elevator subcontractor for the referenced project. DMCI respectfully gives notice to Vanir CM Inc. that your request is a deviation from Public Contract Code and therefore does not recognize this request as a legitimate condition of the issuance of the five (5) day notice letter. Furthermore please be advised that DMCI will be held responsible for the period of delay of your issuing the five day notice letter to ThyssenKrupp. Please issue the five day notice without further delay.

Respectfully,  
Davis Moreno Construction, Inc.

A handwritten signature in black ink, appearing to read "Lance Vincent", is written over a large, circular, scribbled-out area.

Lance Vincent  
Project Manager



Colton Joint Unified School District  
Grand Terrace High School



September 15, 2009

Mr. Lance Vincent, Project Manager (GSO Tracking #512636344)  
Davis Moreno Construction, Inc.  
4720 N. Blythe Ave.  
Fresno, CA 93722

**Project:** Grand Terrace High School  
Colton Joint Unified School District (CJUSD) Bid No. 08-14  
Bid Package # 3 – Concrete, Asphalt and Elevators

**SUBJECT:** Request to Change Listed Elevator Subcontractor Letter  
dated September 9, 2009

Dear Mr. Vincent,

Our office is in receipt of your letter dated September 9, 2009 regarding request to change listed elevator subcontractor.

To implement your second request to proceed with the Designation of Subcontractor Substitution for Mitsubishi Electric in lieu of ThyssenKrupp Elevator for the elevator installation scope of work under Public Contract Code 4107(1) for the Grand Terrace High School. Please assure in writing that ThyssenKrupp Elevators is in conformance with the request, prior to the issuance of five (5) working day notice letter.

Please take into consideration that the Submittal for the elevators guide rails and support brackets are a deferred approval item that are required to be submitted to the Department of State Architect for review and determination which is a lengthy process.

Should you have any questions, please contact for further discussion.

Respectfully,

  
Melinda M. Ray  
Project Manager

**Cc:** Alice Grundman –Colton Joint Unified School District (GSO Tracking #512636350)  
Lawrence Kuramoto – Mitsubishi Electric (GSO Tracking #512636374)  
Annette Mershon – ThyssenKrupp Elevators (GSO Tracking #512636391)  
Steve Steams – WLC Architects, Inc. (GSO Tracking #512636403)  
File – BP#3 Outgoing Correspondence



September 9, 2009

Director, Facilities, Planning & Construction Department  
851 S. Mt. Vernon Avenue  
Colton, Ca 92324

Attention: Mrs. Alice Grundman  
Project: DMCI-9011 - Colton Unified School District Bid No. 8-015, High School  
No. 3, Bid Package No. 3 (Re-bid)  
Subject: Request to Change Listed Elevator Subcontractor

Dear Mrs. Grundman,  
Davis Moreno Construction, Inc. (DMCI) is in receipt of your letter dated 8/21/09 regarding the substitution of ThyssenKrupp Elevator and has the following reply. ThyssenKrupp Elevator continues it's refusal to execute a subcontract agreement with DMCI that they were offered. The subcontract agreement is based on the general terms, conditions, plans and specifications for this project. Therefore we again request the District's consent to change our listed subcontractor for the elevators on the Colton Unified School District Bid No. 8-015, High School No. 3, Bid Package No. 3 (Re-bid) project from ThyssenKrupp Elevators to Mitsubishi Electric. The address of Mitsubishi Electric is 5665 Plaza Dr., Cypress, CA 90630. ThyssenKrupp Elevator's address is 6087 Triangle Drive, Los Angeles, CA 90040.

Respectfully,  
Davis Moreno Construction, Inc.

A handwritten signature in black ink, appearing to read "Lance Vincent", is written over a circular stamp or seal.

Lance Vincent  
Project Manager

Cc: Melinda Ray  
Marcy Alfaro

**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Approval of Change Order No. 03-02-02 Lee & Stires, Inc. (Category 2-Earthwork) for the Grand Terrace High School Project Bid #08-14, for Work Exceeding 10% of the Contract

**GOAL:** Facilities / Support Services

**STRATEGIC PLAN:** Strategy #4 – Facilities

**BACKGROUND:** This change order is in the amount of \$146,649.01 over the 10% allowable amount per the contract documents and pursuant to Public Contract Code 20118.4. The total contract amount for this contractor is \$1,043,000.

During mass grading, undocumented subsurface concrete slabs, and cement treated base, debris, a septic tank, and unsuitable wet soil was encountered and required removal. In order to avoid a lengthy bid process and a delay with the project, staff approved the work through the change order process. Staff and legal counsel (Atkinson, Andelson, Loya, Rudd & Romo) have reviewed all supporting documentation and recommend approval of this change order.

Vanir Construction, WLC Architects, and the DSA inspectors have closely monitored the work and costs for this additional work. To date these materials have been non-hazardous. As of this date, earthwork is at 75% complete.

The table below describes and breaks down the additional costs for removal of the various conditions.

Change Order No. 03-02-02 for over 10%

RFPC No.	RFPC Description	Amount
004-02-002	Subsurface debris north east of faculty parking	\$3,537.94
013-02-009	Unsuitable soil building B pad	\$40,427.39
016-02-012	Unsuitable fill at Pico St.	\$17,862.90
020-02-015	Removal of unsuitable fill south west of building A	\$30,594.77

021-02-016	Removal of unsuitable fill at courtyard between buildings A and B	\$10,897.55
022-02-017	Removal of unsuitable fill west of building D	\$15,381.50
023-02-018	Removal of unsuitable fill between buildings D and E	\$3,402.05
024-02-019	Removal of unsuitable fill south of buildings D, E, and F	\$6,248.81
025-02-020	Removal of unsuitable fill south of building G	\$18,296.10
	Total	\$146,649.01

Attached is a more detailed summary of the unforeseen conditions and summary of historical due diligence reports prepared prior to state agency approvals and preparation of bid documents.

None of the following reports identified any of these conditions.

1. Preliminary Environmental Assessment (PEA) Workplan report by Haley & Aldrich, Inc.
2. Final Geotechnical investigation report by John R. Byerly, Inc.
3. Underground Utilities Location by Util-Locate, Inc.

**BUDGET**

**IMPLICATIONS:** \$146,649.01 – Bond Fund 21 Measure B

**RECOMMENDATION:** That the Board approve change order No. 03-02-02 Lee & Stires, Inc. (category 2-earthwork) for the Grand Terrace High School project bid #08-14, for work exceeding 10% of the contract.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the change order, as presented.

DATE: September 21, 2009  
TO: Colton Joint Unified School District  
FROM: Vanir Construction Management, Inc. and WLC Architects, Inc.

The this summary is to provide a project status update to the District regarding unforeseen conditions that have been encountered after mass grading operations being performed by Lee & Stires, Inc. (Bid Package No. 2 – Earthwork). To date, these materials were determined non-hazardous and were not identified in any of site investigation reports.

Lee & Stires, Inc.'s contract through the end of August 2009 is at 47% complete. The mass grading operations are tentatively scheduled to complete late October 2009.

**1. Summary of Change Orders to Date For Bid Package No. 2 (Earthwork)**

- A. Change Order No. 02-02-01 for work up to 10% in the amount of \$103,343.14.
  - B. Change Order No. 03-02-02 for work over 10% to date in the amount of \$146,649.01.
- The cumulative change order cost will be funded through the project contingency.

The following summarizes the Change Order items to date with all documentation provided in this binder for which a Board Resolution is required to approve Change Order costs in excess of 10% of the Lee & Stires, Inc. contract with the District:

- Lee & Stires, Inc. Contract and Required Change Orders: Lee & Stires, Inc. contract for the grading bid package is \$1,043,000. The Change Order costs to date resulting from the unforeseen site conditions described below and documented in this report exceed 10% of the contract. Per Public Contract Code 20118.4, all Change Orders in excess of 10% must be approved by resolution of the District's Governing Board.
  - There is the potential that there will be additional unforeseen site conditions similar to those already encountered as the grading operations continue. Thus, the Change Order costs to Lee & Stires, Inc. may increase even further.
  - Vanir Construction Management, Inc., WLC Architects, Inc. and the inspection team of Superior Construction Services, Inc. have done and will continue to do everything possible to mitigate the costs to the District as these unforeseen conditions are encountered.
- Current Project Change Order Budget: Lee & Stires, Inc's current change orders exceeding the 10% equals approximately 0.26 % of the overall project budget of \$55,554,225.

**Table 1: Change Order No. 02-02-01 For Work Up To 10%**

RFPC No.	RFPC Description	Amount
003-02-001	Undocumented Subsurface Slab and Footing	\$1,138.74
005-02-003	Septic Tank Removal South of Student Parking	\$597.47
6R1-02-4R1	Cement Treated Base Ripping	\$5,470.93
9R2-02-5R2	Cement Treated Base Handling/Relocate	\$36,022.63
012-02-008	UnsuitableWet Soil West Parking Lot Area	\$19,520.84
014-02-010	Subsurface Debris At Building A Pad	\$12,175.00
015-02-011	Unsuitable Fill At Building A Pad	\$28,417.53
<b>SUBTOTAL:</b>		<b>\$103,343.14</b>

**Table 2: Change Order No.03-02-02 For Work Over 10% To Date**

RFPC No.	RFPC Description	Amount
004-02-002	Subsurface Debris NE of Faculty Parking	\$3,537.94
013-02-009	Unsuitable Soil Building B Pad	\$40,427.39
016-02-012	Unsuitable Fill At Pico Street	\$17,862.90
020-02-015	Removal of unsuitable Fill South West of Building A	\$30,594.77
021-02-016	Removal of unsuitable Fill At Courtyard Between Bldgs A & B	\$10,897.55
022-02-017	Removal of unsuitable Fill West of Building D	\$15,381.50
023-02-018	Removal of unsuitable Fill Between Building D and E	\$3,402.05
024-02-019	Removal of unsuitable Fill South of Buildings D, E, and F	\$6,248.81
025-02-020	Removal of unsuitable Fill South of Building G	\$18,296.10
<b>SUBTOTAL:</b>		<b>\$146,649.01</b>

**1. Summary of Unforeseen Site Conditions Encountered to Date**

The following summarizes the facts associated with the unforeseen site conditions encountered to date during the grading operations which do not pose a hazardous environment.

- Cement Treated Base (CTB) Material: After grinding and removal of the existing asphalt surfaces from the areas of the former Inland Timber Co. and Hampton Lumber Co. bordering Main Street and upon start of the rough grading operations, various layers of CTB material were encountered at approximately 18-24 inches below the surface. The CTB varied in hardness and ranged in thickness from about 3 inches to 15 inches.
  - The CTB material had to be removed from the grading areas where the buildings will be located. It was determined that the most cost effective and time efficient manner of dealing with the CTB was to employ a crushing operation on site so that the CTB did not have to be hauled off site and replaced with suitable fill material.
  - The grading contractor (Lee & Stires, Inc.) was directed to proceed with moving the CTB to the crushing pile as change order work on a time and materials basis.
  - The demolition / abatement contractor (Ampco Contracting, Inc.) was directed to set up and operate the crushing operation utilizing the contract allowance funds included in their bid.
  
- Unsuitable (Wet) Soils Below Grading Limits: During over-excavation of various building pad areas and the future southwest parking area, unstable (wet) soils were encountered at the bottom of the required excavation depth (grading limit).
  - Based on the recommendations of the soils engineer, Lee & Stires, Inc. was directed by Vanir to remove the unstable soils until acceptable soils were reached as verified by the soils technician on site. This work was accomplished as change order work on a time and materials basis.
  
- Unsuitable (Old) Fill Materials: During over-excavation of various building pad areas, unsuitable (old) fill materials were encountered within and below the required grading limits. These unsuitable fill materials included buried CTB, asphalt, wood debris, and other debris.
  - Based on the recommendations of the soils engineer, Lee & Stires, Inc. was directed to remove the unsuitable fill material as verified by the soils technician on site. This work was accomplished as change order work on a time and materials basis.



- Other Buried Structures: During over-excavation of various building pad areas and general grading of other site areas, various other buried structures were encountered. These structures included an abandoned cesspool, an abandoned water well, and an abandoned septic tank located below a demolished building foundation.
  - Based on the recommendations of the soils engineer, Ampco Contracting, Inc. was directed to remove and/or abandon-in-place the buried structures as verified by the soils technician on site. This work was accomplished under Ampco's cash allowance line item (not Change Order costs).

