



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

**October 1, 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 \_\_\_\_\_
- Ms. Mollie Gainey-Stanley \_\_\_\_\_
- Mr. Mike Snellings \_\_\_\_\_
- Mr. Jaime R. Ayala \_\_\_\_\_
- Mrs. Bertha Arreguín \_\_\_\_\_
- Ms. Helen Rodriguez \_\_\_\_\_
- Mrs. Alice Grundman \_\_\_\_\_
- Mr. Todd Beal \_\_\_\_\_
- Mrs. Ingrid Munsterman \_\_\_\_\_
- Ms. Julia Nichols \_\_\_\_\_
- 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. 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. PUBLIC/HEARING SESSION**

1. Kayos Kidz Club
2. Bloomington High School
  - Student Report – ASB Officers
3. Employee Recognition Program
  - Alma Hernandez — *Classified*, Language Support Services
  - Michael Reh — *Certificated*, Colton High School
  - Rick Lerma — *Management, Maintenance & Operations*
  - Lincoln Elementary PTA — *Education Partner*
4. District Assistance Intervention Team (DAIT) – New Directions

**Public Hearing**

5. District Sunshine Proposal (2009-10) for:
  - California School Employees Association (CSEA)
  - Association of Colton Educators (ACE)
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)

**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 – 12.

1. Approval of Minutes (September 17, 2009)
2. Approval of Consultants for Assembly Presentation
3. Approval of Consultants for Staff Development
4. Approval of Field Trips
5. Approval of New Course Descriptions and Adoption of Textbooks and Ancillary and Supplemental Instruction Materials for SDC Algebra IA and SDC Algebra IB, Grades 8-12 (Beginning October 2009)
6. Approval of the Course Descriptions for CAHSEE English Support, Grades 10-12 (Beginning October 2009)
7. Approval of the New High School Course Descriptions for SDC Read 180 English I and SDC Read English 180 English II, Grades 9-10 (Beginning October 2009)
8. Approval of the Course Descriptions and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for SDC World History and SDC U.S. History, Grades 10-12 (Beginning October 2009)
9. Approval of the Revised Course Descriptions for SDC Earth Science and SDC Biology, Grades 9-12 (Beginning October 2009)
10. Acceptance of Gifts
11. Approval of Cherrydale Farms Fundraiser at Terrace Hills Middle School (October through November 2009)
12. Approval of Amended Agreement (Contract No. 03-734 A-7) with the County of San Bernardino Probation Department for a School Probation Officer (2009-10)

B. Action Items

On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved Action Items #B-1 through #B – 9.

1. Approval of Personnel Employment
2. Approval of Conference Attendance
3. Approval of Purchase Orders
4. Approval of Disbursements
5. Adoption of Resolution No. 09-32 Giving Notice of Intention to Grant an Easement for Right of Way to Southern California Edison for the Grand Terrace High School Project
6. Approval of the Application for the K-3 Class Size Reduction Operations Programs (2009-10)
7. Approval of Additional Subcontractors Pursuant to Public Contract Code 4110 for Bid Package No. 10 Hanan Construction Co., Inc., (General Construction)
8. Approval of Subcontractor Substitution per Public Contract Code 4107 for Bid Package No. 9 Nevell Group, Inc. (Walls and Ceiling Systems)
9. Approval of Contract Amendment No. 1 with Advocates for Labor Compliance, LLC for Labor Compliance Monitoring Program Services for the Grand Terrace High School Construction Project

C. Action Items—Resolutions

On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved Action Items #C-1 through #C – 2.

1. Adoption of Resolution, “National Custodial Employees Day” October 2, 2009
2. Adoption of Resolution “National Red Ribbon Week” October 23-31, 2009

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

1. Personnel -- Resignations
2. Budget Update – Jaime Ayala
3. Facilities Update – Jaime Ayala
4. ACE Representative
5. CSEA Representative
6. MAC Representative
7. ROP Board Members
8. Superintendent’s Communiqué / Correspondence / Communications
9. 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

**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 Real Property Negotiator (Gov. Code 54956.8)**

Property: APNs 1167-151-35, 1167-151-36, 1167-151-38, 1167-151-39, 1167-151-45, 1167-221-01, 1167-221-02, 1167-151-32, 1167-151-33, 1167-151-34, 1167-151-29, 1167-151-43, and 1167-151-44 in San Bernardino County, California.

District Negotiators: James A. Downs, Jaime R. Ayala, Alice Grundman,  
Counsel, Best, Best & Krieger

**5. 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**  
**October 1, 2009**

**CONSENT ITEM**

## **Board of Education**

- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** **Approval of Minutes:**  
**Regular Meeting (September 17, 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 September 17, 2009, as presented.

## **BOARD OF EDUCATION Minutes**

**Regular Meeting  
September 17, 2009  
5:30 p.m.**

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, September 17, 2009, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

### Trustees Present

Mr. Mel Albiso	Vice President
Mr. David R. Zamora	Clerk
Mr. Robert D. Armenta Jr.	
Mr. Patt Haro	
Mrs. Frank A. Ibarra	
Mr. Kent Taylor	

### Trustee Absent

Mrs. Marge Mendoza-Ware (excused)

### Staff Members Present /\*Excused

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

Board Vice President Mel Albiso called the meeting to order at 5:38 p.m. Assistant Superintendent Jaime Ayala 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

- The board recognized six teachers from Bloomington and Colton High Schools for their valuable contributions in preparing students for the 2008-09 advanced placement exams. The successful results from the AP exams reflect the immeasurable impact they have on students.
  - Michael Bedard, US History, BHS
  - Daniel Johnson, World History, BHS
  - Francisco Villegas, Calculus, BHS
  - Yolanda Ortiz, Spanish, BHS
  - Holly Lacy, Economics, CHS (not present)
  - Daniel Johnston, Calculus, CHS (not present)
- Ingrid Munsterman, Human Resources, reviewed the district's sunshine proposals for ACE and CSEA.

**ACE:**

  - Article 7 – Wages and health and welfare benefits
  - Article 8 – Hours of employment
  - Article 9 – Class size, update language
  - Article 10.1 – Evaluation procedures, general
  - Article 18.1 – Medical coverage for retirees
  - Article 19 – Peer assistance and peer review
  - Article 22 – Year-round education, update language

**CSEA:**

  - Article 7 – Salary classification
  - Article 8 – Health and welfare benefits
  - Article 9 – Hours
  - Article 10 – Assignments
  - Article 14 – Holiday
  - Article 16 – Safety Conditions
  - Article 18 – Layoff and re-employment

3. Jennifer Jaime, K-6 Curriculum, Bertha Arreguin, Language Support Services, and Mary Beth Richardson, Educational Services, presented the Gifted and Talented Education (GATE) Identification Process.

1. **Public Comment: Specific Consent, Action, Study/Info or Closed Session Item:**

1. Gil Navarro, educational advocate, spoke in response to the GATE presentation. He thanked Ms. Gainey-Stanley and her staff for their comprehensive report on the GATE identification process. He reminded staff that it is a violation of a student's civil rights to exclude English language learners from gifted and talented programs based on their limited English proficiency when such programs do not require English proficiency.

2. **Public Input: Items Not on the Agenda**

1. Alberto Corona, student, San Bernardino Valley College, spoke in support of introducing Spanish music into the classrooms. He then performed a medley of Spanish songs for the audience.
2. Daryl Rosenbrock, CJUSD employee, Marathon for Books founder, presented a check in the amount of \$1,065 to Dr. Adeyemo, principal, Terrace View Elementary School.

Dr. Adeyemo thanked Mr. Rosenbrock for the generosity he continuously displays through his spirit of giving.

3. Randall Cisneros, parent, commented on the API scores and growth throughout the district. He acknowledged the improvement at Jurupa Vista where his children currently attend.
4. Griselda Covarubias, parent, employee, thanked members of the board, cabinet, and staff for joining the Alice Birney PTA. She stressed the importance of PTA and the support it provides for students, parents, and teachers. In the past Birney PTA has raised money for playground equipment, planting new trees, hosting pizza parties as awards/incentives. In the future they plan to purchase benches, more trees, and additional playground equipment.
5. Elsa Aguilar, parent, Agua Mansa president, thanked the board for providing additional crossing guards at Paul J. Rogers Elementary School. As Agua Mansa Council President, she asked for the continued support of PTA at school sites.
6. Christine Irish-Rey, resident, expressed concern for organizations using the facilities at Colton High School. She is concerned about the trash that is often left behind, dogs on the field, and double parking in the streets.

**Consent Items #156** On motion of Board Member Taylor, seconded by Board Member Zamora, and carried with a vote of 5 ayes, 0 noes, 1 absent, 1 abstentions (Mendoza-Ware absent) the Board approved Consent Items #A-1 through #A-8 as presented.

Board Vice President Mel Albiso abstained from the vote due to a conflict of interest (Item A-3).

**#156.1** A-1 Approved the minutes of the September 3, 2009 Board Meeting.

**#156.2** A-2 Approved consultants for assembly presentations (Exhibit A).

**#156.3** A-3 Approved consultants for staff development (Exhibit B).

**#156.4** A-4 Approved agreement (#09/10-0438) with the San Bernardino County Superintendent of Schools (KidsNCare) for the AB 212 Educational Stipend Program (July 1, 2009 through June 30, 2010). Stipend to be paid from AB212 funding.



- #156.5 A-5 Accepted the Award for AVID Advanced Placement Incentive Grant Program (APIP) for Bloomington High School and Bloomington Middle School (2009-10). The total amount received was \$25,000.
- #156.6 A-6 Accepted gifts (Exhibit C).
- #156.7 A-7 Authorized the “Piggyback” on the Pomona Valley School Co-Op Purchasing Group Bid #1 (09-10) FS for the purchase of food service supplies for the 2009-10 school year. The district’s estimated annual cost of #300,000 for the purchase of food service supplies will be paid from the nutrition services fund.
- #156.8 A-8 Authorized the “Piggyback” on the Pomona Valley School Co-Op Purchasing Group Bid #2 (09-10) FS for the purchase of snack foods and beverages for the 2009-10 school year. The district’s estimated annual cost of \$480,000 for the purchase of snack foods and beverages will be paid from the nutrition services fund.
- Action Items** #157 On motion of Board Member Zamora, seconded by Board Member Taylor, and carried on a 6-0 vote (Mendoza-Ware absent) the Board approved Action Items #B-1 through #B-12 as presented.
- #157.1 B-1 Approved personnel employment (Exhibit D).
- #157.2 B-2 Approved conference attendance (Exhibit E).
- #157.3 B-3 Approved classified reclassification as recommended by the committee (\$4,290 on-going from the General Fund).
- #157.4 B-4 Approved purchase orders for the sum of \$16,882.73.
- #157.5 B-5 Approved disbursements from batch #0299 through batch #0350 for the sum of \$989,150.57.
- #157.6 B-6 Approved Arbitrage Calculation Service agreement with Eide Bailly, LLP for General Obligation Bonds, Series 2002A, Series 2004B, and Series 2006C. Not to exceed \$10,500 (\$3,500 per series) to be paid from Bond Fund.
- #157.7 B-7 Approved the 2008-09 Unaudited Actuals Report.
- #157.8 B-8 Adopted Resolution No. 09-37 for revised 2008-09 Actual Gann Limit and projected 2009-10 Gann Limit.
- #157.9 B-9 Adopted Resolution No. 09-38 authorizing the issuance of Colton JUSD (San Bernardino and Riverside Counties, California) Election of 2008 General Obligation Bonds, Series A.
- #157.10 B-10 Approved Memorandum of Understanding with Western University of Health Services for participation in community health nursing from August 24, 2009 through August 24, 2010.
- #157.11 B-11 Approved Ratification Agreement #08/09-0804 for Web-IEP with East Valley Special Education Local Plan Area (EVSELPA) for December 8, 2008 through June 30, 2009 (\$6,440 to be paid from the General Fund and Special Education funding).
- #157.12 B-12 Approved amendment of Administrative Regulation: AR 6172 – *Gifted and Talented Student Program*.
- Action Items Resolutions** #158 On motion of Board Member Zamora, seconded by Board Member Haro, and carried on a 6-0 vote (Mendoza-Ware absent) the Board approved Action Items #C-1 through #C-4 as presented.
- #158.1 C-1 Adopted Resolution, “Character Education Month,” October 2009.
- #158.2 C-2 Adopted Resolution “P.R.O.U.D. Act”

#158.3 C-3 Adopted Resolution "Save our Schools Act"

#158.4 C-4 Adopted Resolution "Dream Act"

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

#### 1. **Personnel** – Resignations

2. **Budget Update:** Mr. Ayala announced that the approval of 2008-09 unaudited actual report officially closes the books for the 2008-09 school year. The ending fund balance was roughly 37 million dollars; about ten million more than originally anticipated. The auditing firm, Vavrinek, Trine, Day & Co., LLP, will be performing an audit the first week of October.

Board Vice President Albiso requested that district employees be regularly briefed on the financial status of the district.

3. **Facilities Update:** Mr. Ayala provided an update of on-going facilities' construction projects. Such projects include: State School Facilities Program, BHS and CHS math/science buildings, Grand Terrace High School, and Middle School #5. He would like to plan facilities subcommittee meeting for the week of September 21<sup>st</sup>.

Mr. Ayala requested that Seville Construction Services review current construction projects and provide an assessment as well as proposals for continuing work on the math/science buildings and other construction projects.

Philip Aja, Seville Construction Services, recommends that construction projects resume upon the completion of the interim housing and parking design by the architect; final plans need to be submitted to DSA. Mr. Aja cautioned to keep the deadlines for submitting plans to DSA in mind as they are swiftly approaching. It was also suggested that the district create a constructability review and establish a new project schedule.

Board Vice President Albiso requested information regarding DSA approved classrooms be included in Seville's proposal.