## 2. Summary of Site Investigations/Reports

The following summarizes the site investigations / reports that were accomplished prior to completion of the project bid documents and formal bid of the current project:

- Preliminary Environmental Assessment (PEA) Workplan Report by Haley & Aldrich, Inc.: As a requirement of the Department of Toxic Substances Control (DTSC), CJUSD contracted directly with Haley & Aldrich, Inc. to perform the PEA for which the Final Workplan Report was completed January 2004.
  - The PEA was based on extensive studies and evaluation of all historical site information dating back to the 1930's relative to previous uses of the project site(s). The report also contains the results of 91 soils borings ranging in depth from 2.5 to 3 feet throughout the site (locations as limited by the existing occupied buildings at the various project sites).
  - The Final PEA Workplan Report did not identify any of the site conditions / materials that have been encountered during grading which are being referred to above as unforeseen site conditions.
- Final Geotechnical Investigation Report by John R. Byerly, Inc.: As a requirement of the Division of State Architect (DSA) for structural design review and approval, CJUSD contracted with John R. Byerly, Inc. through WLC Architects to perform Geotechnical Investigation for which the Final Report was completed September 2005.
  - The Final Report contains the results of 61 soils borings accomplished throughout the site near future building foundations ranging in depth from 15 to 51.5 feet (locations as limited by the existing occupied buildings at the various project sites).
  - The Final Report did not identify any of the site conditions / materials that have been encountered during grading which are being referred to above as unforeseen site conditions.
- Underground Utilities Locating by Util-Locate, Inc.: As a precursor to the bid for the "Abatement and Building Demolition, Phase 1" project in May 2007, CJUSD contracted with Util-Locate, Inc. to perform locating and mapping of existing underground utilities located throughout all of the project sites, both vacated and occupied. The final report and map was completed in April 2007.
  - The underground utilities locating identified all known existing utilities by means of both electromagnetic detection (for metallic materials) and ground penetrating radar for non-metallic materials.
  - All of the identified underground utilities were included in the detailed demolition plan that was submitted by WLC Architects to the DSA, then to OPSC for funding approval of the project.
  - The underground utilities locating did not identify any of the site conditions / materials that have been encountered during grading which are being referred to above as unforeseen site conditions.



## BOARD AGENDA

**REGULAR MEETING**  
**November 5, 2009**

### ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Approval of Change Order No. 02-02-01 Lee & Stires, Inc. (Category 2-Earthwork) for the Grand Terrace High School Project Bid #08-14

**GOAL:** Facilities / Support Services

**STRATEGIC PLAN:** Strategy #4 – Facilities

**BACKGROUND:**

This change order is for \$103,343.14 up to 10% allowable amount per the contract documents and pursuant to Public Contract Code 20118.4. The total contract amount for this contractor is \$1,043,000.

During mass grading, undocumented subsurface concrete slabs, and cement treated base, debris, a septic tank, and unsuitable wet soil was encountered and required removal. Staff and legal counsel (Atkinson, Andelson, Loya, Rudd & Romo) have reviewed all supporting documentation and recommend approval of this change order.

Vanir Construction, WLC Architects, and the DSA inspectors have closely monitored the work and costs for this additional work. To date these materials have been non-hazardous. As of this date, earthwork is at 75% complete.

The table below describes and breaks down the additional costs for removal of the various conditions.

Change Order No. 02-02-01 for up to 10%

RFPC No.	RFPC Description	Amount
003-02-001	Undocumented subsurface slab and footing.	\$1,138.74
005-02-003	Septic tank removal south of student parking.	\$597.47
6R1-02-4R1	Cement treated base ripping.	\$5,470.93
9R2-02-5R2	Cement treated base handling and relocating.	\$36,022.63
012-02-008	Unsuitable wet soil at west parking lot area.	\$19,520.84
014-02-010	Subsurface debris at building A pad.	\$12,175.00
015-02-011	Suitable fill at building A pad.	\$28,417.53
	Total	\$103,343.14

Attached is a more detailed summary of the unforeseen conditions and summary of historical due diligence reports prepared prior to state agency approvals and preparation of bid documents.

None of the following reports identified any of these conditions.

1. Preliminary Environmental Assessment (PEA) Workplan report by Haley & Aldrich, Inc.
2. Final Geotechnical investigation report by John R. Byerly, Inc.
3. Underground Utilities Location by Util-Locate, Inc.

**BUDGET  
IMPLICATIONS:**

\$103,343.14 – Bond Fund 21 Measure B

**RECOMMENDATION:**

That the Board approve change order No. 02-02-01 Lee & Stires, Inc. (category 2-earthwork) for the Grand Terrace High School project bid #08-14.

**ACTION:**

On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the change order, as presented.

DATE: September 21, 2009  
TO: Colton Joint Unified School District  
FROM: Vanir Construction Management, Inc. and WLC Architects, Inc.

The this summary is to provide a project status update to the District regarding unforeseen conditions that have been encountered after mass grading operations being performed by Lee & Stires, Inc. (Bid Package No. 2 – Earthwork). To date, these materials were determined non-hazardous and were not identified in any of site investigation reports.

Lee & Stires, Inc.'s contract through the end of August 2009 is at 47% complete. The mass grading operations are tentatively scheduled to complete late October 2009.

**1. Summary of Change Orders to Date For Bid Package No. 2 (Earthwork)**

- A. Change Order No. 02-02-01 for work up to 10% in the amount of \$103,343.14.
- B. Change Order No. 03-02-02 for work over 10% to date in the amount of \$146,649.01.

The cumulative change order cost will be funded through the project contingency.

The following summarizes the Change Order items to date with all documentation provided in this binder for which a Board Resolution is required to approve Change Order costs in excess of 10% of the Lee & Stires, Inc. contract with the District:

- Lee & Stires, Inc. Contract and Required Change Orders: Lee & Stires, Inc. contract for the grading bid package is \$1,043,000. The Change Order costs to date resulting from the unforeseen site conditions described below and documented in this report exceed 10% of the contract. Per Public Contract Code 20118.4, all Change Orders in excess of 10% must be approved by resolution of the District's Governing Board.
  - There is the potential that there will be additional unforeseen site conditions similar to those already encountered as the grading operations continue. Thus, the Change Order costs to Lee & Stires, Inc. may increase even further.
  - Vanir Construction Management, Inc., WLC Architects, Inc. and the inspection team of Superior Construction Services, Inc. have done and will continue to do everything possible to mitigate the costs to the District as these unforeseen conditions are encountered.
- Current Project Change Order Budget: Lee & Stires, Inc's current change orders exceeding the 10% equals approximately 0.26 % of the overall project budget of \$55,554,225.

**Table 1: Change Order No. 02-02-01 For Work Up To 10%**

RFPC No.	RFPC Description	Amount
003-02-001	Undocumented Subsurface Slab and Footing	\$1,138.74
005-02-003	Septic Tank Removal South of Student Parking	\$597.47
6R1-02-4R1	Cement Treated Base Ripping	\$5,470.93
9R2-02-5R2	Cement Treated Base Handling/Relocate	\$36,022.63
012-02-008	UnsuitableWet Soil West Parking Lot Area	\$19,520.84
014-02-010	Subsurface Debris At Building A Pad	\$12,175.00
015-02-011	Unsuitable Fill At Building A Pad	\$28,417.53
<b>SUBTOTAL:</b>		<b>\$103,343.14</b>

**Table 2: Change Order No.03-02-02 For Work Over 10% To Date**

RFPC No.	RFPC Description	Amount
004-02-002	Subsurface Debris NE of Faculty Parking	\$3,537.94
013-02-009	Unsuitable Soil Building B Pad	\$40,427.39
016-02-012	Unsuitable Fill At Pico Street	\$17,862.90
020-02-015	Removal of unsuitable Fill South West of Building A	\$30,594.77
021-02-016	Removal of unsuitable Fill At Courtyard Between Bldgs A & B	\$10,897.55
022-02-017	Removal of unsuitable Fill West of Building D	\$15,381.50
023-02-018	Removal of unsuitable Fill Between Building D and E	\$3,402.05
024-02-019	Removal of unsuitable Fill South of Buildings D, E, and F	\$6,248.81
025-02-020	Removal of unsuitable Fill South of Building G	\$18,296.10
<b>SUBTOTAL:</b>		<b>\$146,649.01</b>

**1. Summary of Unforeseen Site Conditions Encountered to Date**

The following summarizes the facts associated with the unforeseen site conditions encountered to date during the grading operations which do not pose a hazardous environment.

- Cement Treated Base (CTB) Material: After grinding and removal of the existing asphalt surfaces from the areas of the former Inland Timber Co. and Hampton Lumber Co. bordering Main Street and upon start of the rough grading operations, various layers of CTB material were encountered at approximately 18-24 inches below the surface. The CTB varied in hardness and ranged in thickness from about 3 inches to 15 inches.
  - The CTB material had to be removed from the grading areas where the buildings will be located. It was determined that the most cost effective and time efficient manner of dealing with the CTB was to employ a crushing operation on site so that the CTB did not have to be hauled off site and replaced with suitable fill material.
  - The grading contractor (Lee & Stires, Inc.) was directed to proceed with moving the CTB to the crushing pile as change order work on a time and materials basis.
  - The demolition / abatement contractor (Ampco Contracting, Inc.) was directed to set up and operate the crushing operation utilizing the contract allowance funds included in their bid.
  
- Unsuitable (Wet) Soils Below Grading Limits: During over-excavation of various building pad areas and the future southwest parking area, unstable (wet) soils were encountered at the bottom of the required excavation depth (grading limit).
  - Based on the recommendations of the soils engineer, Lee & Stires, Inc. was directed by Vanir to remove the unstable soils until acceptable soils were reached as verified by the soils technician on site. This work was accomplished as change order work on a time and materials basis.
  
- Unsuitable (Old) Fill Materials: During over-excavation of various building pad areas, unsuitable (old) fill materials were encountered within and below the required grading limits. These unsuitable fill materials included buried CTB, asphalt, wood debris, and other debris.
  - Based on the recommendations of the soils engineer, Lee & Stires, Inc. was directed to remove the unsuitable fill material as verified by the soils technician on site. This work was accomplished as change order work on a time and materials basis.

- Other Buried Structures: During over-excavation of various building pad areas and general grading of other site areas, various other buried structures were encountered. These structures included an abandoned cesspool, an abandoned water well, and an abandoned septic tank located below a demolished building foundation.
  - Based on the recommendations of the soils engineer, Ampco Contracting, Inc. was directed to remove and/or abandon-in-place the buried structures as verified by the soils technician on site. This work was accomplished under Ampco's cash allowance line item (not Change Order costs).

## 2. Summary of Site Investigations/Reports

The following summarizes the site investigations / reports that were accomplished prior to completion of the project bid documents and formal bid of the current project:

- Preliminary Environmental Assessment (PEA) Workplan Report by Haley & Aldrich, Inc.: As a requirement of the Department of Toxic Substances Control (DTSC), CJUSD contracted directly with Haley & Aldrich, Inc. to perform the PEA for which the Final Workplan Report was completed January 2004.
  - The PEA was based on extensive studies and evaluation of all historical site information dating back to the 1930's relative to previous uses of the project site(s). The report also contains the results of 91 soils borings ranging in depth from 2.5 to 3 feet throughout the site (locations as limited by the existing occupied buildings at the various project sites).
  - The Final PEA Workplan Report did not identify any of the site conditions / materials that have been encountered during grading which are being referred to above as unforeseen site conditions.
- Final Geotechnical Investigation Report by John R. Byerly, Inc.: As a requirement of the Division of State Architect (DSA) for structural design review and approval, CJUSD contracted with John R. Byerly, Inc. through WLC Architects to perform Geotechnical Investigation for which the Final Report was completed September 2005.
  - The Final Report contains the results of 61 soils borings accomplished throughout the site near future building foundations ranging in depth from 15 to 51.5 feet (locations as limited by the existing occupied buildings at the various project sites).
  - The Final Report did not identify any of the site conditions / materials that have been encountered during grading which are being referred to above as unforeseen site conditions.
- Underground Utilities Locating by Util-Locate, Inc.: As a precursor to the bid for the "Abatement and Building Demolition, Phase 1" project in May 2007, CJUSD contracted with Util-Locate, Inc. to perform locating and mapping of existing underground utilities located throughout all of the project sites, both vacated and occupied. The final report and map was completed in April 2007.
  - The underground utilities locating identified all known existing utilities by means of both electromagnetic detection (for metallic materials) and ground penetrating radar for non-metallic materials.
  - All of the identified underground utilities were included in the detailed demolition plan that was submitted by WLC Architects to the DSA, then to OPSC for funding approval of the project.
  - The underground utilities locating did not identify any of the site conditions / materials that have been encountered during grading which are being referred to above as unforeseen site conditions.





## BOARD AGENDA

**REGULAR MEETING**  
**November 5, 2009**

### **ACTION ITEM**

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Approval of Contract for Services with School Facility Consultants (November 6, 2009 through October 31, 2010)

**GOAL:** Facilities/Support Services, Budget Planning

**STRATEGIC PLAN:** Strategy #4 – Facilities

**BACKGROUND:** In order to keep new construction and modernization projects moving forward, it is important that the District take advantage of appropriate funding sources to supplement the general obligations bond funding. In addition, the District must stay abreast of federal and state facilities program developments that may impact the District.

School Facility Consultants will coordinate with the District's program management firm, under the direction of the District's Assistant Superintendent of Business Services, seeking federal, state, and private funding that is appropriate for the District's new construction and modernization projects. School Facility Consultants will also keep the District aware of major developments with key agencies including the State Allocation Board and the State Implementation Committee.

**BUDGET IMPLICATIONS:** Fund 21 – Not to exceed \$95,000

**RECOMMENDATION:** That the Board approve the contract for services with School Facility Consultants. (November 6, 2009 through October 31, 2010).

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the contract for services with School Facility Consultants. (November 6, 2009 through October 31, 2010).

This document represents an agreement between **Colton Joint Unified School District**, herein referred to as the Client, and **School Facility Consultants (SFC)**, herein referred to as the Contractor for the period November 6, 2009 through October 31, 2010.

For the remuneration stipulated, the Contractor shall provide the following services:

- Prepare a funding option plan which outlines State, Federal and private funding sources for the District's modernization and new construction facility projects.
- Work with the District, architect and all applicable State and Federal agency representatives, as needed, to advance the District's funding plan and ensure all projects are moving through the approval process in an efficient manner.
- At the District's request, assist with the preparation and submittal of all applicable funding applications.
- Advise the District on Federal and State program developments that may impact the District. Provide updates and identify areas where the District may wish to pursue program changes.
- Attend and monitor State Allocation Board, State Implementation Committee and various association Workshops and Conferences. Advise the District on industry events where their attendance and participation may benefit the District's facility program.
- At the District's request, SFC will partner with ALMA Strategies to provide strategic implementation support to the District as it acquires construction funding through bond and grant programs. These services can include construction planning, construction financing, real estate asset management and energy/solar consulting.
- Assist the Client with other services, as requested by the Client, and as accepted by the Contractor.

For the services delineated above, the Client shall pay the Contractor at the rate schedule below not to exceed \$95,000 without prior Client consent. The fee shall cover all normal business expenses incurred in Sacramento by the Contractor on behalf of the Client. Client agrees that if it becomes necessary for a Consultant from School Facility Consultants to visit the Client, the Client will pay for travel time per the rate schedule below. Client also agrees to reimburse Contractor for all necessary and pre-approved travel expenses.

**Hourly Rate Schedule**

Principal	\$195 per hour
Director	\$185 per hour
Senior Consultant	\$180 per hour
Consultant	\$160 per hour
Research Analyst	\$135 per hour
Administrative Support	\$ 80 per hour

The Client shall be responsible for reviewing and verifying all data included in documents, forms and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for meeting any certification requirements and shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms and reports.

It is understood that the Contractor shall function as an independent contractor without authority to obligate the Client for any indebtedness or other commitments. The Contractor will accurately and fairly represent the Client's position.

During the term of this agreement, the status of those individuals performing the work stipulated in this contract may change. Changes to an individual's status may affect billing rates. The Client agrees to accept these changes. The Contractor agrees that any such changes in status will be reflected on the bill. The Contractor shall bill the Client in increments of 15 minutes.

The terms of the agreement shall remain in force unless mutually amended. Either party reserves the right to terminate this agreement at any time on 30 days written notice. If either party terminates this contract, vendor shall cease all services at the end of the 30 day period. The District will pay any charges incurred up to the date of termination.

**School Facility Consultants**

**Colton Joint Unified School District**

\_\_\_\_\_  
Matthew Pettler  
Principal/Director of Planning Services  
Date: \_\_\_\_\_

\_\_\_\_\_  
Authorized Signature  
Date: \_\_\_\_\_

This document represents an agreement between **Colton Joint Unified School District**, herein referred to as the Client, and **School Facility Consultants (SFC)**, herein referred to as the Contractor for the period November 1, 2009 through October 30, 2010.

For the remuneration stipulated, the Contractor shall provide the following services:

- Prepare a funding option plan which outlines State, Federal and private funding sources for the District's modernization and new construction facility projects.
- Work with the District, architect and all applicable State and Federal agency representatives, as needed, to advance the District's funding plan and ensure all projects are moving through the approval process in an efficient manner.
- At the District's request, assist with the preparation and submittal of all applicable funding applications.
- Advise the District on Federal and State program developments that may impact the District. Provide updates and identify areas where the District may wish to pursue program changes.
- Attend and monitor State Allocation Board, State Implementation Committee and various association Workshops and Conferences. Advise the District on industry events where their attendance and participation may benefit the District's facility program.
- At the District's request, SFC will partner with ALMA Strategies to provide strategic implementation support to the District as it acquires construction funding through bond and grant programs. These services can include construction planning, construction financing, real estate asset management and energy/solar consulting.
- Assist the Client with other services, as requested by the Client, and as accepted by the Contractor.

For the services delineated above, the Client shall pay the Contractor at the rate schedule below not to exceed \$95,000 without prior Client consent. The fee shall cover all normal business expenses incurred in Sacramento by the Contractor on behalf of the Client. Client agrees that if it becomes necessary for a Consultant from School Facility Consultants to visit the Client, the Client will pay for travel time per the rate schedule below. Client also agrees to reimburse Contractor for all necessary and pre-approved travel expenses.

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**School Facility Consultants**

**Colton Joint Unified School District**

\_\_\_\_\_  
Matthew Pettler  
Principal/Director of Planning Services  
Date: \_\_\_\_\_

\_\_\_\_\_  
Authorized Signature  
Date: \_\_\_\_\_



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT:** Approval of Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) Master Agreement for Programs and Services for the 2009-10 School Year

**GOAL:** Student Performance, Personnel Development, Community Relations & Parent Involvement

**STRATEGIC PLAN:** Strategy #5 – College Career

**BACKGROUND:** Pursuant to Ed Code 52300 et seq., CRY-ROP is authorized to establish and maintain Regional Occupational Program activities at various locations within the District pursuant to the Grants of Authority contained in the Joint Powers Agreement.

Addendums applicable to all districts:

- A - Support Services - Supplies, Services, & Safety Training
- B – Support Services – Classrooms
- C – Support Services – Career Guidance
- F – Invoice Format
- G – Lease of Property
- G-1 – Use of Facilities

Addendum applicable to Colton:

- I – Payment of Copier Costs

**BUDGET IMPLICATIONS:** In-kind contribution not to exceed \$3,000

**RECOMMENDATION:** That the Board approve the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) Master Agreement for Programs and Services for the 2009-10 School Year.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) Master Agreement for Programs and Services for the 2009-10 School Year.



COLTON  
REDLANDS  
YUCAIPA

Mailing Address:  
P. O. Box 8640  
Redlands, CA 92375-8640

1214 Indiana Court  
Redlands, CA 92374-2896  
TEL: (909) 793-3115  
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**STEPHANIE HOUSTON**  
*Superintendent*

**CRY-ROP  
GOVERNING BOARD**

**COLTON JOINT  
UNIFIED SCHOOL  
DISTRICT**

*Frank Ibarra, Vice President  
Kent Taylor, Member  
Patricia Haro, Alternate*

**REDLANDS UNIFIED  
SCHOOL DISTRICT**

*Ron McPeck, President  
Patty Holohan, Member  
Donna West, Alternate*

**YUCAIPA - CALIMESA  
JOINT UNIFIED  
SCHOOL DISTRICT**

*Jane Smith, Member  
Sue Brown, Clerk  
Jim Taylor, Alternate*

September 28, 2009

Jaime Ayala, Assistant Superintendent of Business  
Colton Joint Unified School District

Vince Christakos, Assistant Superintendent of Business  
Redlands Unified School District

George Velarde, Assistant Superintendent of Business  
Yucaipa-Calimesa Joint Unified School District

Subject: 2009-2010 Master Agreement

Enclosed are two copies of the final 2009-2010 Master Agreement, which now needs to be approved by your board as soon as possible. Our board approved the agreement at last night's meeting.

When your Board has approved the agreement, have your Superintendent sign the agreement on page 4 and return one copy of that page to us.

If you have any questions, please feel free to give me a call.

Thank you.

Sincerely,

Min Gonzalez  
Director of Business Services  
CRY-ROP



**MASTER AGREEMENT  
FOR  
PROGRAMS AND SERVICES**

**COLTON-REDLANDS-YUCAIPA REGIONAL OCCUPATIONAL PROGRAM  
COLTON JOINT UNIFIED SCHOOL DISTRICT  
REDLANDS UNIFIED SCHOOL DISTRICT  
YUCAIPA CALIMESA JOINT UNIFIED SCHOOL DISTRICT**

This agreement is entered into this 1st day of July, 2009 between the Colton-Redlands-Yucaipa Regional Occupational Program, hereinafter referred to as "CRY-ROP" and the Colton Joint Unified, Redlands Unified, and Yucaipa Calimesa Joint Unified School Districts, hereinafter referred to as "Districts",

WITNESSETH:

WHEREAS, pursuant to Education Code Section 52300 et seq., CRY-ROP is authorized to establish and maintain Regional Occupational Program activities at various locations within the Districts pursuant to the Grants of Authority contained in the Joint Powers Agreement between the forenamed Districts, and

WHEREAS, the Districts wish to cooperate with CRY-ROP in establishing and maintaining such program(s) for the purpose of providing vocational education and services to the students of the forenamed Districts; now therefore, be it resolved that the Districts and CRY-ROP agree as follows:

A. GENERAL PROVISIONS

1. It is agreed that this is a Master Agreement and that each program/service will be mutually agreed upon and offered to students only after each program/service has been approved, when legally necessary, by the State Department of Education, the CRY- ROP Governing Board, the Subject Matter Advisory Committee, and the Districts.
2. Changes within each Addendum budget, which will not cause an increase in the total fund requirements of CRY-ROP and/or the Districts, may be authorized by written mutual consent between CRY-ROP and the Districts.
3. All property acquired in connection with an activity, unless otherwise specified by the Agreement, is the property of CRY-ROP, who has responsibility for approval of its location and utilization.

4. Use of equipment and/or facilities acquired by the Districts for CRY-ROP is limited to CRY-ROP activities unless use for other purposes with specific conditions is authorized in writing by the CRY-ROP Superintendent.
5. CRY-ROP students shall be subject to the rules and regulations of the Districts during the hours that they are using District facilities.
6. The term of this Agreement is from July 1, 2009 to June 30, 2010. In the event that a new agreement is not consummated prior to June 30, 2010, all programs and services as outlined shall continue under the conditions stated in the current agreement.
7. Any agreement between the Districts and other agencies entered into for the purpose of conducting these activities and for which payments will be made from funds in each program budget must be approved in advance by CRY-ROP.
8. The Districts have authorized the County Superintendent of Schools to transfer to CRY-ROP the District's proportionate share of funding generated by CRY-ROP ADA. The transfer of funds to CRY-ROP shall be in accordance with appropriate State Apportionment Documents and should occur concurrently with transfers to the Districts.
9. The Districts shall be responsible for and hold CRY-ROP harmless from all damages, losses, and liability for injuries caused to or imposed upon CRY-ROP by reason of the condition of the Districts' property, facilities, or equipment. The Districts agree to insure and hold harmless CRY-ROP against any and all claims for injuries to students, public, or property, by reason of any accident or happening in or upon the District's property or any improvements thereon as a result of negligence or willful misconduct of the Districts, including officers, employees, agents, or representatives of the Districts.
10. CRY-ROP shall be responsible for and hold the Districts harmless from all damages, losses, and liability for injuries caused to or imposed upon the Districts by reason of the condition of CRY-ROP property, facilities, or equipment. CRY-ROP agrees to insure and hold harmless the Districts against any and all claims for injuries to students, public or property, by reason of any accident or happening in or upon CRY-ROP's property or any improvements thereon as a result of negligence or willful misconduct of CRY-ROP, including officers, employees, agents, or representatives of CRY-ROP.
11. CRY-ROP and the Districts agree to obtain and maintain in force during the term of this Agreement a policy or policies of Comprehensive General and Auto Liability insurance with coverage limits of not less than \$5,000,000 per occurrence. CRY-ROP and the Districts shall each name the other as additional insured on their

respective liability policies. Certificates of Insurance and Additional Insured Endorsements shall be provided to CRY-ROP and the Districts by their respective carriers. The coverage required herein may be satisfied through a self-insurance program or pooling authority providing such coverage, if mutually acceptable by the parties to this Agreement. CRY-ROP shall be responsible for Workers' Compensation Insurance coverage for students involved in community classroom training regardless of the student's district of residence.