4. **ACE** – Vice President Robert Lamoine congratulated the district for the record number of schools with growth on their API scores. He stated that reading through the paper, not one other school district showed improvement at all sites. He encouraged principals to share the pride felt throughout the district with their staff. ACE is looking forward to budget meeting on the 29<sup>th</sup> and thanked Mr. Ayala for the invitation to participate in the meeting. Mr. Lamoine announced that ACE is in the process of surveying members as they plan to sunshine in the next few months. Mr. Lamoine sadly announced the passing of Ms. Tracie Ramirez, SDC teacher, CHS.
5. **CSEA** – President Anthony Diaz explained the difference between a reclassification and a job review. He commented that CSEA is pleased with the current hiring process especially because current employees have been appointed to permanent positions rather than hiring from the outside.
6. **MAC** – President Angie Dischinger began by congratulating all schools for their respective API growth. She thanked the board, cabinet, and administration for their support. She announced the successful two-day Response to Intervention training that all principals, coordinators, and directors participated in. Mrs. Dischinger welcomed back Superintendent Downs and wished him a continued speedy recovery.
7. **ROP** – Board Member Frank Ibarra commented on the impressive accomplishments of the ROP board as they continue to surpass expectations, even with limited funding. He announced Eric Hoover, new law enforcement teacher at BHS/CHS. Mr. Hoover is very pleased with the reception he has received at both Bloomington and Colton high schools. Mr. Ibarra was proud to announce that ROP is scheduled to receive the CSBA Golden Bell Award. He also shared the success of the community based programs designed to work with students. These programs introduce students into the workforce and encourage them to explore career choices. On the legislative front, Mr. Ibarra announced SB307. SB307 will allow direct funding to ROP programs. At this time there is no opposition from assembly or the senate; SB307 should be finalized by January 2010.

## 8. Superintendent's Communiqué / Correspondence / Communications:

Superintendent Downs welcomed Grand Terrace Elementary School into the 700 API range. He announced that Ruth Harris Middle School has the highest average of attendance in the district. Bloomington and Colton high schools have increased their overall attendance and continue to show improvement. Alice Birney will host their Honors Program at Colton High School's Whitmer Auditorium on Wednesday, October 23, 2009. Mr. Downs announced that the Boundary Committee is scheduled present at the November 1, 2009 Board Meeting. He thanked the Human Resources Division for contacting and offering assistance to employees living near the Pendleton fire

## 9. Board Member Comments:

**Kent Taylor** attended the RTI training and commented on how wonderful it was to see staff, teachers, and administration, working collaboratively. He noted that many great ideas were circulating around the room and thanked staff for a job well done. Mr. Taylor praised the leadership of Superintendent Downs, acknowledging that the rises in API scores are a reflection of the amazing job he has done and continues to do. He further praised each of the assistant superintendents for the leadership they represent in their respective divisions, stating that they are each responsible for the good environment in and around the district.

**Patt Haro** congratulated Bloomington Middle School for successfully planning and hosting a wonderful open house, with a record number of parents in attendance. Mrs. Haro commented on the Patriots' Day activities at Cooley Ranch Elementary School. She attended Back to School Night at Colton High School. Mrs. Haro thanked the teachers and administrators for their dedication and hard work. She acknowledged that API scores reflect the commitment staff has made to prepare and to teach our students.

**Frank Ibarra** reflected on the positive results displayed through the API scores. He claimed the results are indicative of Colton JUSD's committed staff and administration. Mr. Ibarra attended Open House at CHS where he met with teachers, students, and parents who are all anticipating a successful 2009-10 school year. He commented on the CHS varsity football game on 9/11 where students and staff tastefully commemorated the events of 09/11/2001. Mr. Ibarra looks forward to addressing the Summer Graduation Class of 2009 on Thursday, September 24<sup>th</sup>. He also looks forward to upcoming meetings with ACE, Adult Education, and the Curriculum Committee. Mr. Ibarra thanked Dr. Gonzalez for invitation to hear the CHS band perform. He also responded to the concerns addressed in public comment in regard to the use of facilities at Colton High School.

The district will set up a meeting with the organizations occupying the fields and review the terms of the facilities agreement.

Board Member Albiso suggested that the district look into security to monitor the use of the fields and ensure that the terms of the facilities use agreement are not violated.

**David Zamora** expressed gratitude and appreciation for the accomplishments of certificated and classified staff as well as administrators with regard to API scores. Mr. Zamora would like to tour sites and present them with a certificate of appreciation for their achievement. He invited the entire board to participate in the site visits. Mr. Zamora supports the idea that we are "one district working together, making students successful." He would like to visit all sites the week of September 21<sup>st</sup> through September 25<sup>th</sup>.

**Robert Armenta Jr.** remarked that the API celebration was without a doubt the highlight of the evening. He thanked all parents for supporting and encouraging their children to do well in school. Mr. Armenta requested that Mr. Downs send a message home to parents, via the Teleparent Messaging System, congratulating them on a job well done in preparing their students for academic success.

**Mel Albiso** commented on three resolutions that were adopted in the action session. He requested that copies of the resolutions be sent to Congressman Joe Baca's office. He made mention of new legislation with regard to classified employees who are also walk-on coaches. Mr. Albiso asked the Boundary Committee to research the practices of nearby districts and incorporate the findings into the November 1<sup>st</sup> presentation. Mr. Albiso acknowledged sites with increased student attendance and wished them continued improvement. He requested that the district develop a plan to include cash incentives for schools maintaining a certain level of attendance.

**Closed Session** At 7:10 p.m., Board Vice President Albiso announced that the Board would recess to Closed Session to discuss items on the closed session agenda:

- Student Discipline
- Personnel
- Real Property Issues
- Labor Negotiators

**Board Reconvened—Closed Session Items Reported**

The Board meeting reconvened at 7:31 p.m.

Prior to reporting on the action taken in Closed Session, Superintendent Downs called for a moment of silence in remembrance of two Colton JUSD employees, Lucy Lira (Lincoln) and Tracie Ramirez (CHS) who recently passed.

Board Vice President Albiso reported on action taken in Closed Session:

**#159**

**Student Discipline**

On motion of Board Member Zamora, seconded by Board Member Ibarra, and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved student discipline item #1 as recommended.

1. 130164

**Personnel – No reportable action**

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

**Conference with Legal Counsel—Anticipated Litigation – No reportable action**

**Conference with Labor Negotiator – No reportable action**

**Adjournment**

At 7:33 p.m., the Board adjourned to the next Regular Board of Education Meeting on October 1, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

**EXHIBIT A – Assemblies: Regular Meeting – September 17, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Jurupa Vista	9/23/09	6:00 p.m. to 7:00 p.m.	<i>Danza Azteca Xochipilli</i> To provide students and parents with a visual and performing arts experience in celebration of Hispanic Heritage Month.	Jurupa Vista	Orange County Performing Arts Center Costa Mesa, CA	\$650.00	Donations	Strategy #1
Jurupa Vista	10/22/09	1:30 p.m. to 2:15 p.m.	<i>Pierre Cruzatte: A Musical Journey Along the Lewis and Clark Trail</i> To provide a living American history experience for GATE students through music and monologue.	Jurupa Vista	Daniel Slosberg Los Angeles, CA	\$350.00	GATE	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.

**EXHIBIT B – Consultants: Regular Meeting – September 17, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
McKinley	2009-2010 School Year	7:25 a.m. to 2:40 p.m.	<i>Get Ahead Writing</i> To provide support for 2 <sup>nd</sup> to 4 <sup>th</sup> grade students and teachers to improve direct instruction on writing standards to increase student performance.	McKinley	Christina Supe Get Ahead Writing, LLC Fullerton, CA	\$15,000.00	Title I	Strategy #1
Grimes	2009-2010 School Year	TBD	<i>Dual Immersion</i> To evaluate, monitor, and provide professional development for the successful implementation of the Two Way Immersion program.	Grimes	San Bernardino County Superintendent of Schools San Bernardino, CA	\$4,750.00	Title III	Strategy #1
PPS/Special Education	2009-2010 School Year	TBD	<i>Speech &amp; Language Pathologist Service</i> To provide speech therapy to district students. Currently, the district has a shortage of qualified speech and language therapists. This provider will assist with the caseload obligation until qualified candidates are hired.	District Schools	Star Therapy Services, Inc. Redlands, CA	\$97,125.00	General Fund and Special Ed.	Strategy #1
PPS/Special Education	2009-2010 School Year	TBD	<i>Speech &amp; Language Pathologist Service</i> To provide speech therapy to district students. Currently, the district has a shortage of qualified speech and language therapists. This provider will assist with the caseload obligation until qualified candidates are hired.	District Schools	Hill Rehabilitations Services, Inc. Rancho Cucamonga, CA	\$97,125.00	General Fund and Special Ed.	Strategy #1
San Salvador	10/30/09	8:00 a.m. to 1:00 p.m.	<i>Adult, Child &amp; Infant CPR/First Aid</i> To provide 39 staff members with training and certification in Adult, Child & Infant CPR and First Aid to meet Community Care Licensing requirements.	San Salvador	Sabouchi Safety Services Rancho Santa Margarita, CA	\$2,340.00	Child Development	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.

**EXHIBIT C – Gifts: Regular Meeting – September 17, 2009**

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Grant Elementary	Grant Elementary Green Club 550 West Olive Street, Colton, CA 92324	Cash Site discretionary	\$40.70
Grant Elementary	Edison International Employee Contributions Campaign Mr. Carlos Villalba 283 West D Street, Colton, CA 92324	Check #150869	\$120.00
Grimes Elementary	Edison International Employee Contributions Campaign Anonymous Donor P.O. Box 3288, Princeton, NJ 08543- 3288	Check # 151392	\$30.00
Reche Canyon Elementary	Jamba Juice 6475 Lugonia Avenue, Redlands, CA 92374	Check #0949650	\$60.45
Rogers Elementary	Life Touch 11000 Viking Drive Suite 500E Eden Prairie, MN 55344	Check #1800383	\$358.88
Terrace View Elementary	Edison International Employee Contributions Campaign Jacqueline Aguilar 840 S. Dallas Avenue San Bernardino, CA 92410	Check #117755 Check # 151527 For Mrs. Salas – 3 <sup>rd</sup> Grade Class	\$100.02
Terrace View Elementary	Walmart Foundation 702 S. W. 8 <sup>th</sup> Street, Bentonville, AR 72716	Check #1591639 For field trips and instructional materials	\$1,000.00
Terrace View Elementary	Terrace View P.T.A. 22731 Grand Terrace Road Grand Terrace, CA 92313	Check#2577 For instructional materials and the Performing Arts Magnet Program.	\$5,000.00
Terrace View Elementary	Darrell Rosenbrock CJUSD - M & O Employee	Cash Library Improvement – Reading Books	\$715.00
Terrace View Elementary	Colton Federal Credit Union 466 N. La Cadena Drive, Colton, CA 92324	Check #150356 Library Improvement – Reading Books	\$25.00
Terrace View Elementary	Association of Colton Educators 190 W. H Street #101 Colton, CA 92324	Check 6916 Library Improvement – Reading Books	\$100.00

**EXHIBIT D – Employment: Regular Meeting – September 17, 2009**

<b>I-A</b>	<b>Certificated Regular Staff</b>	<b>Subject</b>	<b>Site</b>
1.	Jones, Alisha	Elementary Teacher (temp)	Wilson
2.	Love, Heather	Elementary Teacher (temp)	Birney
<b>I-D</b>	<b>Certificated – Substitute Teacher</b>		
1.	Carpenter, Monica (rehired)		
2.	Clevinger, Faith (rehired)		
3.	Dybowski, Deborah (rehired)		
4.	Fresques, Jay		
5.	Spencer, Debra (rehired)		
<b>II-A</b>	<b>Classified – Regular Staff</b>	<b>Position</b>	<b>Site</b>
1.	Aguirre, Albert	Bus Driver	Transportation
2.	Astorga, Victor	Bus Driver	Transportation
3.	Ayala, Jerry	Special Ed. Inst. Asst	BHS
4.	Barajas, Antoinette	Bus Driver	Transportation
5.	Calderon, Abraham	Special Ed. Inst. Asst.	BHS
6.	Lopez, Luz Elena	Bus Driver	Transportation
7.	Welch, Jeri	Health Assistant	Terrace View
<b>II-D</b>	<b>Classified – Substitute</b>	<b>Position</b>	
1.	Jones, Karilee	Sub Special Ed. Inst. Asst.	
2.	Romero, Roseanna	Sub Bus Driver	



**BOARD AGENDA**

**REGULAR MEETING  
September 17, 2009**

**CONSENT ITEM**

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

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

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

**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: October 1, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
ROHMS	10/19/09	1:00 p.m. & 1:40 p.m. (two assemblies)	<i>Go Big!</i> An educational and entertainment program to motivate students to make positive choices and avoid drugs and violence.	ROHMS	Wesley Holden Wheels of Freestyle San Diego, CA	\$1,299.00	ASB	Strategy #1
McKinley	1/21/10	8:30 a.m. to 9:30 a.m.	<i>Dr. Martin Luther King</i> Students will become familiar with the historical events of the Civil Rights Era Movement in celebration of Black History Month. Includes historical narratives-oratorical emulations of Dr. Martin Luther King, Jr. and a three piece band for music and songs.	McKinley	Dennis Brown Inter-Prevention Meaningful Intercepting the Negatives Toward Children (IM-INC) San Bernardino, CA	\$600.00	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.

**BOARD AGENDA**

**BOARD MEETING  
September 17, 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 October 1, 2009**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
CMS	10/13/09 to 12/8/09	8:30 a.m. to 10:00 a.m.  6:30 p.m. to 8:00 p.m.	<i>Parent Institute</i> Parent training that will enable them to address the educational needs of their children.	CMS	Parent Institute for Quality Education Ana Montgomery El Monte, CA	\$4,800.00	ELL	Strategy #1
Grant Grimes Rogers Zimmerman	2009-10 School Year	TBD	<i>Data Assessment</i> To provide data analysis and staff development for Program Improvement: <ul style="list-style-type: none"> <li>Utilize data to target students and raise their achievement in ELA and math</li> <li>Focus on key content standards in ELA and math</li> <li>Improve student achievement in weak curricular strands as identified by the STAR test</li> </ul>	District	Data Gurus Gregg Nelsen Grand Terrace, CA	\$35,000.00	Title I	Strategy #2 #5

\*Strategy #1: Communication

Strategy #2: Curriculum

Strategy #5: College, Career

# Colton Joint Unified School District



## Consultant Request Proposal

**School:** Colton Middle School  
**Name of Consultant:** Parent Institute for Quality Education (PIQE)  
**Approval Date:** October 1, 2009  
**Billing Address:** 9660 Flair Drive, Suite 450, El Monte, Ca 91731  
**Contact Number:** (626) 455-0126

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### Consultant Qualifications and Background:

PIAE has graduated more than 375,000 parents from a nine-week parent involvement program since 1987. It has been implemented in 1,500 K-12 schools in 155 school districts throughout California.

### List Districts serviced and accompanying API Scores for 3 years:

	<u>2006-07:</u>	<u>2007-08:</u>	<u>2008-09</u>
Colton Joint Unified:	656	673	701
San Bernardino City Unified:	643	659	680

### Purpose:

To provide parents with information, knowledge, skills, and a personal commitment to improve the conditions surrounding the educational and personal development of their children.

### Needs:

Provide parents of English Learners new strategies and approaches to effectively engage them as meaningful partners in the education of their children.

### Strategies:

Parent events will be provided to welcome and inform families, and offer assistance to improve student progress.

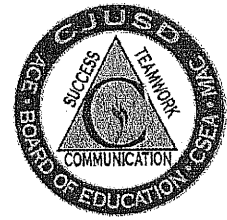
### Evaluation and Monitoring:

Parent surveys.

### Budget:

**Total cost: \$4,800**

# Colton Joint Unified School District



**Name of Consultant:** Data Gurus      **Consultant Request Proposal**

**Approval Date:** October 1, 2009

**Billing Address:** Data Gurus  
c/o Edith Nelsen, CAO  
22758 Fairburn Drive  
Grand Terrace, CA 92313

**Contact Number:** (909) 783-1108

## Consultant Qualifications and Background:

Data Gurus chief presenter spent over thirty years as a teacher and district administrator with the Jurupa Unified School District. He was the Director of Research and Assessment during his final nine years with Jurupa. Over the past five years, Data Gurus has worked with over 25 PI Schools in Riverside and San Bernardino Counties. During the past two years, they have assisted Grimes, Grant, Rogers and Zimmerman in the CJUSD. These schools have made consistent growth with their API and AYP. Consultation has centered on working with Principals and grade-level teams to use data, locate & center instruction with target students, focus instruction on Content Standards in reading and math, test prep, and continuous review of key standards.

## List District (Schools) serviced and accompanying API Scores for 3 years:

	Spring 2007	Spring 2008	Spring 2009
Colton Joint Unified School District			
Ruth Grimes	667	691	742
U.S. Grant	702	725	743
Paul Rogers	658	683	702
Walter Zimmerman	636	661	670
Jurupa Unified School District			
Granite Hill	737	762	795
Pacific Avenue	704	747	770
Rustic Lane	650	708	728
West Riverside	731	766	776

**Purpose:** To utilize data to target students and raise their achievement in ELA and mathematics  
To focus on key content standards in ELA and mathematics  
To improve student achievement in weak curricular strands as identified by the STAR

**Needs:** To increase student achievement to exit Program Improvement

**Strategies:** Analyze past and present school, grade, & student scores from the CST  
Know the heavy hitter standards and priority #2 standards at each grade  
Emphasize instructional approaches to focus on improving achievement for target students  
Provide teachers with support ideas and activities to reinforce and review key standards

**Evaluation:** Monitor CST scores, API & AYP results  
Complete school evaluation for the principal

**Budget:** 25 days of on-site training divided among the four PI Schools teaching staff and principals at \$1400 per day (\$35,000)

**BOARD AGENDA**

**REGULAR MEETING  
October 1, 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 October 1, 2009**

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
CHS	10/2/09 (Fri.)	9:00 a.m.	8:00 p.m.	Marine Core Air Station - Miramar San Diego, CA (District)	<i>Annual Marine Corps Air Station Blue Angels Air Show</i> ROTC students will tour facility and view military air show.	9-12	David Brunkhorst Joe Porter (60) + 2	\$900.00	NJROTC	Strategy #1
BHS	10/17/09 (Sat.)	6:30 a.m.	3:00 p.m.	Naval Station San Diego, CA (District)	<i>U.S. Navy Ship Tour</i> ROTC students will tour facility and Navy ship.	9-12	Calvin Kelso Charles Whitmyer (100)	\$1,360.00	ASB \$360 Discretionary \$1,000	Strategy #1
THMS	3/5/10 to 3/7/10 (F/S/S) **	6:30 a.m.	3:30 p.m.	Catalina Island Marine Institute Toyon Bay Catalina, CA	<i>Marine Biology Lab</i> Students will receive a hands-on science education in the natural and marine environments.	8	Andrea Hochevar Karen McColeman John Smith (55)	\$13,113.50	Donations \$12,798.50 SLI \$315	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  
October 1, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** **Approval of the New Course Descriptions and Adoption of Textbooks and Ancillary and Supplemental Instruction Materials for *SDC Algebra IA* and *SDC Algebra IB*, Grades 8-12 (Beginning October 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2-Curriculum
- BACKGROUND:** This is a revision of the current course program offered to students identified as special education/ Special Day Class. All of the SDC courses in the core content areas have been revised by the SDC teaching team, pupil personnel services, and educational services departments to focus on key content standards. CAHSEE math and English support is also embedded in all the revised courses to increase student performance on this key exam and increase the graduation rate among SDC students. Modified textbooks were approved for this course in 2008. These texts are aligned with the California Content Standards but are written at a lower readability level than the traditional core materials to allow students to better access the content information. The course descriptions were approved by the Secondary Curriculum Council on September 8, 2009.
- Pace Maker, Algebra I**  
AGS Pearson (2007)
- Pace Maker, Geometry**  
AGS Pearson (2003)
- BUDGET IMPLICATIONS:** Textbooks and Instructional Support materials will be purchased with general funds. Materials were purchased last year as supplemental materials so 2009-2010 purchases would be minimal. Estimated fiscal impact \$15,000.
- RECOMMENDATION:** That the Board approve the new course descriptions and adoption of textbooks and ancillary and supplemental instruction materials for *SDC Algebra IA* and *SDC Algebra IB*, Grades 8-12 (Beginning October 2009)

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## High School Course Description SDC Algebra IA

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**Course Title:** SDC Algebra IA**Curricular Area:** Mathematics / Special Education**Course Number:** SDC105/106**Length:** One Year**Grade Level:** 8-12**Prerequisites:** IEP Placement**Meets a UC a-g Requirement:** No**Meets NCAA Requirement:** No**Meets High School Graduation Requirement for:**  
Mathematics / Algebra**Course Description**

Algebra IA is part one of an algebra sequence designed to enable students to pass the Math portion of the California High School Exit Examination and to provide them with the math and thinking skills necessary for the workplace. Through the study of math reasoning, number sense, algebra, and beginning geometry, students work to master basic mathematical and algebraic functions. In addition, students develop an understanding of symbolic language of mathematics and the sciences.

**Alignment**

This course is aligned to Algebra I Content Standards for California Public Schools and the California High School Exit Examination Mathematics Blueprints.

**Instructional Materials**Required textbook(s)

*Pace Maker, Algebra I*, AGS Pearson 2007, ISBN 0-13-023-638-1

*Pace Maker Geometry*, AGS Pearson 2003, ISBN 0-13-23837-6

Supplemental Material

Student Workbook: *PM Algebra I*

CGP Course II

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Homework and Class Participation.....	40%
Tests and Quizzes .....	40%
Final Examination.....	<u>20%</u>
Total:	100%

**Development Team**

This Course of Study was created Spring 2009 by Fran Durdle (BHS) and Priya Morlock (CPS)

Colton Joint Unified School District Course of Study  
Pacing Guide for SDC Algebra IA

## SEMESTER ONE

### First Quarter

Weeks	Standards**	Chapter(s)/Textbook
1-3	Grade 7 AF 1.2 Number Sense	Review/Assess /Chap. 1 - <i>PM Algebra 1</i> Lesson 1.1.3 - <i>CGP Course two</i>
4-6	Grade 7 NS 1.2** Rational Numbers	Chapter 1 - Numbers for Algebra <i>PM Alg. 1</i> Chapter 2 - Tools for Algebra <i>PM Algebra 1</i> Chapter 2, 5 - <i>CGP Course Two</i>
7-9	Grade 7 AF 4.0** Linear Equations	Chapter 2: Tools for Algebra - <i>PM Algebra 1</i> Chapter 1, 4: - <i>CGP Course Two</i>

### Second Quarter

Weeks	Standards**	Chapter(s)/Textbook
1-3	Grade 7 MG 2.0 Area, Perimeter, Volume	Chapter 2:14 - <i>PM Algebra 1</i> Chapter 8 - <i>PM Geometry</i> Chapter 3, 7 - <i>CGP Course Two</i>
4-6	Grade 7 AF 4.1** Two-step linear equations	Chap. 3: Solving Equations - <i>PM Algebra 1</i> Review Chap. 3, 7 - <i>CGP Course Two</i>
7-9	Grade 7 NS 1.7** Discounts, mark-up, etc.	Pgs. 61, 86, 88, 380 - <i>PM Algebra 1</i> Chapter 8: - <i>CGP Course Two</i>

## SEMESTER TWO

### Third Quarter

Weeks	Standards**	Chapter(s)/Textbooks
1-3	Grade 7 AF1.5—Represent quantitative relationships	Chap. 4: Functions - <i>PM Algebra 1</i> Review Chaps. 1,4 - <i>CGP Course Two</i>
4-6	Grade 7 AF 3.3** - Graphing linear equations	Chap. 5: Linear Equations - <i>PM Algebra 1</i> Chap. 2 review - <i>CGP Course Two</i>
7-9	Grade 7 MG 1.3** Measures expressed as rates	Chap. 5:11, pgs. 329, 352 – <i>PM Algebra 1</i> Review Chapter 4 - <i>CGP Course Two</i>

### Fourth Quarter

Weeks	Standards**	Unit/Chapter(s)
1-3	Grade 7 AF 4.2**—Multi-step problems	Chap. 5: P. 329 <i>PM Algebra 1</i> Review Chapter 4 - <i>CGP Course Two</i>
4-6	Grade 7 AF 3.3** - Graph linear x & y intercept	Chapters 5 & 6 – <i>PM Algebra 1</i> Review Chapter 4 - <i>CGP Course Two</i>
7-9	Grade 7 MG 3.3** - Graph simple figures, Pythagorean theorem	Chap. 13 ( <i>PM Alg. 1</i> ), Chap. 6 ( <i>PM Geo.</i> ) Chapter 2 - <i>CGP Course Two</i>

\*\*"power standards" from CAHSEE Mathematics Blueprint

## UNIT PLANS

### 1<sup>st</sup> Quarter

<b>UNIT 1: Number Sense</b>	<b>Weeks: 1-3</b>
<b>UNIT 2: Rational Numbers</b>	<b>Weeks: 4-6</b>
<b>UNIT 3: Linear Equations</b>	<b>Weeks: 7-9</b>

### 2<sup>nd</sup> Quarter

<b>UNIT 4: Area, Perimeter, Volume</b>	<b>Weeks: 1-3</b>
<b>UNIT 5: 2-Step Linear Equations</b>	<b>Weeks: 4-6</b>
<b>UNIT 6: Discounts, markups</b>	<b>Weeks: 7-9</b>

### 3<sup>rd</sup> Quarter

<b>UNIT 7: Quantitative Relationships</b>	<b>Weeks: 1-3</b>
<b>UNIT 8: Graphing Linear Equations</b>	<b>Weeks: 4-6</b>
<b>UNIT 9: Rates</b>	<b>Weeks: 7-9</b>

### 4<sup>th</sup> Quarter

<b>UNIT 10: Multi-step Problems</b>	<b>Weeks: 1-3</b>
<b>UNIT 11: Slope Intercept</b>	<b>Weeks: 4-6</b>
<b>UNIT 12: Pythagorean Theorem</b>	<b>Weeks: 7-9</b>

The following standards are used throughout the curriculum by including applications / word problems and requiring reasoning and justification on a consistent basis.

- NS 1.2\*\* Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- NS 1.5\*\* Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating Decimals into reduced fractions
- NS 1.7\*\* Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest
- AF 1.2 Use the correct order of operations to evaluate algebraic expressions
- AF 1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation Represented by the graph
- AF 3.3\*\* Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio (“rise over run”) is called the slope of the graph.
- AF 4.0\*\* Students solve simple linear equations and inequalities over the rational numbers
- AF 4.1\*\* Solve two-step linear equations and inequalities over the rational numbers, interpret the solution or solutions in the Context from which they arose, and verify the reasonableness of the results
- AF 4.2\*\* Solve multistep problems involving rate, average speed, distance, and time or a direct variation
- MG 1.3\*\* Use measures expressed as rates (e.g. speed, density) and measures expressed as products (e.g. person-days) to solve Problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer
- MG 3.3\*\* Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement
- MR 2.1 Use estimation to verify the reasonableness of calculated results

Colton Joint Unified School District Course of Study  
Pacing Guides for SDC Algebra IA

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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

## High School Course Description SDC Algebra IB

**Course Title:** SDC Algebra IB

**Curricular Area:** Mathematics / Special Education

**Course Number:**

**Length:** One Year

**Grade Level:** 8-12

**Prerequisites:** Algebra IA & IEP Placement

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

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**  
Mathematics / Algebra

### Course Description

Algebra IB is part two of the algebra sequence designed to enable students to pass the Math portion of the California High School Exit Examination and to provide them with the math and thinking skills necessary for the workplace. Through the review of math reasoning, number sense, & algebra, and the study of geometry, students work to understand how to construct formal, logical arguments and proofs in geometric settings and problems.