12. The following Addendums apply to all Districts: A, B, C, F, G, G-1
13. The following Addendums applies to Colton: I,
14. The following Addendums apply to Redlands: D, E, H, I, K
15. The following Addendums apply to Yucaipa-Calimesa: D, J
16. This Agreement may be amended, modified, or addendums added from time to time by mutual agreement of all parties. Should any portion, term, or provision of this agreement be deemed invalid by a court of competent jurisdiction, the validity of the remaining portions shall not be affected thereby.
17. Any future agreements, or portions thereof, between the Districts and CRY-ROP may be terminated, amended or modified by serving a written notice no later than December 31, 2009.

Executed in the County of San Bernardino on the dates specified below.

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

\_\_\_\_\_  
CRY-ROP Superintendent

\_\_\_\_\_  
CJUSD Superintendent

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

\_\_\_\_\_  
RUSD Superintendent

\_\_\_\_\_  
YCJUSD Superintendent

ADDENDUM A

Colton Joint USD  
Redlands USD  
Yucaipa-Calimesa Joint USD

SUPPORT SERVICES --- SUPPLIES, SERVICES, & SAFETY TRAINING

The Districts Shall:

Upon request of the CRY-ROP Superintendent or designee, and with the concurrence of the respective District Superintendent or their designee, provide building and grounds repair, instructional, maintenance and office supplies (District warehouses), site maintenance, data processing, petroleum, oil, lubricants, student transportation, classified and certificated substitute services as may be available and/or any other items or services not listed but mutually agreed upon. Costs not to exceed as follows:

Colton Joint USD .....	\$ 3,000
Redlands USD .....	\$20,000*
Yucaipa-Calimesa Joint USD .....	\$ 3,000

\* Includes \$15,000 for warehouse orders and \$5,000for vehicle (fuel) supplies.

NOTE: The amounts listed above are for planning purposes. All support services provided by the Districts are done so at the formal request of CRY-ROP. The Districts shall require written authorization from CRY-ROP when the amounts listed above will be exceeded.

The districts shall include the ROP industrial/technology teachers in any safety training conducted for their industrial/technology teaching staff.

ADDENDUM B

Colton Joint USD  
Redlands USD  
Yucaipa-Calimesa Joint USD

SUPPORT SERVICES-CLASSROOMS

The Districts shall (to the extent possible):

Upon the request of the CRY-ROP Superintendent or designee, and with the concurrence of the respective District Superintendent or their designee, provide classroom spaces and suitable facilities to give laboratory type learning experiences to CRY-ROP students.

The Districts shall also furnish all in-kind services, such as utilities, security alarms, custodial, technology infrastructure, maintenance service, telephone service and a class period bell system.

SUPPORT SERVICES --- CAREER GUIDANCE

The Districts and CRY-ROP Agree that:

The establishment of a Career Guidance Center on the District's high school campus is necessary in order to provide career guidance and counseling services, subject to the following conditions:

1. The Districts shall provide essential guidance and counseling support services and facilities (if available) for operation of a Career Guidance Center.
2. If the Districts cannot provide adequate facilities, the Districts shall provide property (if available) and appropriate support services for the placement of facilities to be provided by CRY-ROP (if feasible). Should this action be necessary, Addendum H specifies the terms and conditions for leasing property to CRY-ROP.
3. CRY-ROP shall assign Career Guidance Specialists up to 188 school days, unless otherwise stipulated, to support the district/school site career guidance plan, and to support career guidance center services and activities.
4. The salaries of the CRY-ROP Career Guidance Specialists shall be paid by the CRY-ROP.
5. The assignment of a CRY-ROP Career Guidance Specialist shall be at the discretion of the ROP superintendent and based upon such factors such as the number of CRY-ROP course offerings, student participation, funding and guidance activities. Career Guidance Specialist duties are described in number 7.
6. All property acquired by CRY-ROP and placed in the Career Guidance Centers shall be identified as such, and shall be maintained by CRY-ROP.

7. The CRY-ROP Career Guidance Specialist shall provide career guidance, recruitment, and placement services as follows:
  - a. Provide information on CRY-ROP programs, policies and procedures to students, parents, school district personnel and the community.
  - b. Promote, recruit, guide, and enroll eligible high school students, where appropriate, into CRY-ROP programs. Facilitate campus orientation for adult students.
  - c. Recruit students for the purpose of maintaining all CRY-ROP classes at a minimum capacity level. All classes must be enrolled at a cost effective level established for each program.
  - d. Administer and interpret interest surveys, aptitude tests and other vocational assessment tests to potential CRY-ROP students in conjunction with the campus guidance department.
  - e. Monitor CRY-ROP students' progress, contacting parents, teachers, counselors, and CRY-ROP personnel as necessary to enhance the students' learning experience.
  - f. Interface with the CRY-ROP staff and school district personnel on issues dealing with the operation of CRY-ROP classes, enrollments, scheduling of students, new class offerings, and attend meetings in order to articulate issues of mutual concern.
  - g. Issue campus admittance pass as necessary and/or disseminate information on district parking and other pertinent policies for adult students or students from other campuses.
  - h. Provide information to students regarding employment opportunities.
  - i. Assist with the coordination of Career Day and/or other promotional type activities, e.g., recruit participants, organize table arrangements, maps, crowd control systems, electrical hookups, hang banners, and advertise these activities by preparing news articles, delivering brochures, and preparing announcements.
  - j. Assist CRY-ROP instructors in development and presentation of employability units of instruction.



Redlands USD  
Yucaipa-Calimesa Joint USD

### STUDENT STORES

WHEREAS, the Districts have available special facilities which may be used by the CRY-ROP for providing Retail training, and

WHEREAS, the Districts desire to have Student Stores operated at Redlands High School, Redlands East Valley High School, Orangewood High School, and Yucaipa High School; now, therefore, the parties agree as follows:

**The Districts Shall:**

1. Establish a Student Store at Redlands High School, Redlands East Valley High School, Orangewood High School, and Yucaipa High School.
2. Provide for the physical security of the facilities, utilities, custodial maintenance and telephone service.
3. Provide, in addition to the Student Store area, classroom facilities to be used for related instructional purposes by CRY-ROP, as well as tables, desks, and chairs as needed.
4. Prescribe Student Store operating hours in coordination with the CRY-ROP Teacher, Program Manager and the ASB.
5. Reimburse CRY-ROP for salary and benefit expenses incurred by CRY-ROP in support of the District's Student Store as indicated in Attachment A to this addendum.

**CRY-ROP Shall:**

1. Provide a properly credentialed and qualified teacher or qualified substitutes under the oversight of an assigned CRY-ROP Manager.
2. Develop operating policies and procedures for the Student Store in coordination with the respective ASB and High School Principal, with district approval.

3. Develop a list of all items to be sold at the Student Stores in coordination with the respective ASB and submitted through the High School Principal to the District Board of Education for approval, if required. This list will include normal high school supplies, student art supplies, and other appropriate items. Any new items to be added during the fiscal year must be approved by the ASB, High School Principal, and District Board of Education before being ordered and placed in stock. The CRY-ROP teacher is responsible for ordering the stock which is to be paid for by the ASB in accordance with District procurement procedures.
4. Assign responsibility to the CRY-ROP teacher to perform the following functions:
  - A. A physical inventory of all merchandise in stock will be taken quarterly by the CRY-ROP teacher on the last school day of each quarter using a master stock form created by the Student Store teacher and approved by the ASB. The original copy of the inventory will be given to the ASB Financial Secretary within 5 school days; and a copy of the inventory will also be given to the CRY-ROP Program Manager.
  - B. The CRY-ROP teacher will count all cash and checks received from the day's sales and make out a deposit slip in duplicate. The deposit slip and corresponding cash and checks will be given to the ASB Financial Secretary daily for deposit into the ASB account at a bank designated by the District.
  - C. The maximum dollar value of stock on hand at Yucaipa High School is limited to \$3,000 except for the months of August, September and October where the maximum will be \$10,500 to cover sales of gym clothes. The maximum dollar value of stock on hand at Redlands High School and Redlands East Valley High School is limited to \$8,000 except for the months of September and October where the maximum is \$20,000 due to sales of gym clothes. Any increase in this amount must be approved by the District. The maximum dollar value of stock on hand at Orangewood High School is limited to \$8,000.
  - D. All items in stock at a Student Store must have an ASB stock number. A stock numbering system will be set up by the ASB in coordination with the CRY-ROP teacher and the District Business Office.

- E. When purchasing stock for inventory in a Student Store, the purchase order request must list the stock number as well as a description of the item. All stock items will be listed separately on the purchase order request. Open purchase orders with "not to exceed limits" will be allowed at Yucaipa High School for the food and beverage vendors.
- F. All accounting procedures and internal controls jointly developed by the District Business Office and CRY-ROP will be implemented and followed by the CRY-ROP teacher and the ASB financial bookkeeper.

The ASB Under the Umbrella of the District Shall:

1. Provide all business licenses, permits, etc.
2. Provide for the maintenance and upkeep of all Student Store equipment and the upgrading or maintenance of the Student Store facility shall be the responsibility of the ASBs and the Districts in coordination with CRY-ROP.
3. Purchase all specialized equipment, such as Student Store cash registers, display cases, computers and printers which are necessary for the daily operation of the stores whereby the ASB is the recipient of the store's profit.
4. Receive all profits derived from the sale of merchandise. Eighty percent of the net profit for each year shall be transferred to the appropriate high school ASB account. This transfer will be made at the end of the year, so it will show on the June 30 financial statement. If the 80% transfer of the net profit would leave the Student Store with a cash flow problem for the next year, the District Business Office has the option of delaying this transfer until the subsequent year, but not later than March 31 of the following year. The remaining 20% will be transferred to the ASB account no later than March 31 of the subsequent year.
5. Receive and disburse all money on behalf of the Redlands, East Valley, and Yucaipa Student Stores in accordance with accounting procedures and internal controls prescribed by the District's Business Office.
6. Provide a Student Store "Statement of Profit & Loss" to the Student Store Advisor, the District Business Office and the CRY-ROP Business Office on a quarterly basis.

ADDENDUM D, continued

Attachment A

Summary of Salary and Benefits at Redlands High School Student Store for Management for 2009-2010

**EXPENSES:**

Salary: 1 period x 185 days x \$ 35.74 ( 1I on CRY-ROP scale)	\$6,611.90
Health Benefits (1/6 of \$8950)	\$1,521.50
STRS (8.25%)	\$545.48
Worker's Compensation (1.7406%)	\$115.09
Unemployment Insurance (.3%)	\$19.84
Medicare (1.45%)	\$95.87
<b>TOTAL *</b>	<b>\$8,909.68</b>

Summary of Salary and Benefits at Redlands East Valley High School Student Store for management for 2009-2010

**EXPENSES:**

Salary: 1 hr x 185 days x \$40.72 (3K on CRY-ROP scale)	\$7,533.20
Health Benefits (1/6 of \$8950)	\$1,521.50
STRS (8.25%)	\$621.49
Worker's Compensation (1.7406%)	\$131.12
Unemployment Insurance (.3%)	\$22.60
Medicare (1.45%)	\$109.23
<b>TOTAL *</b>	<b>\$9,939.14</b>

\*Additional hours may be charged for student store setup in the fall.

Attachment A, continued

Summary of Salary and Benefits at Orangewood High School Student Store for Management for 2009-2010

**EXPENSES:**

Salary: 1 period x 185 days x \$ 38.76 ( 3I on CRY-ROP scale)	\$7,170.60
Health Benefits (1/6 of \$8950)	\$1,521.50
STRS (8.25%)	\$591.57
Worker's Compensation (1.7406%)	\$124.81
Unemployment Insurance (.3%)	\$21.51
Medicare (1.45%)	\$103.97
<b>TOTAL *</b>	<b>\$9,533.96</b>

Summary of Salary and Benefits at Yucaipa High School Student Store for Management for 2009-2010

EXPENSES:

Salary: 1 hr x 185 days x \$35.99 (3Kon CRY-ROP scale)	\$6,658.15
Health Benefits (1/6 of \$8950)	\$1,521.50
STRS (8.25%)	\$549.30
Worker's Compensation (1.7406%)	\$115.89
Unemployment Insurance (.3%)	\$19.97
Medicare (1.45%)	\$96.54
<b>TOTAL *</b>	<b>\$8,961.35</b>

\*Additional hours may be charged for student store setup in the fall.

Attachment A, continued

The districts shall reimburse CRY-ROP for expenses upon receipt of an invoice submitted by CRY-ROP in the format specified in Addendum F. It is understood by all parties that the figures reflected here will be only estimates of costs. The CRY-ROP invoice shall indicate actual expense.