### Alignment

This course is aligned to Algebra I Content Standards for California Public Schools and the California High School Exit Examination Mathematics Blueprints.

### Instructional Materials

#### Required textbook(s)

*PM Algebra I*, AGS Pearson 2007, ISBN 0-13-023-638-1

#### Supplemental Material

Student Workbook: *PM Algebra I*  
*CGP Course II*

Grades for SDC English III will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Homework and Class Participation.....	40%
Tests and Quizzes .....	40%
Final Examination.....	20%
Total:	100%

### Development Team

This Course of Study was created Spring 2009 by Fran Durdle (BHS) and Priya Morlock (CPS)

Colton Joint Unified School District Course of Study  
Pacing Guide for SDC Algebra IB

## SEMESTER ONE

### First Quarter

Weeks	Standards**	Unit/Chapter(s)
1-2	Prior Learning (1A standards)	Review
3-6	Grade 7 AF 1.1 Variables & Appropriate Operations	Chapter 7 : Inequalities – <i>PM Algebra 1</i> Chapter 1,2,3,4 : <i>CGP Course Two</i>
7-9	Grade 7 AF 4.1** - Two-step linear equations	Chapter 8: Systems of Equations – <i>PM Algebra 1</i> Chapter 1,4 : <i>CGP Course Two</i>

### Second Quarter

Weeks	Standards**	Unit/Chapter(s)
1-3	Grade 6 SDAP 1.1 – Mean, Median, Mode	Chapter 9: Data & Data Analysis – <i>PM Algebra 1</i>
4-6	Grade 7 SDAP 1.2 – 2 Numerical Variables & Scatter plots	Chapter 9: Date & Data Analysis, & - <i>PM Algebra 1</i> Chapter 6: <i>CGP Course Two</i>
7-9	Grade 7 MG 1.1; 1.3** - Weights, Capacities, Geometric Measures	Chapter 14: Rational Expressions & Equations – <i>PM Algebra 1</i> Review Chapter 4: <i>CGP Course Two</i>

## SEMESTER TWO

### Third Quarter

Weeks	Standards**	Unit/Chapter(s)
1-3	Grade 7 MG 3.2; 3.3**- Graph simple figures, Pythagorean theorem	Chap. 13.7 - <i>PM Algebra 1</i> Chap. 6: Right Triangles - <i>PM Geometry</i>
4-6	Grade 7 MG 2.2 - Area of Complex/irregular Figures	Chap. 8, 11: <i>PM Geometry</i> Chapters 3, 7: <i>CGP Course Two</i>
7-9	Grade 7 NS 1.3 - Convert Fractions to Decimals & Percents	P. 356 – <i>PM Algebra 1</i> Chapters 2, 8 - <i>CGP Course Two</i>

### Fourth Quarter

Weeks	Standards**	Unit/Chapter(s)
1-3	Grade 7 SDAP 1.1 – Various Forms of Display	Chapter 15: Probability – <i>PM Algebra 1</i> Chapter 6: <i>CGP Course Two</i>
4-6	Grade 7 MR 1.1—Analyze Problems	Various Lessons: <i>Reasoning-PM Algebra 1</i> Various Lessons: <i>PM Geometry</i>
7-9	Grade 6 SDAP 3.3** -Probabilities & Ratios	Chapter 15: Probabilities and Ratios – <i>PM Algebra 1</i> Review Chapter 6: <i>CGP Course Two</i>

\*\*"power standards" from CAHSEE Mathematics Blueprint

## Unit Guides for SDC Algebra IB

## UNIT PLANS

<b>UNIT 1: Review</b>	<b>Weeks: 1-2</b>
<b>UNIT 2: Variables &amp; Appropriate Operations</b>	<b>Weeks: 3-6</b>
<b>UNIT 3: Two-Step Linear Equations</b>	<b>Weeks: 7-9</b>
<b>UNIT 4: Mean, Median, Mode</b>	<b>Weeks: 10-12</b>
<b>UNIT 5: Numerical Variables &amp; Scatter Plots</b>	<b>Weeks: 13-15</b>
<b>UNIT 6: Weights, Capacities, Geometric Measures</b>	<b>Weeks: 16-18</b>
<b>UNIT 7: Graphing, Pythagorean Theorem</b>	<b>Weeks: 19-21</b>
<b>UNIT 8: Area of Complex Figures</b>	<b>Weeks: 22-24</b>
<b>UNIT 9: Converting Fractions/Decimals/Percents</b>	<b>Weeks: 25-27</b>
<b>UNIT 10: Forms of Display</b>	<b>Weeks: 28-30</b>
<b>UNIT 11: Mathematical Reasoning</b>	<b>Weeks: 31-33</b>
<b>UNIT 12: Probabilities and Ratios</b>	<b>Weeks: 34-36</b>

The following standards are used throughout the curriculum by including applications / word problems and requiring reasoning and justification on a consistent basis.

### Grade 6 Standards:

SDAP 1.1\*\* Compute the mean, median, and mode of data sets.

SDAP 3.3\*\* Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, 1-P is the probability of an event not occurring.

### Grade 7 Standards:

NS 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

AF 1.1 Use variables and appropriate operations to write and expressions, an equations, an inequality, or a system of equations or inequalities that represents a verbal description (e.g. three less than a number, half as large as area A).

AF 4.1\*\* Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

MG 1.1 Compare weights, capacities, geometry measures, times, and temperatures within and between measurement systems (e.g. miles per hour and feet per second, cubic inches to cubic centimeters).

MG 1.3\*\* Use measures expressed as rates (e.g. speed, density) and measures expressed as products (e.g. person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer

MG 2.2 Estimate and compute the area of more complex or irregular two-dimensional figures by breaking the figures down into more basic geometric objects.

MG 3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections

MG 3.3\*\* Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a Right triangle an the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

SDAP 1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

SDAP 1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g. between time spent on homework and grade level)

MR 3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.



## Unit Guides for SDC Algebra IB

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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  
October 1, 2009**

**CONSENT ITEM**

**TO:** Board of Education

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

**SUBJECT:** Approval of the Course Description for *CAHSEE English Support, Grades 10-12 (Beginning October 2009)*

**GOAL:** Improved Student Performance

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

**BACKGROUND:** This is a revision of an existing course. The course is targeted at 11<sup>th</sup> and 12<sup>th</sup> grade students who have not yet passed the California High School Exit Exam- English portion. 9<sup>th</sup> and 10<sup>th</sup> grade students may be placed in the course if they are at risk for failing this exam as well. The current revision includes updating the instructional materials to incorporate the San Diego County Office of Education program selected by the CAHSEE support instructors, their revised pacing guide, and the revised grading policy. The revision was done as a result of our continuing efforts to assist more students in passing the Exit Exam, and in conjunction with the team's review of the existing program data. The course description was approved by the Secondary Curriculum Council on September 8, 2009.

**BUDGET IMPLICATIONS:** Teacher master materials and reproduced student materials will be paid from general fund. Teacher materials were purchased 2009-10 as supplemental materials (\$10,000). Primary continuing cost of program is reproduction of student workbook materials. Estimated annual cost \$20,000 district wide.

**RECOMMENDATION:** That the Board approve the course description for *CAHSEE English Support, Grades 10-12 (Beginning October 2009)*

Colton Joint Unified School District Course of Study  
Course Description for **CAHSEE English Support**

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**Course Title:** CAHSEE English Support

**Curricular Area:** English

**Course Number:** ENG001

**Length:** one semester

**Grade Level:** 10-12

**Prerequisites:** None

**Course Description**

This course is designed to provide remediation for students who have not passed the English portion of the California High School Exit Exam (CAHSEE). Through whole and small group instruction, students will focus on the most frequently tested English standards on the CAHSEE, along with the test-taking strategies needed for success on standardized tests. In addition, they will work to master expository, persuasive, narrative and response-to-literature essays in a timed-writing format.

While the Course of Study includes a list of instructional materials, it is understood that the curriculum needs to be differentiated in order to meet varying student needs. Thus, what is appropriate for an *at risk* sophomore who is placed in a support class to prepare for his/her first experience with the CAHSEE will be different than the needs of a senior who knows exactly what standards he/she needs help with.

**Alignment**

This course is aligned to CAHSEE English-Language Arts Blueprint approved by the State Board of Education on July 9, 2003.

**Core Instructional Materials**

1) Getting Ready for the CAHSEE Language Arts

Published by San Diego County of Education

2) CAHSEE Writing Preparation for English Learners and Struggling Students

- Module 1: Persuasive Essay
- Module 2: Response to Literature
- Module 3: Biographical Narrative
- Module 4: Expository Essay

Published by San Diego County of Education

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Class Assignments & Homework .....	30%
Class participation.....	15%
Assessments .....	35%
Final (practice CAHSEE test).....	20%
Total:	100%

**Development Team**

This Course of Study was updated and revised spring 2009 by Adam Castro (BHS) and Jeremiah Dollins (CHS)

Pacing Guide for **CAHSEE English Support****PACING GUIDE**

<b>First Quarter</b>		
<b>Week</b>	<b>Content</b>	<b>Grade 9/10 ELA Standards</b>
1	<ul style="list-style-type: none"> <li>• Introduction to CAHSEE Prep</li> <li>• Pre-assessments</li> <li>• <b>Writing</b>—What is an essay?               <ul style="list-style-type: none"> <li>○ Student Models</li> <li>○ Parts of an Essay</li> <li>○ Thesis Statement</li> <li>○ Intro/Conclusions</li> <li>○ Rubrics</li> </ul> </li> </ul>	CAHSEE Overview WS 1.1, 1.9
2	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 1—Pre-reading strategies</li> <li>• Vocabulary Development</li> <li>• <b>Writing</b>—What is an essay?</li> </ul>	RW 1.1 WS 1.1, 1.9
3	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 2—Analyzing questions</li> <li>• Vocabulary Development</li> <li>• <b>Writing</b>— What is an essay?</li> </ul>	RW 1.1 WS 1.1, 1.9
4	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 3—Annotating the text/test</li> <li>• Vocabulary Development</li> <li>• <b>Writing</b>—Module 3: Biographical Narrative*</li> </ul>	RW 1.1 WS 1.1, 1.2, 1.9 WA 2.1
5	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 4—Analyzing answers</li> <li>• Grammar Development</li> <li>• <b>Writing</b>—Module 3: Biographical Narrative*</li> </ul>	RW 1.1 WC 1.1, 1.2, 1.3 WS 1.1, 1.2, 1.9 WA 2.1
6	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 5—Applying strategies to expository text</li> <li>• Grammar Development</li> <li>• <b>Writing</b>—Module 3: Biographical Narrative*</li> </ul>	RC 2.2, 2.4, 2.5, 2.7, 2.8 RW 1.1 WC 1.1, 1.2, 1.3 WS 1.1, 1.2, 1.9 WA 2.1
7	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 6—Applying strategies to literary text</li> <li>• Grammar Development</li> <li>• <b>Writing</b>— Module 1: Persuasive*</li> </ul>	RL 8.3.7, 2.7, 2.8 WC 1.1, 1.2, 1.3 RW 1.1 WS 1.1, 1.2, 1.9 WA 2.4
8	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 7—Revising writing – what fits?</li> <li>• Literary Terms</li> <li>• <b>Writing</b>—Module 1: Persuasive*</li> </ul>	RW 1.1 WC 1.1, 1.2, 1.3 WS 1.1, 1.2, 1.9 WA 2.4
9	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 8—Analyzing a text-based prompt</li> <li>• Literary Terms</li> <li>• <b>Writing</b>—Module 1: Persuasive*</li> </ul>	RW 1.1 WS 1.1, 1.2, 1.9 WA 2.4

Pacing Guide for **CAHSEE English Support**

10	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 9—Analyzing a stand-alone prompt</li> <li>• Literary Terms</li> <li>• <b>Writing</b>—Module 1: Persuasive*</li> </ul>	RW 1.1 WS 1.1, 1.2, 1.9 WA 2.4
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## Second Quarter

Week	Content	Grade 9/10 ELA Standards
11	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 10—Planning strategies – pre-writing</li> <li>• Greek &amp; Latin Root Words, Affixes</li> <li>• <b>Writing</b>—Module 2 Response to Literature*</li> </ul>	RW 1.1 WC 1.1, 1.2, 1.3 WS 1.1, 1.2, 1.9 WA 2.2
12	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 11—Practice Session (pre-writing)</li> <li>• Greek &amp; Latin Root Words, Affixes</li> <li>• <b>Writing</b>—Module 2 Response to Literature*</li> </ul>	RW 1.1 WS 1.1, 1.2, 1.9 WA 2.2
13	<ul style="list-style-type: none"> <li>• <b>Getting Ready</b> Lesson 12—Practice Session (on-demand writing)</li> <li>• Greek &amp; Latin Root Words, Affixes</li> <li>• <b>Writing</b>—Module 2 Response to Literature*</li> </ul>	RW 1.1 WS 1.1, 1.2, 1.9 WA 2.2
14	<ul style="list-style-type: none"> <li>• CAHSEE Practice (with Released Test Questions)</li> <li>• Grammar—punctuation</li> <li>• <b>Writing</b>—Module 2 Response to Literature*</li> </ul>	RW 1.1 WC 1.1 WS 1.1, 1.2, 1.9 WA 2.2
15	<ul style="list-style-type: none"> <li>• CAHSEE Practice (with Released Test Questions)</li> <li>• Grammar—punctuation</li> <li>• <b>Writing</b>—Module 4: Expository/Analytical*</li> </ul>	RW 1.1 WC 1.1 WS 1.1, 1.2, 1.9 WA 2.3
16	<ul style="list-style-type: none"> <li>• CAHSEE Practice (with Released Test Questions)</li> <li>• Grammar—punctuation</li> <li>• <b>Writing</b>—Module 4: Expository/Analytical*</li> </ul>	RW 1.1 WC 1.1 WS 1.1, 1.2, 1.9 WA 2.3
17	<ul style="list-style-type: none"> <li>• CAHSEE Practice (with Released Test Questions)</li> <li>• Spelling</li> <li>• <b>Writing</b>—Module 4: Expository/Analytical*</li> </ul>	RW 1.1 WC 1.3 WS 1.1, 1.2, 1.9 WA 2.3
18	<ul style="list-style-type: none"> <li>• CAHSEE Practice (with Released Test Questions)</li> <li>• Spelling</li> <li>• <b>Writing</b>—Timed Writing</li> </ul>	RW 1.1 WC 1.3 WS 1.1, 1.2, 1.9 WA 2.3
19	<ul style="list-style-type: none"> <li>• CAHSEE Practice (with Released Test Questions)</li> <li>• Spelling</li> <li>• <b>Writing</b>—Timed Writing</li> </ul>	RW 1.1 WC 1.3 WS 1.1, 1.2, 1.9 WA 2.3

Colton Joint Unified School District Course of Study  
**Pacing Guide for CAHSEE English Support**

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\*with culminating assessment of a timed writing in CAHSEE format.

Colton Joint Unified School District Course of Study  
**Pacing Guide for CAHSEE English Support**

<b>STANDARD</b>	<b>NUMBER OF ITEMS ON CAHSEE</b>	<b>RELEASED TEST QUESTION NUMBERS</b>
<b>READING 1.0:</b> <b>WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b> <i>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</i>		
<b>RW 1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations.	5	27 69 28 73 37 91 44 92 48 99 51 112 54 117 55 122 60 123 63 132
<b>READING 2.0</b> <b>READING COMPREHENSION (Focus on Informational Materials)</b> <i>Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</i>		
<b>RC 2.2</b> Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	3	
<b>RC 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	3	50 108 61 118 70 128 82 129
<b>RC 2.5</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	3	3 58 4 62 45 66 49 80 57
<b>RC 2.7</b> Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	3	47 109 88 120 90 121 94 126 107
<b>RC 2.8</b> Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	5	12 71 46 72 53 74 56 75 64 76 65 81 67

## Pacing Guide for CAHSEE English Support

<b>READING 3.0</b>			
<b>LITERARY RESPONSE AND ANALYSIS</b>			
<i>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analysis of recurrent patterns and themes.</i>			
<b>RL 8.3.7 (8<sup>th</sup> gr. standard)</b> Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	3	2 6 31	98 100 134
<b>WRITING 1.0</b>			
<b>WRITING STRATEGIES</b>			
<i>Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</i>			
<b>WS 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	3	135 139 154	155 156 166
<b>WS 1.2</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	3	136 142 144 145 147 149	151 152 158 160 164
<b>WS 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	3	137 140 153	157 159 165
<b>WRITING 1.0</b>			
<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>			
<i>Students write and speak with a command of standard English conventions.</i>			
<b>WC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	5	168 169 170 171 172 179	181 182 184 185 188
<b>WC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	5	146 150 173 174 175 176 177	178 180 183 186 187 189
<b>WC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	5	143 190 191 192 193 194 195 196 197	198 199 200 201 202 203 204 205



Colton Joint Unified School District Course of Study  
**Pacing Guide for CAHSEE English Support**

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## Pacing Guide for **CAHSEE English Support**

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### **Support for English Learners**

- SDAIE Strategies will be used including:
  - Flexible groupings
  - Peer Pairings
  - Use of Realia and manipulatives
  - Connections to daily life
  - Texts/Materials in first language (per IEP)
  - Instructional Aide assistance
  - Vocabulary development

### **Support for Special Education**

This course provides instructions in skills found in grades four through nine of state standards that are tested on the California High School Exit Exam. The following are commonly noted strategies and modifications in student IEP's and will be applied along with any other as specified in each student's Individualized Educational Plan.

- Instructional Aide Assistance
- Audio & Visual Aides
- Flexible Grouping
- Testing Accommodations
- Tutoring (Peer & Teacher)
- Computer-Guided Instruction
- Individualized academic instruction
- Modified assignments

### **Differentiating the Lessons for GATE Students**

Occasionally, a student may require intervention in one area but be recognized as gifted overall or in another specified subject area. In order to accommodate this, students will be placed according to subject specific CAHSEE examination results in grades 10, 11, or 12. Instruction modifications will be coordinated with the site GATE coordinator as needed in order to meet specific student needs.

<end>

**BOARD AGENDA**

**REGULAR MEETING  
October 1, 2009**

**CONSENT ITEM**

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** **Approval of the New High School Course Descriptions for *SDC Read 180 English I* and *SDC Read 180 English II*, Grade 9-10 (Beginning October 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2-Curriculum
- BACKGROUND:** This is a course description for the new High School SDC English Curriculum. In order to meet SDC student's special needs, the READ 180 program was selected to provide their modified English curriculum for 9-10 grades. The development team chose to use the Stage C Enterprise Edition for both grades. Ninth grade, students will complete workshops 1-4 of the curriculum, while 10<sup>th</sup> grade will complete workshops 5-9. The course descriptions were approved by the Secondary Curriculum Council on September 8, 2009.
- READ 180 Enterprise (Stage C)**  
Scholastic, Inc. (2005)
- BUDGET IMPLICATIONS:** Textbooks and Instructional Support materials will be purchased with general funds. Initial purchase cost of \$80,000 for 2009-10 year with consumables purchased annually at an estimated \$4,000 district wide.
- RECOMMENDATION:** That the Board approve the new course descriptions for *SDC Read 180 English I* and *SDC Read 180 English II*, Grade 9-10 (Beginning October 2009)

## High School Course Description for **SDC English I—READ 180**

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**Course Title:** SDC English I

**Curricular Area:** English/ Language Arts

**Course Number:** SDC101/102

**Length:** One year, Double Block

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

**Prerequisites:** Placement by IEP

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

**Meets NCAA Requirement:** Yes- English

**Meets High School Graduation Requirement for:**  
English I (5 credits ea. Semester- Max. 10 Yr.)  
AND Elective – (5 credits ea. Sem.- Max 10 yr.)

**Course meets for 2 periods each day**

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### Course Description

This course provides SDC students with intensive English instruction that is designed to accelerate student achievement in reading comprehension, writing, and vocabulary development, and literary analysis. It is offered as a double period block, designed to increase a student's reading level by two or more grade levels through whole and small group instruction, independent reading, and personalized computer-aided instruction.

### Alignment

This course is aligned to the Language Arts California Content Standards along with the standards for the California High School Exit Exam (CAHSEE) in Language Arts. In addition, it meets the Essential Program Components (EPC) for Intensive Language Arts instruction.

### Instructional Materials

#### Required Textbook(s)

- Read 180 Enterprise (Level C)  
*rBook* (2005)

#### Software

- READ 180 Topic Software

#### Instructor Materials

- *rBook* Teacher Guide

- *Scholastic Achievement Manager (SAM)*
- Scholastic RED online professional development and instructional resources
- READ 180 ancillary materials

#### Novels and Other Readings

- *Scholastic Reading Counts*  
Independent Reading  
Library
- *The Outsiders* by S.E. Hinton

### Exit Criteria

Grades for SDC English III will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Reading Intervention Software Activities.....	20%
Independent Reading Activities.....	10%
Writing .....	30%
Class Activities .....	30%
Final Examination.....	10%
Total:	100%

### Development Team

This Course of Study was created Spring 2009 by Tracie Ramirez (CHS) and Mary Beth Richardson (C&I).

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English I—READ 180**

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**SEMESTER ONE**

**First Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
1-3	<b>Your First Three Weeks with READ 180</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>
4-9	<b>Workshop 1: Survivors</b>	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>

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English I—READ 180**

Second Quarter		
Weeks	READ 180 Workshop	Unit/Chapter(s)
10-16	<p><b>Workshop 2: Killer Plagues</b></p> <p>Skills Test 1</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Sequence of events—R 2.7</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 1.1</li> <li>○ Antonyms—R 1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Narrative Paragraph—W 2.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Correcting sentence fragments—LC 1.3</li> <li>○ Using capitals—LC 1.1</li> </ul>
17-18	<p><b>Workshop 3: Combat Zone</b></p> <p>SRI #2 (Week 17)</p>	<p>Story Elements:</p> <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> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Verb endings—LC 1.2</li> <li>○ Word families—R 1.1, 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Correcting run-on sentences—LC 1.3</li> <li>○ Using correct word order—LC 1.3</li> </ul>

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English I—READ 180**

**SEMESTER TWO**

**Third Quarter**

Weeks	READ 180 Workshop	Unit/Chapter(s)
1-5	<p><b>Workshop 4: When Music Offends</b></p> <p>rSkills Test 2</p>	<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>
6-9	<p><b>SDC Novel Workshop: <i>The Outsiders</i></b> by S.E. Hinton</p> <p>Five Paragraph Essay</p>	<p>Story Elements:</p> <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> <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>○ Latin &amp; Greek root words—R 1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Correcting run-on sentences—LC 1.3</li> <li>○ Correcting sentence fragments—LC 1.3</li> <li>○ Using capitals—LC 1.1</li> </ul>

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English I—READ 180**

Fourth Quarter		
Weeks	READ 180 Workshop	Unit/Chapter(s)
10-16	<p><b><i>The Outsiders</i></b></p> <p>Five Paragraph Essay</p>	<p>Story Elements:</p> <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> <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>○ Latin &amp; Greek root words—R 1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Correcting run-on sentences—LC 1.3</li> <li>○ Correcting sentence fragments—LC 1.3</li> <li>○ Using capitals—LC 1.1</li> </ul>
17-18	<p>Finish IMR Books</p> <p>Finish R180 Topic Software Segment</p> <p>SRI #3</p> <p>Project Presentations</p>	<p>Test-taking Strategies</p> <p>Review &amp; Wrap Up</p>



## Pacing Guide for **SDC English I—READ 180**

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### **Support for English Learners**

- SDAIE Strategies will be used including:
  - Flexible groupings
  - Peer Pairings
  - Use of Realia and manipulatives
  - Connections to daily life
  - Texts/Materials in first language (per IEP)
  - Instructional Aide assistance
  - Vocabulary development

### **Support for Special Education**

Students are only qualified for placement in this course by Individualized Educational Plan (IEP). This course provides a heavily modified version of the California Content Standards and also emphasizes skills found in grades four through nine of those standards that are tested on the California High School Exit Exam. The following are commonly noted strategies and modifications in student IEP's and will be applied along with any other as specified in each student's Individualized Educational Plan.

- Instructional Aide Assistance
- Audio & Visual Aides
- Modified Texts
- Flexible Grouping
- Testing Accommodations
- Tutoring (Peer & Teacher)
- Computer-Guided Instruction
- Individualized academic instruction
- Modified assignments

### **Differentiating the Lessons for GATE Students**

Occasionally, a student may be severely learning handicapped in one area but gifted overall or in another specified subject area. In order to accommodate this, students will be placed according to Individualized Education Plans (IEP) that examines testing in multiple areas and student performance in core subject classes. Students who are gifted in this course area will be placed, with support, in a mainstream course of the same subject area and assisted with accomplishing the full California Content Standards for that subject and grade level.

## High School Course Description for **SDC English II—READ 180**

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**Course Title:** SDC English II

**Course Number:** SDC 201/202

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

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

**Meets High School Graduation Requirement for:**  
English I (5 credits ea. Semester- Max. 10 Yr.)  
AND Elective – (5 credits ea. Sem.- Max 10 yr.)

**Curricular Area:** English/ Language Arts

**Length:** One year, Double Block

**Prerequisites:** Placement by IEP

**Meets NCAA Requirement:** Yes- English

**Course meets for 2 periods each day**

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### Course Description

This course provides SDC students with intensive English instruction that is designed to accelerate student achievement in reading comprehension, writing, and vocabulary development, and literary analysis. It is offered as a double period block, designed to increase a student's reading level by two or more grade levels through whole and small group instruction, independent reading, and personalized computer-aided instruction.

### Alignment

This course is aligned to the Language Arts California Content Standards along with the standards for the California High School Exit Exam (CAHSEE) in Language Arts. In addition, it meets the Essential Program Components (EPC) for Intensive Language Arts instruction.

### Instructional Materials

#### Required Textbook(s)

- Read 180 Enterprise (Level C) *rBook* (2005)

#### Software

- READ 180 Topic Software

#### Instructor Materials

- *rBook* Teacher Guide

- *Scholastic Achievement Manager (SAM)*
- Scholastic RED online professional development and instructional resources
- READ 180 ancillary materials

#### Novels and Other Readings

- *Scholastic Reading Counts* Independent Reading Library
- *Freak the Mighty* by Rodman Philbrick

### Exit Criteria

Grades for SDC English III will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Reading Intervention Software Activities.....	20%
Independent Reading Activities.....	10%
Writing .....	30%
Class Activities .....	30%
Final Examination.....	10%
Total:	100%

### Development Team

This Course of Study was created Spring 2009 by Tracie Ramirez (CHS) and Mary Beth Richardson (C&I).