\* Additional hours may be charged for the student store setup in the fall.

ADDENDUM E

Redlands USD

**HEALTH BENEFITS PACKAGE**

WHEREAS, The Redlands Unified School District can make available to CRY-ROP the same health benefit plans that are provided District employees; and

WHEREAS, The CRY-ROP Governing Board has authorized a benefit allocation for CRY-ROP employees; now, therefore, be it Resolved, that the parties agree as follows:

1. The District shall, on a year-to-year basis, make available to CRY-ROP the same health benefits plans that are provided District employees. CRY-ROP shall advise the District as to which health plans it wishes to provide to CRY-ROP employees. The District shall include the names of CRY-ROP employees on the District's eligibility lists and pay the premiums for the CRY-ROP employees designated.
2. CRY-ROP will reimburse the District for all monies expended on behalf of CRY-ROP for premiums plus CRY-ROP's portion of the administrative fees ( 12 months of billing). Billings and reimbursements shall be in accordance with the procedures specified in the basic agreement.
3. The District, acting on behalf of CRY-ROP, shall select an insurance agency to service the benefit plans as needed.

ADDENDUM F

Colton Joint USD  
Redlands USD  
Yucaipa-Calimesa Joint USD

INVOICE FORMAT

THIS BILLING IS IN ACCORDANCE WITH REQUIREMENTS AS SET FORTH BY THE STATE OF CALIFORNIA FOR REGIONAL OCCUPATIONAL PROGRAMS JOINT POWERS FOR REPORTING EXPENDITURES MADE UNDER CONTRACT ARRANGEMENTS WITH SCHOOL DISTRICTS.

SALARIES	_____
STRS	_____
PERS	_____
MEDICARE/SOCIAL SECURITY	_____
H & W	_____
U I	_____
W C	_____
SUBSTITUTE	_____
CUSTODIAL	_____
OTHER (SPECIFY)	_____
TOTAL DUE	_____

BILLING AGENCY \_\_\_\_\_

PROGRAM (If applicable) \_\_\_\_\_

MASTER AGREEMENT REFERENCE \_\_\_\_\_

Section, Paragraph, Addendum



ADDENDUM G

Colton Joint USD  
Redlands USD  
Yucaipa-Calimesa Joint USD

LEASE OF PROPERTY

Whereas, the Districts own real property that can be leased to CRY-ROP for the purpose of placing CRY-ROP facilities thereon, and

Whereas, CRY-ROP desires to lease a portion of said property for such purposes in order to conduct programs mutually agreed upon; now therefore, the parties agree as follows:

1. The Districts agree to lease to CRY-ROP, on a year to year basis, certain properties to be used for the placement of CRY-ROP facilities and to provide CRY-ROP access thereto.

The use of this land by CRY-ROP shall include the use of restroom and other facilities on adjacent land owned by the District including, but not limited to, parking areas in other areas of the respective campuses.

2. CRY-ROP shall pay to the District the sum of \$1.00 (one dollar) per year as rent for the leased property.

Colton Joint USD  
Redlands USD  
Yucaipa-Calimesa Joint USD

USE OF FACILITIES

WHEREAS, both CRY-ROP and the Districts are committed to providing school to career, career oriented, competency based vocational programs for high school students on the high school campuses, and

WHEREAS, this commitment is predicated upon the understanding that the parent districts will provide the facilities in which these programs can be carried out. Furthermore, it is also recognized that CRY-ROP owns certain facilities which may be utilized by the parent districts for their general educational programs;

NOW THEREFORE, the parties agree as follows:

A. THE DISTRICTS WILL:

1. Provide adequate facilities to be used by CRY-ROP to carry out mutually agreed upon vocational programs of instruction. The following classrooms have been and will continue to be used as ROP classrooms:
  - a. Colton High School – Rooms 105, 215, 253, 355, 456, 504A&B, 505, 508 and 509
  - b. Bloomington High School – Rooms 102, 111, 121, 285, 314, 315, B8, B9 and library annex
  - c. Redlands High School – Rooms 11, 12, R23, R29, 42, 43, 73 and Auto Body Shop & S8-Auto Shop
  - d. Redlands East Valley High School – Rooms D135, D140, D141, S4, S5, S6, S7, S8, S9 and J51
  - e. Orangewood High School – Room 1 and Student Store
  - f. Citrus Valley High School – E124
  - g. Yucaipa High School – Rooms A14, A15, C4, E8, E11, F2, H8, H9, Q106, and Q109
2. Agree that ROP classes will not be relocated without the mutual consent of the participating Districts and CRY-ROP.

3. Provide in-kind services, such as custodial and maintenance services, technology infrastructure, security, utilities, telephone services, and class period bells.
4. Include both District classrooms used by CRY-ROP and CRY-ROP facilities, described in Part B-1, in their Deferred Maintenance Plans. Costs associated with the implementation of the Plan will be initially borne by the Districts.
5. The Districts will include both District classrooms used by CRY-ROP and CRY-ROP owned facilities in their plans to upgrade the campus infrastructure for technology to the classrooms. Costs associated with implementation of these plans will be borne by the Districts.
6. Other facilities may be shared by the Districts and CRY-ROP as is mutually agreeable on a year to year basis.

B. CRY-ROP WILL:

1. Continue to hold title to the following facilities on district property:  
Colton High School: Classrooms 510, 511, 512 and 513  
Bloomington High School: Classrooms 314 and 315  
Redlands High School: Auto Body Classroom, Paint Booth and Career Center  
Yucaipa High School: Classroom L1
2. Provide the use of the agricultural building at Colton High School and the relocatable classroom at Yucaipa High School to the respective Districts for use in the general education programs of the Districts.
3. Provide facilities for career guidance services to all students at the Colton and Redlands High School campuses.
4. Will not relocate District classes held in ROP facilities without the mutual consent of the participating Districts and CRY-ROP.
5. Bear the costs of all tenant improvements not covered in the District's Deferred Maintenance Plan due to remodeling of District facilities to CRY-ROP specifications. Such improvements will not be done without the prior approval of the District.
6. Reimburse the Districts for Deferred Maintenance Projects on those facilities covered in this addendum at a rate not to exceed the District's contribution to the Deferred Maintenance Fund in the year the repairs/improvements are made.

7. Bear all costs in hooking up computer equipment to the District's infrastructure at the point where the infrastructure enters the classroom.
  
8. The parties agree that, unless provided otherwise in this agreement, upon termination the CRY-ROP facilities, irrespective of their nature, i.e., permanently affixed to the real property or otherwise, shall remain the personal property asset of the CRY-ROP, and shall thereafter be subject to disposition by the CRY-ROP in a timely manner as it deems appropriate.

LEASE OF EQUIPMENT

WHEREAS, CRY-ROP owns the equipment listed in Attachment A,

WHEREAS, the Districts desire to lease said equipment, now therefore, the parties agree as follows:

1. CRY-ROP agrees to lease on a year to year basis, the equipment listed in "Attachment A" to Redlands Unified School District.
2. CRY-ROP shall retain the legal title to the equipment during the term of the lease and any renewals thereof. The equipment shall be identified as CRY-ROP equipment and listed on the CRY-ROP inventory file. During the CRY-ROP annual inventory, the Districts shall initial the inventory listing of said equipment thereby attesting to the possession of same.
3. The Districts shall be responsible for the proper care, security, repair and maintenance of the equipment. The vendor or vendors, mutually agreed upon by both parties shall be used to maintain the equipment. The Districts shall pay for all repairs and service of the equipment.
4. The Districts shall provide and maintain, in force, insurance protection of this equipment by including it as part of the Districts' property insurance policy. CRY-ROP shall be named as loss payee insured as it relates to insurance protection of this equipment. Refer to the requirement for the issuance of Certificates of insurance which is specified under the general provisions of the basic agreement between the District and CRY-ROP.
5. Upon termination of this lease, the equipment shall be returned to CRY-ROP in the same condition as when originally leased to the Districts, less reasonable wear and tear.
6. Lease costs for said equipment shall be \$1.00 per year.

ATTACHMENT A

<u>QUANTITY</u>	<u>ITEM</u>	<u>LOCATION</u>
1	VCR - #6701	Redlands H.S. Career Guidance Center
1	Monitor - #5488 (Zenith)	Redlands H.S. Career Guidance Center
1	Audio Visual Cart - #3583	Redlands H.S. Career Guidance Center

Colton Joint USD  
Redlands USD

PAYMENT OF COPIER COSTS

WHEREAS, Colton Joint Unified School district has provided a copier located in the Career Center at Bloomington High School; and

WHEREAS, CRY-ROP has provided a copier located in the Career Center at Colton High School; and

WHEREAS, these copiers are used by both District and CRY-ROP employees;

BE IT RESOLVED, that the District and CRY-ROP agree as follows:

The District shall:

1. Maintain the copier at Bloomington High School and pay all service invoices received during the period of this agreement, and provide all paper goods for its employees' use.

CRY-ROP shall:

1. Maintain the copier at Colton High School and pay all service invoices received during the period of this agreement, and provide all paper goods for its employees' use.

It is further agreed that the agency that uses the respective copier the most, shall also provide for ink toner, etc. for that copier.

WHEREAS, Redlands Unified School District has provided a copier located in the Career Center at Redlands High School; and

WHEREAS, the copier is used by both the District and CRY-ROP;

BE IT RESOLVED, that CRY-ROP will pay the District \$500 for the use of the copier upon receiving a District invoice.

ADDENDUM J  
Yucaipa-Calimesa Joint USD

COMPUTER AIDED DRAFTING PROGRAM

WHEREAS, CRY-ROP offers an advanced vocational education program in Computer Aided Drafting, and

WHEREAS, Yucaipa-Calimesa Joint Unified School District offers beginning/intermediate programs in Drafting; now, therefore, the District and CRY-ROP agree as follows:

The District Shall:

1. Administer, supervise and evaluate the District Drafting Program.
2. Provide the necessary facilities, equipment and instructional supplies for the District's Drafting Program.
3. Provide services equivalent to those provided for other District vocational programs such as purchasing, substitute teachers, and custodial.
4. Provide appropriate staff for program and teacher monitoring.
5. Provide and pay for a properly credentialed and qualified employee for the program in keeping with the guidelines set forth in the California State Plan for Career Technical Education.
6. Recruit and enroll high school students in the program, in coordination with the ROP. Preference in the program shall go to high school students in the Yucaipa-Calimesa Joint Unified School District and high school students from the Redlands Unified School District and the Colton Joint Unified School District. Adult students may be enrolled in the program by the ROP on a space available basis.



CRY-ROP Shall:

1. Work with the employee provided as teacher by the District to be sure he/she is credentialed and properly qualified. The credentialing qualifications of the employee shall be in keeping with the guidelines set forth in the California State Plan for Career Technical Education.
2. Provide appropriate staff for monitoring program and teacher activities.
3. Provide standard support services for students enrolled in the Computer Aided Drafting Program.
4. Provide promotional activities including brochures and registration materials for student recruitment.
5. Purchase equipment and instructional materials for student use in the program as mutually agreed to by the ROP and the District.
6. Arrange for the teacher to attend scheduled District, ROP, and Advisory Committee meetings related to the program.
7. Maintain a listing of CRY-ROP equipment to be used in the program.
8. Reimburse the District for salary and benefit expenses per CRY-ROP salary schedule in support of CRY-ROP's Computer Aided Drafting Program as indicated in Attachment A to this addendum.
9. Submit reports and information as requested by the District to include:
  - a. Attendance reports
  - b. Student progress reports and evaluation data on the program
  - c. Verification of staff qualifications
  - d. All reports required by the State of California
10. Annually evaluate the teacher with input and assistance from the designated administrator at the school site.

ATTACHMENT A

DESCRIPTION OF TOTAL COMPUTER AIDED DRAFTING PROGRAM COSTS  
2009-2010

Summary of Salary:

Teaching Assignment for Fall & Spring

Period 1	Computer Aided Drafting	- CRY-ROP
Period 2	Computer Aided Drafting	- District
Period 3	Principles of Engineering	- District
Period 4	Preparation	- District
Period 5	District Assignment	- District
Period 6	District Assignment	- District

Reimbursement to the District:

Salary: *	Based on placement on CRY-ROP's Salary Schedule (Range 4L)	
*	1.0 periods/day plus 1/6hour prep/day	
*	1.17 x \$43.33= \$50.70 x 180 days	\$9,126.00
Benefits: *	Prorata benefits estimate	\$1,071.46
<b>Total Reimbursement to Y-CJUSD</b>	<b>=</b>	<b>\$10,197.46</b>

CRY-ROP shall reimburse Y-CJUSD upon receipt of an invoice submitted by both parties that the figures reflected here are only estimates. The district's invoice shall indicate actual expenses based on re-calculations at the time of billing.