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English II—READ 180**

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**SEMESTER ONE**

**First Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
1	<p><b>Your First Three Weeks with READ 180</b></p> <p>Review of English I Procedures</p>	<p>READ 180 Start Up</p> <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>
2-6	<p><b>Workshop 5: In the Money</b></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>

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English II—READ 180**

<b>Second Quarter</b>		
<b>Weeks</b>	<b>READ 180 Workshop</b>	<b>Unit Standards/Objectives</b>
7-12	<p><b>Workshop 6: Amigo Brothers</b></p> <p>rSkills Test #3</p>	<p>Story Elements:</p> <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> <p>Vocab/Word Study</p> <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> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature/Literature Critique—W 2.2</li> </ul> <p>Grammar</p> <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>
13-18	<p><b>Workshop 7: Your Brain Exposed</b></p> <p>SRI #2 (week 17)</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 Paragraph—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>

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English II—READ 180**

**SEMESTER TWO**

**Third Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
1-5	<p><b>Workshop 8: Crime, Punishment, &amp; Teens</b></p> <p>rSkills Test #4</p>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>○ Compare and Contrast—R 8.2.1</li> </ul> <p>Vocab/Word Study</p> <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> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Descriptive Paragraph—W 2.1</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using adjectives that compare—LC 1.3</li> <li>○ Using quotation marks—LC 1.1</li> </ul>
6-9	<p><b>SDC Novel Workshop: <i>Freak the Mighty</i> by Rodman Philbrick</b></p>	<p>Story Elements:</p> <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> <p>Vocab/Word Study</p> <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> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature/—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Complete sentences—LC 1.3</li> <li>○ Using possessives—LC 1.1, LC 1.2</li> </ul>

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC English II—READ 180**

**Fourth Quarter**

10-13	<p><b>SDC Novel Workshop: <i>Freak the Mighty</i></b> by Rodman Philbrick</p>	<p>Story Elements:</p> <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> <p>Vocab/Word Study</p> <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> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature/—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Complete sentences—LC 1.3</li> <li>○ Using possessives—LC 1.1, LC 1.2</li> </ul>
14-18	<p><b>Workshop 9: The Front Lines of Justice</b></p> <p>Finish IMR Books</p> <p>Finish R180 Topic Software Segment</p> <p>SRI #3</p> <p>Project Presentations</p>	<p>Comprehension</p> <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> <p>Vocab/Word Study</p> <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> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Personal Narrative—W 2.1</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using adverbs—LC 1.1</li> <li>○ Correcting sentence fragments—LC 1.3</li> </ul>

## Pacing Guide for **SDC English II—READ 180**

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### **Support for English Learners**

- SDAIE Strategies will be used including:
  - Flexible groupings
  - Peer Pairings
  - Use of Realia and manipulatives
  - Connections to daily life
  - Texts/Materials in first language (per IEP)
  - Instructional Aide assistance
  - Vocabulary development

### **Support for Special Education**

Students are only qualified for placement in this course by Individualized Educational Plan (IEP). This course provides a heavily modified version of the California Content Standards and also emphasizes skills found in grades four through nine of those standards that are tested on the California High School Exit Exam. The following are commonly noted strategies and modifications in student IEP's and will be applied along with any other as specified in each student's Individualized Educational Plan.

- Instructional Aide Assistance
- Audio & Visual Aides
- Modified Texts
- Flexible Grouping
- Testing Accommodations
- Tutoring (Peer & Teacher)
- Computer-Guided Instruction
- Individualized academic instruction
- Modified assignments

### **Differentiating the Lessons for GATE Students**

Occasionally, a student may be severely learning handicapped in one area but gifted overall or in another specified subject area. In order to accommodate this, students will be placed according to Individualized Education Plans (IEP) that examines testing in multiple areas and student performance in core subject classes. Students who are gifted in this course area will be placed, with support, in a mainstream course of the same subject area and assisted with accomplishing the full California Content Standards for that subject and grade level.

## BOARD AGENDA

REGULAR MEETING  
October 1, 2009

### CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent  
Educational Services Division
- SUBJECT:** **Approval of the Course Descriptions and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *SDC World History* and *SDC U.S. History*, Grades 10-12 (Beginning October 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2-Curriculum
- BACKGROUND:** This is a revision of the current course program offered to students identified as special education/ Special Day Class. All of the SDC courses in the core content areas have been revised by the SDC teaching team, pupil personnel services, and educational services departments to focus on key content standards. CAHSEE math and English support is also embedded in all the revised courses to increase student performance on this key exam and increase the graduation rate among SDC students. Modified textbooks were approved for this course in 2008. These texts are aligned with the California Content Standards but are written at a lower readability level than the traditional core materials to allow students to better access the content information. The course descriptions were approved by the Secondary Curriculum Council on September 8, 2009.
- Pacemaker World History**  
Pearson AGS Globe (2008)
- United States History**  
Pearson AGS Globe, 2005.
- BUDGET IMPLICATIONS:** Textbooks and Instructional Support materials will be purchased with general funds. Materials were purchased last year as supplemental materials so 2009-2010 purchases would be minimal. Estimated fiscal impact \$15,000.
- RECOMMENDATION:** That the Board approve the course descriptions and adoption of textbooks and ancillary and supplemental instructional materials for *SDC World History* and *SDC U.S. History*, Grades 10-12 (Beginning October 2009)



# High School Course Description for SDC World History

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**Course Title:** SDC World History

**Curricular Area:** Social Studies/Special Education

**Course Number:** SDC501/502

**Length:** One year

**Grade Level:** 10-12

**Prerequisites:** IEP Placement

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

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**  
World history/Social Studies

## Course Description

This course provides students with a historical background for major turning points that shaped the modern world, from the late eighteenth century through the present, including the causes and course of the two world wars. They trace the rise of the democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural context. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

## Alignment

This course is aligned to the 1998 California Content Standards for *Grade Ten: World History, Culture and Geography: The Modern World*.

## Instructional Materials

### Required Textbook(s)

- *PaceMaker World History*.  
Pearson AGS Globe, 2008.  
ISBN# 978-0-7854-6391-7

### Supplemental Materials

- *PaceMaker World History Student Workbook*. Pearson AGS Globe, 2008. ISBN# 978-0-7854-6394-8

## Exit Criteria

Grades for the SDC World History course will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

### Activities:

Assignments from both quarters of the semester	20%
Performance Participation	20%
Intergrated curriculum project	20%
Homework	20%
<u>Final</u>	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

## Development Team

This Course of Study was updated in April 2009 by Beti Kyeyune-Nyombi, Janice Morrison, & Michael Parshall.

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC WORLD HISTORY**

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## SEMESTER ONE

First Quarter		
Week	Unit/Chapter(s)	Standards
1-4	Unit 1: Development of Western Political Thought <ul style="list-style-type: none"> <li>○ Chapters 3-4</li> <li>○ Chapters 7-9</li> <li>○ Chapters 11-13</li> </ul>	10.1.1 10.1.2
5-8	<b>Unit 2: Revolution and Nationalism in Europe</b> <ul style="list-style-type: none"> <li>○ Chapter 14</li> <li>○ Chapters 17-18</li> <li>○ Magna Carta</li> </ul>	10.2.2
9	Review and Quiz	N/A

Second Quarter		
Week	Unit/Chapter(s)	Standards
10-11	Unit 3: The Rise of the Industrial Revolution <ul style="list-style-type: none"> <li>○ Chapter 19</li> </ul>	10.3
12-16	Unit 5: World War 1 <ul style="list-style-type: none"> <li>○ Chapters 25-26</li> </ul>	10.5, 10.6
17	Review and Semester Finals	N/A

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC WORLD HISTORY**

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## SEMESTER TWO

Third Quarter		
Week	Unit/Chapter(s)	Standards
18-23	Unit 6: Fascism, Militarism, and World War 11 <ul style="list-style-type: none"> <li>○ Chapters 27-28</li> </ul>	10.8.1, 10.8.5,
24-26	Unit 7: The Cold War, Democracy and Reform <ul style="list-style-type: none"> <li>○ Chapter 29</li> </ul>	10.9.2, 10.9.3, 10.9.6, 10.9.1, 10.9.4, 10.9.5, 10.9.8
27	Review and Quiz	N/A

Fourth Quarter		
Week	Unit/Chapter(s)	Standards
28-31	Unit 8: Independence and National Globalism <ul style="list-style-type: none"> <li>○ Chapters 30-33</li> </ul>	10.10
	CST/STAR Testing	N/A
32-34	Group/Individual Alternative Projects	N/A
35	Semester Exams	N/A

## Unit Guides for **SDC WORLD HISTORY**

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

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the World History and CAHSEE standards 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
- Questioning strategies
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Overall student participation in class discussions and activities
- Graphic organizers/concept attainment
- Student-led groups/peer pairing
- Oral responses to teacher guided assessment.
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning Responses to chapter tests.

### **Links To ESLRs:**

- Critical Thinking Skills – Reading, listening, quantifying, collecting data, solving problems, making decisions, gathering and processing information, and thinking critically.
- Communication Skills – Writing, speaking, performing, creating, and using technology as forms of expression.
- Personal and Interpersonal skills – Cooperation, responsible citizenship, respect for cultural diversity, physical well-being, and career-preparedness.

### **Determining Acceptable Evidence:**

- oral assessment exercises.
- Group presentations
- Chapter tests.

### **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

<end>

## High School Course Description for **SDC United States History**

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**Course Title:** SDC United States History**Curricular Area:** Social Studies/Special Education**Course Number:** SDC503/504**Length:** One year**Grade Level:** 11-12**Prerequisites:** IEP Placement**Meets a UC a-g Requirement:** No**Meets NCAA Requirement:** No**Meets High School Graduation Requirement for:** U.S. History/Social Studies**Course Description**

This course provides students in grade eleven with the historical context for the major turning points in American History in the twentieth century. Following a review of the nation's beginnings and the impact of the enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society: the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principals that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

**Alignment**

This course is aligned to the 1998 California Content Standards for *Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century*

**Instructional Materials**Required Textbook(s)

1. United States History (2005)  
Pearson AGS Globe  
ISBN# 097854-3860-2

2. Student Workbook  
United States History(2005)  
Person AGS Globe  
ISBN#

**Exit Criteria**

**Weighting of the Semester Grade. Based on the Board approved course of study, the student's semester grade in U.S. History must be figured as follows:**

Assessments	20%
Performance Participation and Citizenship	20%
Project	20%
Homework	20%
<u>Final Examination</u>	<u>20%</u>
<b>TOTAL:</b>	<b>100%</b>

**Development Team**

This Course of Study was updated in April 2009 by Beti Kyeyune-Nyombi, Janice Morrison, & Michael Parshall.

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC United States History**

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## SEMESTER ONE

First Quarter		
Week	Unit/Chapter(s)	Standards
1	Course Introductions and Expectations	N/A
2	Chapter 2-3: Exploration and the Colonial Era	11.1.2
3	Chapter 5-6: Revolution	11.1.2
4-5	Chapter 7-8: Early Republic & Growth of a Nation	11.1.2, 11.1.3
6-8	Chapter 14-16: Union in Peril, New Industrial Age	11.1.3, 11.4
9	Quarter Review and Quiz	N/A

Second Quarter		
Week	Unit/Chapter(s)	Standards
10	Chapter 18: Americans Move West	11.2.8
11	Chapter 20: Immigrants and Urbanization	11.2.4
12	Chapter 20-21: Life at the Turn of the Century	11.2.2
13	Chapter 21: The Progressive Era	11.2.1, 11.2.9
14-16	Chapter 23: America Claims an Empire WW I	11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.4.5
17	Quarter Review	N/A
18	Semester Finals	N/A

Colton Joint Unified School District Course of Study  
**Pacing Guide for SDC United States History**

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## SEMESTER TWO

Third Quarter		
Week	Unit/Chapter(s)	Standards
19	Chapter 24: Politics of the Roaring Twenties	11.5.1, 11.5.2
20	Chapter 24: The Roaring Life of the 1920s	11.5.6, 11.5.7
21	Chapter 25: The Great Depression	11.6.2, 11.6.3
22	Chapter 25: The New Deal	11.6.4, 11.6.5
23-26	Chapters 26-27: WWII Cold War/Post War Boom	11.7.1, 11.7.2, 11.7.7, 11.7.8
27	Quarter Review and Quiz	

Fourth Quarter		
Week	Unit/Chapter(s)	Standards
28-29	Chapter 28: The Great Society and New Frontier/Civil Rights Vietnam War Era of Social Change	11.9.3, 11.9.4, 11.10.1—10.7 11.11.2, 11.11.3
30	Review for CST	N/A
31	CST	N/A
32	Chapter 29: The Age of Limits	11.8.5, 11.9.3—9.6, 11.11.2—11.6
33	Chapter 30: The Conservative Tide	11.9.5—9.7, 11.11.6, 11.11.7
34	Chapter 31: U.S. In Today's World (1990s)	11.9.7, 11.11.6, 11.11.7
35	Chapter 32: U.S. In Today's World (2000s)	11.9.5—9.7, 11.11.6, 11.11.7
36	Semester Review & Finals	N/A

## Pacing Guide for **SDC United States History**

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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

<end>



**BOARD AGENDA**

**REGULAR MEETING  
October 1, 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 *SDC Earth Science* and *SDC Biology*, Grades 9-12 (Beginning October 2009)

**GOAL:** Improved Student Performance

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

**BACKGROUND:** This is a revision of the current course program offered to students identified as special education/ Special Day Class. All of the SDC courses in the core content areas have been revised by the SDC teaching team, pupil personnel services, and educational services departments to focus on key content standards. CAHSEE math and English support is also embedded in all the revised courses to increase student performance on this key exam and increase the graduation rate among SDC students. Modified textbooks were approved for this course in 2008. These texts are aligned with the California Content Standards but are written at a lower readability level than the traditional core materials to allow students to better access the content information. The course descriptions were approved by the Secondary Curriculum Council on September 8, 2009.

**Earth Science**  
Prentice Hall (2007)

**Biology**  
Prentice Hall (2007)

**BUDGET IMPLICATIONS:** Textbooks and Instructional Support materials will be purchased with general funds. Textbook is 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 *SDC Earth Science* and *SDC Biology*, Grades 9-12 (Beginning October 2009)

# High School Course Description for **SDC EARTH SCIENCE**

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**Course Title:** SDC Earth Science**Curricular Area:** Science**Course Number:** SDC107/108**Length:** One year**Grade Level:** 9-12**Prerequisites:** None**Meets a UC a-g Requirement:****Meets NCAA Requirement:****Meets High School Graduation Requirement for:**  
Biology Elective Credit**Course Description**

This course covers the fundamental topics associated with the formation and changes in the earth's crust, meteorology, astronomy, paleontology, materials of the earth, earth cycles, history of the earth, and earth in space.

**Alignment**

This course is aligned to Earth Sciences California Content Standards for California public schools.

**Instructional Materials**Required Textbook(s)

- Earth Science California Ed.,  
Prentice Hall 2007 ISBN 0-  
13-166-755-6

Web Sites

<http://www.PHSchool.com>

Supplemental Materials

- Earth Science California Ed,  
Guided Reading & Study  
Workbook;
- Earth Science California Ed  
Laboratory Manual; GEODE
- CD-ROM Student Express

Suggested Video/DVDs//Films

Eyewitness Videos:

- *Volcano*, 1996
- *Prehistoric Life*, 1996
- *Weather* – 1996
- *Jungle* – 1995
- *Rocks & Mineral* –1996
- *Planet Storm* (2003)
- *Planet Earth* (BBC) 2007
- *The Blue Planet* -2002

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Quizzes.....	15%
Homework.....	5%
Class work.....	55%
Tests .....	15%
Final Examination.....	10%
Total:	100%

**Development Team**

This Course of Study was updated in 2009 by Ben Kundert

Colton Joint Unified School District Course of Study  
**Pacing Guides for SDC Earth Science**

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## First Quarter

### **Unit 1, Introduction to Earth Science:**

**Weeks: 1-3**

#### Standards

- *Standard 1b-* Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
- Standards: 1f and 1g: *Investigations 1f-* Distinguish between hypothesis and theory as scientific terms.
- *Investigations 1g-* Recognize the usefulness and limitations of models and theories as scientific representations of reality

### **Unit 2, Historical Geology: Chapters 12 & 13**

**Weeks: 4-7**

#### Standards

- *Standard 1c-* Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.
- *Standard 1f-* Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
- *Standard 6c-* Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
- *Standard 8b-* Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
  - *Investigations 1g-* Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - *Investigations 1i-* Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1k-* Recognize the cumulative nature of scientific evidence.
  - *Investigations 1m-* Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

### **Unit 3, Matter, Minerals, and Properties of Minerals: Chapters 2-4 and Chapter 13a, sections 1&2**

**Weeks: 8-10**

#### Standards

- *Standard 3c-* Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
- *Standard 4a-* Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
- *Standard 4c* – Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
- *Standard 7a-* Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
- *Standard 7b-* Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.
- *Standard 7c* - Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
- *Standard 7d* - Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.
- *Standard 8c-* Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.
- *Standard 9a* - Students know the resources of major economic importance in California and their relation to California's geology.
  - *Investigations 1d-* Formulate explanations by using logic and evidence.
  - *Investigations 1f-* Distinguish between hypothesis and theory as scientific terms.

## Pacing Guides for SDC Earth Science

- *Investigations 1g*- Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- *Investigations 1k*- Recognize the cumulative nature of scientific evidence.
- *Investigations 1l*- Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

### Second Quarter

#### Unit 4, Plate Tectonics: Chapter 9

Weeks: 11-12

##### Standards

- *Standard 3a*- Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
- *Standard 3b*- Students know the principal structures that form at the three different kinds of plate boundaries.
- *Standard 3d*- Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
- *Standard 3f*- \* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.
  - *Investigations 1i*- Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1k*- Recognize the cumulative nature of scientific evidence.

#### Unit 5, Earthquakes and California Hazards: Chapter 5 (selections) 8, & 13 (selections)

##### Chapter 5.3 (Mass Movement/ CA Hazards)

Weeks: 13-14

##### Chapter 13a, section 3

##### Standards

- *Standard 3d*- Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
- *Standard 9b*- Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
- *Standard 9d*-\* Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.
  - *Investigations 1d*- Formulate explanations by using logic and evidence.
  - *Investigations 1m* - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

#### Unit 6, Atmosphere and Climate Chapters 17, 21.1, 21.3

Weeks: 15-18

##### Standards

- Standard 4b-Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
- Standard 5a- Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- Standard 6a -Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- Standard 6b -Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
- Standard 6c- Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
- Standard 6d- \* Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.
- Standard 8a- Students know the thermal structure and chemical composition of the atmosphere.

## Pacing Guides for SDC Earth Science

- Standard 8c- Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.
- Investigations 1d – Formulate explanations by using logic and evidence.
- Investigations 1g –Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- Investigations 1i - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- Investigations 1m - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

Week: 19 **Semester Exams**

### Third Quarter

#### Unit 7, Water in the Atmosphere Chapters 18 (selections) & 19

Weeks: 20-23

##### 18.1-Air Pressure/Wind,

##### 18.3- Cloud Types/Precipitation,

Standards

- *Standard 5a-* Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- *Standard 5b-* Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- *Standard 5c-* Students know the origin and effects of temperature inversions.
- *Standard 5e-* Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.
- *Standard 5f- \** Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.
- *Standard 5g- \** Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.
- *Standard 6b-* Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
  - *Investigations 1d* – Formulate explanations by using logic and evidence.
  - *Investigations 1g* –Recognize the usefulness and limitations of models and theories as scientific representations of reality.

#### Unit 8 Weather Patterns and Severe Storms: Chapter 20

Weeks: 24-25

Standards

- Standard 1d- Students know the evidence indicating that the planets are much closer to Earth than the stars are.

#### Unit 9, Mountain Building: Chapter 5 and 6 Selections

Weeks: 26-27

##### 5.2 Nitrogen Cycle/erosion,

##### 6.1 Water Cycle,

##### 6.3 Hot springs/geysers/caverns,

##### Carbon Cycle, p.85

Standards

- *Standard 3b-* Students know the principal structures that form at the three different kinds of plate boundaries.
- *Standard 3c-* Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
- *Standard 9b-* Students know the principal natural hazards in different California regions and the geologic basis of those hazards.

## Pacing Guides for SDC Earth Science

- *Investigations 1i* - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- *Standard 7a*- Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
- *Standard 9c*- Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.
  - *Investigations 1b* - Identify and communicate sources of unavoidable experimental error.
  - *Investigations 1c* - Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
  - *Investigations 1d* – Formulate explanations by using logic and evidence.
  - *Investigations 1m* - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

### Fourth Quarter

#### Unit 10, The Solar System: Chapters 22-23

Week: 28-30

Standards:

- *Standard 1a*- Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.
- *Standard 1b* Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
- *Standard 1d*- Students know the evidence indicating that the planets are much closer to Earth than the stars are.
- *Standard 1f*- Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
- *Standard 4d*- \* Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.
  - *Investigations 1g* - Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - *Investigations 1i* - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1n* - Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

#### Unit 11, Stars and the Universe: Chapters 24-25

Weeks: 31-34

Standards:

- *Standard 1d*- Students know the evidence indicating that the planets are much closer to Earth than the stars are.
- *Standard 1e* -Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.
- *Standard 1g* -\* Students know the evidence for the existence of planets orbiting other stars.
- *Standard 2a*- Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.
- *Standard 2b*- Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.
- *Standard 2c* Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars. -
- *Standard 2d*- Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.
- *Standard 2e*- \* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.
- *Standard 2f* -\* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.

## Pacing Guides for SDC Earth Science

- *Standard 2g*- \* Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.
  - *Investigations 1d* – Formulate explanations by using logic and evidence.
  - *Investigations 1i* - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1n* - Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

### Unit 12, Oceanography: Chapters 14, 15, 16 Selections

**Weeks: 35-36**

14.1- Sea floor mapping,

14.2- Review, 15,

15.2- all,

16.

Standards:

- *Standard 3a*- Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
- *Standard 5a*- Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- *Standard 5b*- Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
- *Standard 5d*- Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

### Unit 13, Volcanoes: Chapter 10

**Weeks: 37-38**

Standards:

- Standards: *Standard 3e*- Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
- *Standard 3f*- \* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.
  - *Investigations 1d*- Formulate explanations by using logic and evidence.
  - *Investigations 1g*- Recognize the usefulness and limitations of models and theories as scientific representations of reality.

## Pacing Guides for SDC Earth Science

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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

<end>



## High School Course Description for **SDC Biology**

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**Course Title:** SDC Biology**Curricular Area:** Science**Course Number:** SDC207/208**Length:** One year**Grade Level:** 10-12**Prerequisites:** Passing grade in Integrated Physical Science.**Meets a UC a-g Requirement:** No**Meets NCAA Requirement:** No**Meets High School Graduation Requirement for:**  
Biological Science**Course Description**

This course introduces SDC students to biological science. Through inquiry, reading, lecture, and lab work, students will come to understand that all life is composed of a web of interdependence with both the biotic and the abiotic world; that all life has developed through a continuous and unbroken pattern that is both stable and random, and that physical events have influenced the speed and direction of this development, and continue to do so today. The course is specifically designed to serve the needs of SDC students.

This course is aligned to the California Content Standards for Science.

**Instructional Materials**Required Textbook(s)

- *Biology*. Kenneth Miller and Joseph Levine. Pearson/Prentice Hall 2006. ISBN- 13# 9780132013529.

Supplemental Materials

- Photo manual dissection of The frog and fetal pig

DVD/Videos

- Eyewitness videos
- NOVA
- Nature
- Lorenzo's oil
- PBS videos/DVD's

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Laboratory/Class Activities .....	40%
Assessment.....	40%
Homework.....	20%
Total:	100%

**Development Team:**

This Course of Study was updated in May 2009 by Richard Hall and Ben Kundert

## Pacing Guide for SDC Biology

### SEMESTER ONE

#### First Quarter

Weeks	Standards	Unit/Chapter(s)
1-2	<i>Investigation and Experimentation</i>	Intro to Biology: ch. 1-2
3-4	<i>Cell Biology</i>	Matter: ch. 2
5-8	<i>Ecology</i>	Energy & Ecosystems: ch. 3-5

#### Second Quarter

Weeks	Standards	Unit/Chapter(s)
9-11	<i>Cell Biology</i>	Cells: ch. 7, 10
12-18	<i>Genetics</i>	Genetics: ch. 11-14

### SEMESTER TWO

#### Third Quarter

Weeks	Standards	Unit/Chapter(s)
1-4	<i>Evolution</i>	Evolution: ch. 15-17
5-8	<i>Physiology</i>	Human Body Systems: ch. 35-36

#### Fourth Quarter

Weeks	Standards	Unit/Chapter(s)
9-14	<i>Physiology</i>	Human Systems: ch. 36-40
15	---	STAR Testing
16-19	<i>Ecology</i>	Species: ch. 30-32

## Unit Guides for **SDC Biology**

### SEMESTER ONE, QUARTER ONE UNIT ONE: INTRODUCTION TO BIOLOGY

**WEEKS 1-2**

#### Standards Covered:

***Investigation and Experimentation:*** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:

- 1-a** Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- 1-b.** Identify and communicate sources of unavoidable experimental error.
- 1-c.** Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- 1-d.** Formulate explanations by using logic and evidence.
- 1-f.** Distinguish between hypothesis and theory as scientific terms.
- 1-g.** Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- 1-n.** Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong.

Date	Topic	Reading
<b>SEPTEMBER</b>		
<b>2</b>	Introductions and class rules	
<b>3</b>	Introduction to biology and themes	Chapter 1
<b>4</b>	Introduction to biology and themes	
<b>5</b>	Studying Life	Chap 1-.3
<b>8</b>	Tools and procedures	Chap 1-.4
<b>9</b>	Using a microscope	Chap 1-.4
<b>10</b>	Chapter 1 quiz	Chap 1-.1-4

### UNIT TWO: MATTER

**WEEKS 3-4**

#### Standards Covered:

##### ***Cell Biology***

- 4-b.** Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 4-h.** Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

##### ***Genetics***

- 4-e.** Students know proteins can differ from one another in the number and sequence of amino acids, shapes and chemical properties

## Unit Guides for SDC Biology

Date	Topic	Reading
<b>SEPTEMBER</b>		
11	Nature of Matter	Chap 2-.1
12	Atoms, elements, and compounds	Chap 2-.1
15	Properties of water	Chap 2-.2
16	Acids and bases lab	Chap 2-.2
17	Carbon compounds	Chap 2-3
18	Chemistry video	Chap 2-3
19	Chemical reaction notes/demonstrations	
22		
23	Chemical reactions and enzymes	Chap 2-.4
24	Review chapter 2	Chap 2-.1-4
25	Video on matter/energy	
26	Test chapter 2	

### UNIT THREE: ENERGY & ECOSYSTEMS

**WEEKS 5-8**

#### Standards Covered

**Ecology: Stability in an ecosystem is a balance between competing effects.**

- 6-a:** Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- 6-f:** Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- 6-d:** Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- 6-e:** Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- 6-c:** Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- 6-b:** Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

Date	Topic	Reading
<b>SEPTEMBER</b>		
26	Test chapter 2	
29	Intro to ecology/biosphere	Chapter 3-1
30	Energy & Ecosystems (standard 6a & 6f)	Chap 3-6
<b>OCTOBER</b>		
1&2	Energy flow & Food chain Activity	Chap 3-2
3	Cycles of matter	Chap 3-3

## Unit Guides for **SDC Biology**

6	Video on food chains in nature	
7	Food web activity/posters	
8		
9	Quiz on chapter 3	
13	Climate and ecosystems	Chap 4:1-2
14	Video on ecosystems in various climates	
15	Biomes/aquatic ecosystems	Chap 4:3-4
16	Video on aquatic ecosystems	
17	How populations grow	Chap 5:1
20	Limits to population growth	Chap 5:2
21	Predator-prey relationship video	Notes on Predator-prey relationships
22		
23	Human population growth	
24	Quiz on chapter 5	Chap 5:1-3

### SEMESTER ONE, QUARTER TWO

### WEEKS 1-10

#### Standards Covered

***Cell Biology:* The fundamental life processes of plants and animals depend on variety of chemical reactions that occur in specialized areas of the organism's cells.**

- 1-h:** Students know most macromolecules in cells and organisms are synthesized from a small collection of simple precursors.
- 1-c:** Students know how prokaryotic cells, eukaryotic cells (plants and animals), and viruses differ in complexity and general structure.
- 1-d:** Students know the central dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to the translation of proteins on ribosomes in the cytoplasm.
- 1-e:** Students know the role of the ER and Golgi apparatus in the secretion of proteins.
- 1-a:** Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
- 1-f:** Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

Date	Topic	Reading
<b>OCTOBER</b>		
27	Cells and the cell theory	Chap 7:1
28	Eukaryotic cell structure and function	Chap 7:2
29	Notes on cell organelles/functions	
30	Video on cells	
31	Cell Drawings/labeling plant cell	

## Unit Guides for SDC Biology

NOVEMBER		
3	Cell Drawings/labeling animal cell	
4	Cell membrane & control of their environment	Chap 7:3(standard 1a)
5	Cell groupings (tissues, organs, organ systems)	Chap 7:4
6	Lab on cells and the microscope	
7	Video on cell functions/diversity	
10	Review chapter 7	
12	Test chap. 7	Chap 7:1-4
13	Regulating the cell cycle	Chap 10:3
14	Cancer and stem cell research	Chap 10:3
17	Notes on cancer/ stem cell research	

### UNIT FIVE: GENETICS

WEEKS 12-18

#### Standards Covered

#### **Genetics: Mutation and sexual reproduction lead to genetic variation in a population.**

- 2-a:** Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2-b:** Students know only certain cells in a multicellular organism undergo meiosis.
- 2-c:** Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- 2-d:** Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- 2-e:** Students know why approximately half of an individual's DNA sequence comes from each parent.
- 2-f:** Students know the role of chromosomes in determining an individual's sex.