NOTE: Benefits charged to CRY-ROP include \$0.00 for Health, \$158.85 for Workers' Compensation (1.7406%), \$752.90 for STRS (8.250%), \$27.38 for Unemployment (.3%) and \$132.33 for Medicare (1.45%).

### ACADEMY PLANNING PERIOD STIPENDS

The Districts and CRY-ROP Agree that:

California Partnership Academy grants are funded to include collaborative planning sessions between the District and ROP academy teachers. In addition, the academy teachers provide service that is above and beyond the normal teaching assignment, including but not limited to:

1. Summer integrated curriculum writing
2. Weekend meetings and field trips
3. Before and after-school teacher meetings
4. Academy, steering committee and advisory meetings

The grant budget provides for all participating academy teachers (District and ROP) to receive a stipend equivalent to the value of an extra-period assignment. CRY-ROP will advance the stipend payment for 180 hours of service to the ROP academy teacher(s) as follows:

1. The participating California Partnership Academy grant for 2009-2010 includes the Health Education and Recreational Training (H.E.A.R.T.) and Redlands Business (ReBus) Academies.
2. CRY-ROP will select the participating CRY-ROP academy teachers. CRY-ROP will provide the School to Career Coordinator with the names of the participating CRY-ROP academy teachers.
3. CRY-ROP will pay the participating CRY-ROP academy teachers on a monthly basis through the CRY-ROP payroll system at the teacher's regular hourly rate for one planning period/day for 180 days.
4. Payment will be made for the months of September through June.
5. CRY-ROP will bill the Redlands Unified School District. The District will charge the appropriate Academy Grant and compensate CRY-ROP for the amount of the stipends paid to the CRY-ROP academy teachers.



**BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

**ACTION ITEM**

**TO:** **Board of Education**

**PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division

**SUBJECT:** **Adoption of New Board Policy and Administrative Regulation:**  
  
*6146.12 -- Graduation Requirements – Veterans Diploma (new)*  
*(Beginning 2009-2010)*

**GOAL:** Improved Student Performance

**STRATEGIC PLAN:** Strategy#6 – Character

**BACKGROUND:** The state has authorized school districts to award high school diplomas to students who left school prior to completing their high school course of study to protect our nation by joining the military and fighting for the Nation’s freedom during World War II, the Korean War, or the Vietnam War. Students who were federally interned during World War II are also eligible to receive their high school diploma.

Adoption of this board policy will allow the Board to retroactively grant high school diplomas to former students who are veterans of World War II, the Korean War, or the Vietnam War, or to former students who were interned during World War II under the qualifications specified in Administrative Regulation.

In addition, the Board is authorized to retroactively grant a diploma to a deceased former student who satisfies the stated qualifications. The diploma shall be received by the deceased student's next of kin.

**RECOMMENDATION:** That the Board adopt the new board policy and administrative regulation, *6146.12 Graduation Requirements, Veterans Diploma*, as presented:

**ACTION:** On a motion by Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board adopted new Board Policy and administrative regulation, *#6146.12 Graduation Requirements– Veterans Diploma*, beginning in the 2009-2010 school year.

VETERANS DIPLOMA

BP 6146.12

The Governing Board desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment. The Governing Board also acknowledges that some students have historically left school prior to completing their high school course of study to protect our nation and join the military to fight for the Nation's freedom during World War II, the Korean War, or the Vietnam War.

The Board is authorized to retroactively grant high school diplomas to former students who are veterans of World War II, the Korean War, or the Vietnam War, or to former students who were interned during World War II, under the qualifications specified in Administrative Regulation.

In addition, the Board is authorized to retroactively grant a diploma to a deceased former student who satisfies the stated qualifications. The diploma shall be received by the deceased student's next of kin.

## Legal Reference:

## EDUCATION CODE

*48200 Compulsory attendance**51225.3 Requirements for graduation**51225.5 Honorary diplomas; foreign exchange students**51228 Graduation requirements**51240-51246 Exemptions from requirements**51410-51412 Diplomas**51430 Veterans Diplomas*

CODE OF REGULATIONS, TITLE 5

11/05/2009

VETERANS DIPLOMA

AR 6146.12

The Board of Education of the Colton Joint Unified School District wishes to recognize those individuals who left high school prior to completing their required graduation credits to serve in the defense of this country in World War II, the Korean War, or Vietnam War, in accordance with Board Policy 6146.12. Individuals, or families on behalf of the deceased individual, may apply to the Board of Education of the Colton Joint Unified School District to receive their high school diploma. The applicant must attest to meeting the qualifications of the diploma. The Board of Education may award a diploma to those individuals who have substantially met the requirements.

Qualifications for Receiving a Veterans Diploma

1. The former student is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War; or
2. The former student was interned by order of the federal government during World War II; and
3. The former student was enrolled in a school within the Colton Joint Unified School District immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (*Education Code 51430*); or

"Veteran" means a person who has served 90 days or more in the military service of the United States during a war with a foreign power or during any national emergency declared by the President of the United States and who has received an honorable discharge from that service. This includes Coast Guard, Merchant Marines, and other United States agencies, that were not part of the Uniformed Military Services in times of peace (*Education Code 51442*).

The application for a diploma based upon these qualifications may be made by completing the Veterans Diploma Application (*E 6146.12*). The form must be completed and signed by the applicant and returned to the same office. If this application is for a deceased former student, who satisfies the above conditions, the next of kin may need to provide a death certificate, marriage certificate or birth certificate.

The applicant will be asked to provide military history and discharge status. If the applicant was nationalized for a term of 90 or more days, and this being the sole qualification factor, the applicant will be required to provide evidence at the time of the application.

Evidence for proof of service may include but not limited to the following:

- a) Discharge Orders
- b) Separation Papers
- c) Veterans Administration Number / ID
- d) Other printed documents from Federal Agencies
- e) The applicant may attest in the application process to the destruction/ loss of the written evidence.

Board authorization for the diploma will be at the next regularly scheduled board meeting after the application is verified and the diploma is printed. The applicant may be asked to participate in a ceremony to be recognized by the Board of Education for their accomplishments.

VETERANS DIPLOMA

E 6146.12

**COLTON JOINT UNIFIED SCHOOL DISTRICT**  
Veterans Diploma Application

Name of Student/Veteran: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Expected Graduation Year: \_\_\_\_\_

Name and Date of Last School Attended: \_\_\_\_\_

Name of Applicant (if different): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ email: \_\_\_\_\_

Branch of Service: \_\_\_\_\_ Terms of Service: \_\_\_\_\_

Honorably Discharged:  Yes  No  Unsure (Proof required)

**I ATTEST TO THE ACCURACY OF THE INFORMATION PROVIDED IN COMPLETING THE APPLICATION FOR A VETERANS DIPLOMA FROM THE COLTON JOINT UNIFIED SCHOOL DISTRICT. I UNDERSTAND THAT IF I AM AWARDED A DIPLOMA BY THE CJUSD BOARD OF EDUCATION I MAY BE ASKED TO ATTEND A CEREMONY FOR THE PRESENTATION OF THE DIPLOMA.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signing this application shall serve as an authorization to release information to the Colton Joint Unified School District as necessary to research the records of the applicant named above to verify the information stated. A valid government issued identification card or drivers license is required at time of pick up. If the applicant is different than the graduate, additional documentation such as marriage license, birth certificate or death certificate may be required.

The Board of Education of the Colton Joint Unified School District certifies that the above named individual has met the requirements of Board Policy 6146.12 and grants the status of high school graduate. The diploma shall be awarded from \_\_\_\_\_ High School, granted for the year of \_\_\_\_\_.

\_\_\_\_\_  
Clerk of the Board, Colton Joint Unified School District

\_\_\_\_\_  
Date



# BOARD AGENDA

REGULAR MEETING  
November 5, 2009

## ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** James A. Downs, Superintendent

**SUBJECT:** Adoption of Resolution, “Designation of November as Honorary Veterans’ Month”

**GOAL:** Community Relations/Parent Involvement

**STRATEGIC PLAN:** Strategy #1 – Communication  
Strategy #2 – Curriculum  
Strategy #6 – Character

**BACKGROUND:** Citizens throughout the United States will celebrate Veterans’ Day on November 11, 2009. In honor of the war veterans who served our country, the Board of Education wishes to expand the commemoration of their service to the entire month of November. Educators should introduce appropriate learning activities during the month to increase awareness of the contributions of war veterans to the nation’s democratic ideals.

**BUDGET IMPLICATIONS:** None

**RECOMMENDATION:** That the Board of Education adopt the Resolution: “Designation of November as Honorary Veterans’ Month” to recognize the contributions of war veterans to this country.

**ACTION:** On a motion by Board member \_\_\_\_\_ and \_\_\_\_\_, the Board of Education adopted the Resolution “Designation of November as Honorary Veterans’ Month” as presented.

Colton Joint Unified School District

# Resolution

## *“Designation of November as Honorary Veterans’ Month”*

November 2009

**WHEREAS**, Veterans Day is observed on the anniversary of the World War I armistice that ended hostilities on November 11, 1918; and

**WHEREAS**, Both men and women of our armed forces have answered the call of duty and defended our nation to preserve the freedoms and liberties we enjoy today; and

**WHEREAS**, Members of the armed forces have helped shape this country and protect its citizens in times of war; and

**WHEREAS**, War veterans demonstrated courage and bravery and are constant reminders of this country’s democratic ideals; and

**WHEREAS**, War veterans are inspirational and contribute greatly to society by educating young people about the history of their nation; and

**WHEREAS**, District educators are urged to use the month of November to recognize the contributions of war veterans through various educational activities, including guest speakers, parades, essay contests, research projects, and more, and to involve veterans of the local communities in these events whenever possible; now, therefore,

**BE IT RESOLVED**, That the Board of Education of the Colton Joint Unified School District hereby designates November as Honorary Veterans’ Month and encourages instructional activities during this month to commemorate the service of veterans to this country.



DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of \_\_\_ ayes, \_\_\_ nays, \_\_\_ absent, \_\_\_ abstentions this 5<sup>th</sup> day of November, 2009.

\_\_\_\_\_  
Marge Mendoza-Ware, President, Board of Education

Attest:

\_\_\_\_\_  
James A. Downs, Secretary, Board of Education

# BOARD AGENDA

REGULAR MEETING  
November 5, 2009

## ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** James A. Downs, Superintendent

**SUBJECT:** Adoption of Resolution, “Declaring Louie F. Rodriguez as an Honored and Distinguished Graduate”

**GOAL:** Community Relations/Parent Involvement

**STRATEGIC PLAN:** Strategy #1 – Communication  
Strategy #2 – Curriculum  
Strategy #6 – Character

**BACKGROUND:** The Board of Education seeks to recognize honored and distinguished graduates from Colton Joint Unified School District schools who have gone on to achieve success and set a positive example for current and future students.

Dr. Louie F. Rodriguez graduated from Colton High School in 1993. Following high school graduation, Dr. Rodriguez earned two masters degrees in education and a doctorate in Administration, Planning, and Social Policy. He is committed to the field of education, in particular researching ways the education system can better serve students from poverty and minority backgrounds.

**BUDGET IMPLICATIONS:** None

**RECOMMENDATION:** That the Board of Education adopt resolution: “Declaring Louie F. Rodriguez as an Honored and Distinguished Graduate,” thus recognizing the contributions of one of our many successful alumni.

**ACTION:** On a motion by Board member \_\_\_\_\_ and \_\_\_\_\_, the Board of Education adopted resolution, “Declaring Louie F. Rodriguez as an Honored and Distinguished Graduate” as presented.

Colton Joint Unified School District

# Resolution

*“Declaring Louie F. Rodriguez as an Honored and Distinguished Graduate”*

*November 5, 2009*

**WHEREAS**, The Colton Joint Unified School District seeks to honor successful graduates; and

**WHEREAS**, Dr. Louie F. Rodriguez graduated from Colton High School in 1993; and

**WHEREAS**, Dr. Rodriguez earned his AA from San Bernardino Valley College, his BA from Cal State San Bernardino and went on to post-graduate studies at Harvard University; and

**WHEREAS**, He studied at Harvard under the McNair Scholars Program and earned two masters degrees in education as well as his doctorate in Administration, Planning, and Social Policy, in particular studying issues of improving school culture for students who come from poverty and minority cultures; and

**WHEREAS**, Dr. Rodriguez, after working as an assistant professor at Florida International University, returned to Cal State San Bernardino as an assistant professor in Administration Planning and Social Policy so he can apply his dedication to the question of how teachers and administrators can improve the educational system to serve our students better; and

**WHEREAS**, The Colton Joint Unified School District seeks to honor graduates who have gone on to achieve success and to set a positive example for others in all their endeavors; now, therefore,

**BE IT RESOLVED**, That the Board of Education of the Colton Joint Unified School District hereby recognizes Louie F. Rodriguez as an Honored and Distinguished Graduate of Colton High School and recognizes him for his many contributions to the education of our youth both today and in the future.



DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of \_\_\_ ayes, \_\_\_ nays, \_\_\_ absent, \_\_\_ abstentions this 5<sup>th</sup> day of November, 2009.

\_\_\_\_\_  
Marge Mendoza-Ware, President, Board of Education

Attest:

\_\_\_\_\_  
James A. Downs, Secretary, Board of Education

## BOARD AGENDA

REGULAR MEETING  
November 5, 2009

### STUDY, INFORMATION AND REVIEW

**TO:** Board of Education  
**PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division  
**SUBJECT:** Resignations  
**STRATEGIC PLAN:** Strategy #1 – Communication

#### I. Certificated

1. Hall, Jessica  
SDC-SH Teacher - ROHMS  
Employed August 25, 2009; resignation effective October 30, 2009. Voluntary.

#### II. Classified

1. Allen, Syntyche  
Nutrition Svcs. Wrkr. I – Cooley Ranch & Reche Canyon  
Employed August 13, 2007; resignation effective November 7, 2009. Employment elsewhere.
2. Contreras, Monica  
Special Ed Inst. Asst. - Washington  
Employed September 26, 2005; resignation effective October 24, 2009. Accepted teaching position in the District.
3. Lucien, Dominique  
State Preschool Inst. Asst. – Rogers  
Employed April 1, 2008; resignation effective October 31, 2009. Accepted State Preschool Teacher position in the District.
4. Maldonado, Susana  
Language Assistant – THMS  
Employed March 3, 2008; resignation effective October 24, 2009. Return to school.



## **BOARD AGENDA**

**REGULAR MEETING  
November 5, 2009**

### **STUDY, INFORMATION AND REVIEW**

**TO:** Board of Education

**PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division

**SUBJECT PLAN:** Associated Student Body (ASB) Financial Reports for the Period of July 1, 2009 through September 30, 2009

**GOAL:** Budget Planning

**STRATEGIC PLAN:** Strategy #1 – Communication

**BACKGROUND:** Attached are the 2009-2010 first quarter financial report summaries for the elementary and secondary Associated Student Body (ASB). These reports are intended to inform the Board of Education of the District's ASB activities and fiscal status.

Elementary and middle school financial activities are handled centrally through the District Office. Each high school is allocated a full-time ASB account technician to maintain fiscal activities at the site and report to the District Office.

## Central Elementary Schools

Date Range: 07/01/2009 through 09/30/2009

	BEG BALANCE	INCOME	EXPENSE TRANSFERS	BALANCE	
BIRNEY	1,269.28	305.05		1,574.33	
COOLEY	2,027.13			2,027.13	
CRESTMORE	1,092.62			1,092.62	
D'ARCY	4,530.24		1,869.21	2,661.03	
GRAND TERRACE	7,380.05			7,380.05	
GRANT	0.00			0.00	
GRIMES	2,168.21		810.00	1,358.21	
JURUPA	7,550.34	14,713.92		22,264.26	
LEWIS	2,579.04			2,579.04	
LINCOLN	379.74	1,547.25		1,926.99	
MCKINLEY	12,946.24	20,086.00	0.00	33,032.24	
RECHE CANYON	7,822.25		480.00	7,342.25	
ROGERS	549.35	208.00	664.15	93.20	
SAN SALVADOR	87.39			87.39	
SLOVER	20,426.84		750.00	19,676.84	
SMITH	3,967.95			3,967.95	
SYCAMORE	19,511.98	4,409.00		23,920.98	
TERRACE VIEW	58.67			58.67	
WASHINGTON	1,236.79	500.00		1,736.79	
WILSON	4,928.71	500.00		5,428.71	
ZIMMERMAN	2,353.88			2,353.88	
TOTAL	102,866.70	42,269.22	4,573.36	0.00	140,562.56



## Bloomington Middle School

Date Range: 07/01/09 Through 09/30/09

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE TRANSFERS	BALANCE	
100-100 INVENTORY	(2,986.14)		(4,532.15)	(7,518.29)	
100-110 INVENTORY - LOCKS	(5,227.10)		4,596.65	(630.45)	
100-115 INVENTORY - STUNDENT STORE	(52.78)			(52.78)	
300-000 GENERAL ASB	22,260.12	10,616.99	12,609.22	(64.50)	20,203.39
310-000 ANNUAL/YEARBOOK	3,419.61				3,419.61
311-000 AVID	40.46				40.46
313-000 BUILDERS CLUB	40.73				40.73
313-010 CHEER	226.05				226.05
315-050 CRAFTS CLUB	6.25				6.25
315-060 GATE CLUB	517.01				517.01
315-070 GERMAN CLUB	0.77				0.77
330-000 SCHOLARSHIP SOCIETY/NJHS	95.71				95.71
TOTAL	18,340.69	10,616.99	12,609.22	0.00	16,348.46

## Colton Middle School

Date Range: 07/01/09 through 09/30/09

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE TRANSFERS	BALANCE	
120-300 INVENTORY-PE CLOTHES	(2,107.63)		(213.38)	(2,321.01)	
125-300 EQUIPMENT	(6,315.13)			(6,315.13)	
125-305 ACCUM. DEPREC.-EQUIPMENT	748.44			748.44	
126-300 MARQUEE	(11,808.63)			(11,808.63)	
128-300 ACCUM DEPREC.-MARQUEE	5,248.28			5,248.28	
203-300 DJ	50.00			50.00	
206-300 AVID	2,758.18			2,758.18	
207-300 FALCON ATHLETICS	89.76	818.00		907.76	
208-300 KNOWLEDGE BOWL CLUB	1.16			1.16	
210-300 SOLID ROCK	499.13			499.13	
235-300 NATIONAL JR. HONOR SOCIETY	150.29			150.29	
238-300 NEWSPAPER	830.02			830.02	
240-300 PEP SQUAD	1,995.63			1,995.63	
245-300 SCIENCE CLUB	1,705.74			1,705.74	
260-300 YEARBOOK	7,182.03	286.00		7,468.03	
265-300 CHILSON AWARD	3,611.73			3,611.73	
270-300 THRASHER SCHOLARSHIP	1,740.31			1,740.31	
275-300 FALCONS PERFORMING ARTS TE/	243.50			243.50	
300-300 GENERAL ASB	21,706.83	6,995.26	120.26	213.38	28,795.21
<b>TOTAL</b>	<b>28,329.64</b>	<b>8,099.26</b>	<b>120.26</b>	<b>0.00</b>	<b>36,308.64</b>

## Ruth O Harris Middle School

Date Range: 07/01/2009 Through 09/30/2009

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
200-1100 INVENTORY - PE CLOTHES	(5,626.32)			(1,516.11)	(7,142.43)
200-1125 INVENTORY - STUDENT STORE	(869.00)				(869.00)
200-1150 INVENTORY - LOCKS	(224.50)			(6,834.86)	(7,059.36)
200-1175 INVENTORY - STAFF SHIRTS	(135.39)				(135.39)
200-1201 NEW EQUIPMENT	(7,554.77)				(7,554.77)
200-1401 ACCUM DEPREC. - EQUIPMENT	6,475.50				6,475.50
200-2000 GENERAL ASB	21,258.38	15,232.68	18,521.27	8,128.04	26,097.83
200-3000 ART CLUB	296.78				296.78
200-3010 AVID	3,157.82				3,157.82
200-3015 ATHLETICS CLUB	92.58				92.58
200-3020 BAND CLUB	114.75				114.75
200-3042 CHOICE	120.44			165.00	285.44
200-3045 CHORUS	76.00				76.00
200-3055 COMPUTER CLUB	306.10				306.10
200-3060 FHA - HEROS	452.07		600.00	222.93	75.00
200-3070 CRAFTS CLUB	540.92				540.92
200-3080 ENRICHMENT CLUB	304.25				304.25
200-3090 KATRINA RELIEF	300.78				300.78
200-3110 NATIONAL JR HONOR SOCIETY	921.76		562.90		358.86
200-3120 PEP SQUAD	0.17				0.17
200-3130 SCHOLARSHIP	139.31				139.31
200-3145 SOCCER CLUB	26.00				26.00
200-3150 WEIGHT TRAINING	33.97				33.97
200-3160 YEARBOOK	6,864.48			(165.00)	6,699.48
<b>TOTAL</b>	<b>27,072.08</b>	<b>15,232.68</b>	<b>19,684.17</b>	<b>(0.00)</b>	<b>22,620.59</b>

## Terrace Hills Middle School

Date Range: 07/01/2009 through 09/30/2009

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
100-1200 ELECTRIC SIGN	(13888.31)				(13,888.31)
100-1800 INVENTORY - PE CLOTHES	(518.70)			(1,019.65)	(1,538.35)
100-1805 INVENTORY-SPIRIT SHIRTS	(42.00)			42.00	0.00
100-1820 EQUIPMENT COPY MACHINE	(5,108.90)				(5,108.90)
100-1850 EQUIPMENT	(1,016.54)				(1,016.54)
100-1855 ACCUM. DEPR.-EQUIPMENT	406.62				406.62
100-1860 ACCUM. DEPR.-SIGN	1,543.15				1,543.15
100-1865 ACCUM. DEPR.-COPIER	729.84				729.84
100-1900 TEMP CLEARING ACCOUNT	70.00				70.00
100-2000 GENERAL ASB	25,835.76	2,000.57	504.17	977.65	28,309.81
100-3025 AVID	119.76	136.00		2,300.00	2,555.76
100-3027 BAND	809.52	272.00			1,081.52
100-3036 CIA	602.69				602.69
100-3045 COREVETTE	643.12				643.12
100-3048 DRAMA CLUB	866.97				866.97
100-3050 FUTURE CORE	93.38				93.38
100-3058 MULTICULTURAL CLUB	273.00		96.67		176.33
100-3060 NAT'L JR. HONOR SOCIETY	109.00				109.00
100-3067 PHD	37.60				37.60
100-3078 STAR CORE	509.64				509.64
100-3079 TIGER CORE	325.98				325.98
100-3300 YEARBOOK	4,228.35	7,710.00		(2,300.00)	9,638.35
<b>TOTAL</b>	<b>16,629.93</b>	<b>10,118.57</b>	<b>600.84</b>	<b>0.00</b>	<b>26,147.66</b>

## Colton High School

Date Range: 07/01/2009 through 09/30/2009

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
9510-000 ACCOUNTS PAYABLE	60.00	380.00			440.00
9511-000 ACCOUNTS PAYABLE -CJUSD	0.00		15.00	15.00	0.00
9511-100 A/P LOST TEXT BKS.	0.00	2,315.55	2,366.30	55.74	4.99
9511-110 A/P LOST LIBRARY BKS.	0.00	5,671.63	5,600.89	(70.74)	(0.00)
9511-200 A/P TRANSCRIPTS, DIPLOMAS	0.00	10.00	10.00		0.00
9511-440 A/P CERAMICS	0.00	10.00			10.00
9511-450 A/P METAL SHOP	0.00				0.00
9511-460 PSAT	0.00	247.00			247.00
9511-880 A/P TEST FEES	0.00				0.00
9530-000 SALES TAX PAYABLE	0.00				0.00
9610-000 ASB GENERAL RESERVES	79,283.64	76,365.12	33,523.64	(9,346.53)	112,778.59
9611-000 AP CLUB	3.35	10.00			13.35
9611-101 AP CHEMISTRY CLUB	587.49	710.00			1,297.49
9612-000 ANIMAL RIGHTS & ENVIRONMENT	249.91				249.91
9613-000 BELIEVERS	578.41				578.41
9614-000 ASIAN CLUB	744.08				744.08
9615-000 CSF	765.00	0.00			765.00
9616-000 A.V.I.D.	1,574.94	8,765.90	500.00		9,840.84
9617-000 BAND	1,400.13	3,719.00	2,259.24		2,859.89
9618-000 YOUNG DEMOCRATS	234.27				234.27
9619-000 BASEBALL CLUB	1,037.50	2,355.24	(1,000.00)		4,392.74
9620-000 BIOLOGICAL SCIENCE CLUB	201.15				201.15
9622-000 BLACK STUDENT UNION	275.78				275.78
9623-000 BOYS SOCCER CLUB	1,522.44				1,522.44
9624-000 BOWLING CLUB	0.00				0.00
9626-000 CHS PossAbilities	1,851.31		470.85		1,380.46
9627-000 ENVIRONMENTAL STUDIES CLUB	10.00				10.00
9631-000 GSA THE OTHER CHOICE	2,275.25		560.00		1,715.25
9632-000 DRUG FREE ZONE PROJECT	0.00				0.00
9633-000 CHEERLEADERS	0.57				0.57
9633-600 CHEERLEADERS VARSITY	25.00				25.00
9634-000 ASSOCIATED SCIENCE STUDENTS	9.65				9.65
9635-000 FEVER	168.94				168.94
9635-207 CLASS OF 2007	0.00				0.00
9635-208 CLASS OF 2008	0.00				0.00
9635-209 CLASS OF 2009	11,545.39	9,447.50	14,042.55		6,950.34
9635-210 CLASS OF 2010	14,434.55	36.00			14,470.55
9635-211 CLASS OF 2011	384.42	120.00	266.44		237.98
9635-212 CLASS OF 2012	709.44	15.00			724.44
9635-213 FRESHMAN CLASS	0.00	15.00			15.00
9636-000 FISHING CLUB	0.00				0.00
9637-000 COLTON HARRIERS	2,753.65	300.00	550.00		2,503.65
9637-101 COLTON HIGH EURO CLUB	56.00				56.00
9638-000 CLAY CLUB	244.10				244.10
9639-000 COLTON HIGH INFANT CENTER	136.33	110.74	200.00		47.07
9641-000 COLTON ROP DECA	0.00				0.00
9641-101 CHS BUSINESS LEADERS	2,335.21		42.58		2,292.63

9642-000	THE CHESS CLUB	1,062.12				1,062.12
9643-000	COLTON SWIM CLUB	1,640.04		1,144.50		495.54
9643-100	CUTT	310.81				310.81
9643-101	THE FASHION CLUB	13.83				13.83
9644-000	GRIDIRON CLUB	562.75	4,360.95	9,556.53	9,346.53	4,713.70
9645-000	FRENCH CLUB	550.81	10.00			560.81
9648-000	FHA - HERO	1,625.72	2,510.00			4,135.72
9649-100	FUEL FOR SUCCESS	0.00	636.26	340.08		296.18
9649-101	GAA - BADMINTON	822.78				822.78
9649-103	GAA - TENNIS	638.14	1,347.00	506.40		1,478.74
9649-104	GAA - VOLLEYBALL	1,530.67	1,273.50	795.91		2,008.26
9649-105	GAA-SOFTBALL	103.55				103.55
9649-106	GAA - SOCCER	2,051.03				2,051.03
9650-000	E-SMART	194.28				194.28
9651-000	BOYS GOLF CLUB	3,589.88				3,589.88
9651-100	CHS GIRL'S GOLF CLUB	458.81	76.50	442.88		92.43
9655-000	COLTON HIGH CHOIR	1,332.73				1,332.73
9656-000	INTERACT CLUB	464.94	40.00			504.94
9657-000	KEY CLUB	1,061.39				1,061.39
9659-000	LADY JACKETS	139.05	20.00			159.05
9661-000	LEADERSHIP FUND	1,127.71	1,829.00	1,955.90		1,000.81
9661-401	ACADEMIC COMPETITION	33.40				33.40
9661-402	STUDENT RECOGNITION FUND	1,376.31	357.08			1,733.39
9661-403	RECOGNITION FUND STAFF	509.21				509.21
9661-404	FOOD BASKETS	1,410.63				1,410.63
9661-405	BEAUTIFICATION	4,761.88				4,761.88
9661-406	FUNDS FOR HOMELESS STUDENTS	390.00	(120.00)			270.00
9661-409	STUDENT RECOGNITION FUND AAA	1.84				1.84
9662-000	MATH CLUB\COLTON HIGH SCHOOL	533.72		425.00		108.72
9663-000	MECHA	860.72				860.72
9664-000	MOVIE CLUB	171.10				171.10
9665-000	NHS	20,350.87	198.00	15,365.31		5,183.56
9666-000	PEER ASSISTANCE	1.41				1.41
9666-101	SECULAR STUDENT ALLIANCE	29.50				29.50
9667-000	POTTERWATCH	0.00				0.00
9672-000	SPANISH CLUB	313.08				313.08
9672-100	SPOTS	104.25				104.25
9673-000	STANDARD INTERACT CLUB	155.00				155.00
9675-000	TRACK CLUB	67.13				67.13
9677-000	THE SPAIN SOCIETY	1,145.14	200.00	(700.00)		2,045.14
9677-100	TENNIS	650.00	840.00			1,490.00
9679-000	VARSITY CLUB	1,041.70				1,041.70
9681-000	VICA	0.17				0.17
9683-000	WRESTLING CLUB	8,591.01				8,591.01
9685-000	YELLOW JACKET REBOUNDERS	129.78	300.00			429.78
9686-000	YOUNG REPUBLICANS	819.37				819.37
9688-000	RENAISSANCE	265.80	587.44	400.00		453.24
9692-000	THE OTHER CHOICE	86.52				86.52
9694-000	NATE HELMAN	5.00				5.00
9695-000	NJROTC	2,187.34	239.50	44.00		2,382.84
9698-000	CUHS 1965 REUNION COMMITTEE	316.00				316.00
9699-000	PUBLICATIONS	4,554.55				4,554.55

9704-000 SCHOLARSHIP FUND - RESERVE	30,022.61				30,022.61
9729-000 SCHOLARSHIP FUND	64,312.46	15,497.17	32,213.67		47,595.96
TOTAL	289,936.44	140,806.08	121,897.67	0.00	308,844.85

# Bloomington High School

Date Range: 07/01/2009 through 09/30/2009

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
9608 ALVAREZ MEMORIAL SCHOLARHSIP	14,777.67				14,777.67
9609 BISH EDWARDS SCHOLARSHIP	979.06	500.00	500.00		979.06
9610 GENERAL ASB	13,308.52	27,972.36	22,170.33	5,613.02	24,723.57
9611 ALVAREZ, K & S SCHOLARSHIP	0.00				0.00
9612 JACKSON SCHOLARSHIP	13,945.44	15.13	500.00		13,460.57
9613 IDDINGS, GEO SCHOLARSHIP	3,823.72	6.74			3,830.46
9614 SCHOLARSHIP FUND	1,421.56		500.00		921.56
9615 AGAPE	162.20				162.20
9616 AVID	1,665.20	178.75	50.26		1,793.69
9618 WALKER, REED SCHOLARSHIP	4,844.00	11.27	500.00		4,355.27
9619 ANIMATION	414.82				414.82
9620 BAND	5,762.04	1,325.00	2,375.00		4,712.04
9621 ADVANCED PLACEMENT ENGLISH	696.82	110.00			806.82
9623 ACADEMIC COMPETITION	23.06				23.06
9631 BEST BUDDY	477.01				477.01
9632 BRUIN PRO BUTTONS	186.83	62.25			249.08
9635 BLACK STUDENT UNION	745.16	10.00			755.16
9636 BASEBALL	0.28				0.28
9637 BOY SOCCER	227.07	77.00			304.07
9638 BOY BASKETBALL	413.77				413.77
9640 BOY CROSS COUNTRY	4,364.80	51.00	3,457.30	(116.35)	842.15
9643 COMPUTER CLUB	0.10				0.10
9644 CALIF SCHOLARSHIP FEDERATION	0.54			205.39	205.93
9645 CHOIR	4,560.24	219.00	201.99		4,577.25
9647 COLTON JOINT UNIFIED SCH DIST	5.00	5,784.86	930.50		4,859.36
9648 VANGELDER, GEO SCHOLARSHIP	20.00				20.00
9649 CLASS OF 2012	0.00				0.00
9650 CLASS OF 2011	0.10			150.00	150.10
9651 CLASS OF 2010	1,991.64	152.00	145.95		1,997.69
9652 CLASS OF 2009	16,286.42	348.00	10,514.12	(6,000.30)	120.00
9653 CLASS OF 2008	0.00				0.00
9654 LORAX CLUB, THE	118.11			(118.11)	0.00
9655 DECA	816.45				816.45
9656 DRAMA VIDEO	593.61	1,290.00	723.42	500.00	1,660.19
9657 FASHION CLUB	1,520.20				1,520.20
9658 FRENCH	216.89				216.89
9659 FUTURE FARMERS OF AMERICA	2,202.58	490.33	25.00		2,667.91
9660 STUDENTS IN ACTION (SIA)	93.86				93.86
9661 GAY STRAIGHT ALLIANCE	285.00				285.00
9662 KAYOS KIDZ	297.96				297.96
9663 JV GIRL SOCCER CLUB	48.63				48.63
9664 POLYNESIAN CLUB	150.27	1,124.00		(48.00)	1,226.27
9665 LATIN CLUB	968.73	15.00			983.73
9666 ASIAN CLUB	145.00				145.00
9667 FOOTBALL	192.99	115.00		48.00	355.99
9668 CLASS OF 2013	0.00	303.50			303.50



9669	GERMAN CLUB	2,242.13	182.35	127.16		2,297.32
9670	SKILLS	6,144.52	178.53	750.00		5,573.05
9671	GIRL CROSS COUNTRY	160.02		232.35	116.35	44.02
9672	GIRL BASKETBALL	5,888.33		425.00		5,463.33
9673	GIRL SOCCER	1.79	347.50			349.29
9674	SOFTBALL FROSH	0.00				0.00
9675	VOLLEYBALL	50.00	1,159.55	233.38	(200.00)	776.17
9677	GOLF	866.33				866.33
9678	SCIENCE CLUB	1,370.76				1,370.76
9679	HOME EC	1,517.10				1,517.10
9680	KEY CLUB	1,102.85	1,030.50			2,133.35
9681	JOURNALISM	2,443.26	1,436.46	1,274.49	(1,000.00)	1,605.23
9682	KILN CLUB	592.01				592.01
9683	NATIONAL HONOR SOCIETY	1,161.11				1,161.11
9684	STEP 2 IT	20.00				20.00
9685	NAVY CLUB	4,549.85	1,772.00	1,641.72		4,680.13
9686	PERFORMING ARTS (DRAMA)	10,337.40	240.00	1,289.46		9,287.94
9687	NAVY MAINTENANCE	1,032.98	2,620.00	100.00		3,552.98
9688	SPANISH CLUB	3,889.47	25.00			3,914.47
9689	PEPSTERS	13,494.13	14,816.50	24,661.03		3,649.60
9690	RENAISSANCE	883.83				883.83
9691	SENIOR GIFT	0.00				0.00
9692	JV SOFTBALL	0.00				0.00
9693	SWIM CLUB	1,450.47	182.61	82.12		1,550.96
9694	PEER COUNSELING	2.75				2.75
9695	YEARBOOK	18,771.55	370.00	18,700.00	1,000.00	1,441.55
9696	TRACK	86.45	381.01			467.46
9698	WRESTLING	1,843.54	332.00	950.00		1,225.54
9699	SPECIAL NEEDS FUND	961.00	(20.00)			941.00
9701	TREE HUGGER SOCIETY (THS)	15.00				15.00
9702	POLITICAL AWARENESS	9.00				9.00
9703	SOFTBALL	597.51		274.33		323.18
9705	WORLD EXPLORER'S CLUB	168.75	20.40			189.15
9706	MARINE BIOLOGY CLUB	118.81				118.81
9707	PASS THE TORCH	242.42	18.00		(150.00)	110.42
9708	MOTOR SPORTS CLUB	0.00	20.00			20.00
9709	PREMEDICAL STUDENT ASSOC	0.00				0.00
9900	ROGER KOWALSKI SCHOLARSHIP	6,000.00		6,000.00		0.00
9901	BLOOMINTON COMM BOOSTERS	2,000.00		2,000.00		0.00
9902	A/P ENGLISH SCHOLARSHIP FUND	250.00		250.00		0.00
9903	POLAR BEAR SCHOLARSHIP FUND	205.00				205.00
9904	GERMAN CLUB SCHOLARSHIP	700.00				700.00
9905	AVID SCHOLARSHIP FUND	3,500.00		1,900.00		1,600.00
9906	AGUA MANSA PTA SCHOLARSHIP	500.00		250.00		250.00
9907	AMERICAN LEGION AUX #1497 SCHL	300.00		300.00		0.00
9908	VIRGILIA BERNIER SCHOLARSHIP	1,500.00		1,000.00		500.00
9909	NORM SHARP SCHOLARSHIP	3,099.27				3,099.27
9910	KIWANIS CLUB OF COOLEY RANCH	400.00		400.00		0.00
9911	M/M ZIMMERMAN SCHOL FUND	0.00	400.00			400.00
9912	CT LOPEZ MEMORIAL SCHOLARSHIP	0.00	200.00	200.00		0.00
9913	BLOOMINTON LIONS CLUB SCH FD	0.00	500.00			500.00
Total		199,222.74	66,373.60	105,634.91	0.00	159,961.43