#### **Genetics: A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.**

- 3-b:** Students know the genetic basis for Mendel's laws of segregation and independent assortment.
- 3-a:** Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

#### **Genetics: Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.**

#### **The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.**

- 5-a:** Students know the general structures and functions of DNA, RNA, and protein.
- 5-b:** Students know how to apply base-pairing rules to explain precise copying of DNA during semi conservative replication and transcription of information from DNA into mRNA.
- 4-b:** Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- 4-c:** Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
- 5-c:** Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

## Unit Guides for **SDC Biology**

Date	Topic	Reading	Standards Covered
18	Introduction to genetics	Chap 11:1	
19	Notes: traits, hybrids, genes, alleles	Principle of dominance, & segregation	(standard 3b)
20	Punnett squares	Chap 11:2	
21	Independent assortment, multiple alleles	Chap 11:3	(standard 3a)
29	Meiosis & sexual reproduction	Chap 11:4-5	(standards 2a 2g)
<b>DECEMBER</b>			
1	Human heredity, genetic disorders	Chap 14:1	
2	Genetics Problems		
3	Using a pedigree		
4	Analyzing Pedigrees		(standard 3c)
5	Human chromosome disorders	Chap 14:2	
8	Human Karyotype Labs		
10			
11	Human gene therapy	Chap 14:3	
12	Human DNA analysis	Chap 14:3	(standards 3a - 3c)
15	Genetics Lab		
16	Movie: <i>Lorenzo's Oil</i>		
17			
18			
19	Quiz on human genetics	Chap 14:1-3	
<b>JANUARY</b>			
5	Structure of DNA,	Chap 12:1	(standards 5a & 4e)
6	Video: The double helix		
7	Chromosomes and DNA replication	Chap 12:2	
8	DNA fingerprinting/forensics	Chap 12:1-2	
9	Notes on DNA structure and replication		
12	Transcription, translation & gene regulation	Chap 12:3	(standards 5b, 4a, 4b, & 4d)
13	Notes on DNA protein synthesis	Chap 12:4-5	
14	Mutations and gene regulation (standard 4c)		
15	Genetic engineering	Chap 13:1-2	(standard 5c)
16	Genetic engineering & Society		
20	Transcription, translation of DNA lab		
21	Genetic engineering	Chap 13:3-4	
22	Genetic engineering lab		

## Unit Guides for **SDC Biology**

23	GATTACA video		
26	GATTACA video		
27	Finals-----minimum day		
28	Finals-----minimum day		
29	Finals-----minimum day		
30	No students: end of 1 <sup>st</sup> semester		

### UNIT SIX: EVOLUTION

**WEEKS 1-4**

#### Standards Covered

**Evolution is the result of genetic changes that occur in constantly changing environments.**

- 8-a:** Students know how natural selection determines the differential survival of groups of organisms.
- 8-b:** Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- 8-c:** Students know the effects of genetic drift on the diversity of organisms in a population.
- 8-d:** Students know reproductive or geographic isolation affects speciation.
- 8-e:** Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

**The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.**

- 7-d:** Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- 7-c:** Students know new mutations are constantly being generated in a gene pool.
- 7-a:** Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- 7-b:** Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.

Date	Topic	Reading
<b>FEBRUARY</b>		
2	Introduction to Evolution Darwins voyage	Chapter 15.1
3	Outline of evolution notes	
4	Evidence for Evolution	Chapter 15.2
5	Video	
6	Survival of the fittest	Chapter 15.3
10	Mechanisms for Evolutionary change: gene pools and variation, polygenic traits	Chapter 16.1
11	(standards 7d & 7c)	
12	Evolution & Natural Selection (standard 8a) As genetic change force.	Chapter 16.2



## Unit Guides for **SDC Biology**

13	Evolution & the Diversity of Species, Genetic Drift, and Speciation (standard 8b, 8c, & 8d)	Chapter 16.3
17		
18	Speciation	Natural Selection & Genetic Drift Lab
19	Evidence for Evolution (standard 8e) Fossil records.	Chapter 17.1
20	How Life Began Video	
23	Early EARTH history	Chapter 17.2
24	Patterns of evolution (punctuated equilibrium)	Chapter 17.3-4
25	Chapter 15-17 Test)	

### UNIT SEVEN: PHYSIOLOGY—HUMAN BODY SYSTEMS

WEEKS 5-14

#### Standards Covered:

***Physiology:* As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.**

- 9-a:** Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- 9-d:** Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- 9-b:** Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- 9-c:** Students know how feedback loops regulate conditions in the body.

***Physiology:* Organisms have a variety of mechanisms to combat disease.**

- 10-d:** Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatment of these infections.
- 10-a:** Students know the role of the skin in providing nonspecific defenses against infection.
- 10-b:** Students know the role of antibodies in the body's response to infection.
- 10-c:** Students know how vaccination protects an individual from infectious diseases.
- 10-e:** Students know why an individual with a compromised immune system (AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

Date	Topic	Reading
<b>FEBRUARY</b>		
26	Human body systems	Chapter 35:1
27	Video: Incredible Human Machine	
<b>MARCH</b>		
2	Human Nervous system	Chapter 35:2

## Unit Guides for **SDC Biology**

3	Neurons and the synapse notes/parts of the	
4	nerve cell.	
5	Divisions of the nervous system	Chapter 35:3
6	The brain video	
9	The senses	Chapter 35:4
10	Optical illusions, blind spot lab	
11	Drugs and the nervous system	Chapter 35:5
12	Video: Illegal drugs	
16	Notes on narcotics/	
17	Notes on hallucinogens	
18	Handout: Drugs and the nervous system	
19	Alcohol and Nicotine notes	
20	Marijuana handout	
23	Skeletal system	Chapter 36:1
24	Notes on fractures and broken bones	
25	Bone notes	
26	Muscular system	Chapter 36:2
27	Anabolic steroids notes	
<b>APRIL</b>		
6	Skin system	Chapter 36:3
7	Pimples handout	
8	Circulatory system	Chapter 37:1
9	Video: heart attacks/strokes	
10	Blood and lymphatic system	Chapter 37:2
13	Notes on blood/circulation	
14	Respiratory system	Chapter 37:3
15	Asthma/ emphysema	
16	Review chap. 36 & 37	
17		
20	Test on 36 & 37	
21	Food and Nutrition	Chapter 38:1
22	My Pyramid notes on diet.	
23	Analysis: Evaluating food labels	
24	Process of digestion	Chapter 38:2
27	Excretory system	
28	Review excretory system	
29	Endocrine system/ Human Endocrine system	Chapter 39:1-2
30	Hormone notes	

## Unit Guides for SDC Biology

MAY		
4	Reproductive system	Chapter 39:3
5	Video; Miracle of Life	
6	Fertilization and development	Chapter 39:4
7	Video: 18 ways to make a baby (IVF)	
8	Review 39:1-4	
11	Test Chapter 39:1-4	
12	Infectious disease/Immune system	Chapter 40:1-2
13	Video: Typhoid Mary	
14	Immune System disorders	Chapter 40:3
15	Environment and Health	Chapter 40:4
18	AIDS video	
19	STAR TESTING?	
20		
21		
22		

### UNIT EIGHT: SPECIES

WEEKS 16-19

#### Standards

**Ecology: Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:**

- 6-a.** Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- 6-b.** Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- 6-c.** Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death

**Evolution: Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:**

- 8-a.** Students know how natural selection determines the differential survival of groups of organisms.
- 8-b.** Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- 8-e.** Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

Date	Topic	Reading
MAY		
26	Fish and how they evolved	Chapter 30:2.
27	Video on fish/shark evolution	
28	Amphibians	Chapter 30.3

## Unit Guides for **SDC Biology**

<b>29</b>	Reptiles	Chapter 31:1
<b>JUNE</b>		
<b>1</b>	Dinosaurs video	
<b>2</b>	Crocodiles/alligators	Chapter 31:2
<b>3</b>	Video on crocodiles/ alligators	
<b>4</b>	Intro to mammals/diversity in mammals	Chapter 32:1-2
<b>5</b>	Mammal Video: Grizzly bears	
<b>8</b>	Pig dissection lab	
<b>9</b>	Pig dissection lab	
<b>10</b>	<b>Review for Final</b>	
<b>11</b>		
<b>12</b>		
<b>15</b>		
<b>2nd Semester Finals (minimum days)</b>		

## Unit Guides for **SDC Biology**

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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 Science and CAHSEE standards 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 (supplementary materials)
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction
- Individualized academic instruction
- Modified assignments

# High School Course Description for **SDC EARTH SCIENCE**

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**Course Title:** SDC Earth Science**Curricular Area:** Science**Course Number:** SDC107/108**Length:** One year**Grade Level:** 9-12**Prerequisites:** None**Meets a UC a-g Requirement:****Meets NCAA Requirement:****Meets High School Graduation Requirement for:**  
Biology Elective Credit**Course Description**

This course covers the fundamental topics associated with the formation and changes in the earth's crust, meteorology, astronomy, paleontology, materials of the earth, earth cycles, history of the earth, and earth in space.

**Alignment**

This course is aligned to Earth Sciences California Content Standards for California public schools.

**Instructional Materials**Required Textbook(s)

- Earth Science California Ed., Prentice Hall 2007 ISBN 0-13-166-755-6

Web Sites

<http://www.PHSchool.com>

Supplemental Materials

- Earth Science California Ed, Guided Reading & Study Workbook;
- Earth Science California Ed Laboratory Manual; GEODE
- CD-ROM Student Express

Suggested Video/DVDs//Films

Eyewitness Videos:

- *Volcano*, 1996
- *Prehistoric Life*, 1996
- *Weather* – 1996
- *Jungle* – 1995
- *Rocks & Mineral* –1996
- *Planet Storm* (2003)
- *Planet Earth* (BBC) 2007
- *The Blue Planet* -2002

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Quizzes.....	15%
Homework.....	5%
Class work.....	55%
Tests .....	15%
Final Examination.....	10%
Total:	100%

**Development Team**

This Course of Study was updated in 2009 by Ben Kundert

Colton Joint Unified School District Course of Study  
**Pacing Guides for SDC Earth Science**

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## First Quarter

### **Unit 1, Introduction to Earth Science:**

**Weeks: 1-3**

#### Standards

- *Standard 1b-* Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
- Standards: 1f and 1g: *Investigations 1f-* Distinguish between hypothesis and theory as scientific terms.
- *Investigations 1g-* Recognize the usefulness and limitations of models and theories as scientific representations of reality

### **Unit 2, Historical Geology: Chapters 12 & 13**

**Weeks: 4-7**

#### Standards

- *Standard 1c-* Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.
- *Standard 1f-* Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
- *Standard 6c-* Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
- *Standard 8b-* Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
  - *Investigations 1g-* Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - *Investigations 1i-* Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1k-* Recognize the cumulative nature of scientific evidence.
  - *Investigations 1m-* Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

### **Unit 3, Matter, Minerals, and Properties of Minerals: Chapters 2-4 and Chapter 13a, sections 1&2**

**Weeks: 8-10**

#### Standards

- *Standard 3c-* Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
- *Standard 4a-* Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
- *Standard 4c* – Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
- *Standard 7a-* Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
- *Standard 7b-* Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.
- *Standard 7c* - Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
- *Standard 7d* - Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.
- *Standard 8c-* Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.
- *Standard 9a* - Students know the resources of major economic importance in California and their relation to California's geology.
  - *Investigations 1d-* Formulate explanations by using logic and evidence.
  - *Investigations 1f-* Distinguish between hypothesis and theory as scientific terms.

## Pacing Guides for SDC Earth Science

- *Investigations 1g*- Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- *Investigations 1k*- Recognize the cumulative nature of scientific evidence.
- *Investigations 1l*- Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

### Second Quarter

#### Unit 4, Plate Tectonics: Chapter 9

Weeks: 11-12

##### Standards

- *Standard 3a*- Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
- *Standard 3b*- Students know the principal structures that form at the three different kinds of plate boundaries.
- *Standard 3d*- Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
- *Standard 3f*- \* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.
  - *Investigations 1i*- Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1k*- Recognize the cumulative nature of scientific evidence.

#### Unit 5, Earthquakes and California Hazards: Chapter 5 (selections) 8, & 13 (selections)

##### Chapter 5.3 (Mass Movement/ CA Hazards)

Weeks: 13-14

##### Chapter 13a, section 3

##### Standards

- *Standard 3d*- Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
- *Standard 9b*- Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
- *Standard 9d*-\* Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.
  - *Investigations 1d*- Formulate explanations by using logic and evidence.
  - *Investigations 1m* - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

#### Unit 6, Atmosphere and Climate Chapters 17, 21.1, 21.3

Weeks: 15-18

##### Standards

- Standard 4b-Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
- Standard 5a- Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- Standard 6a -Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- Standard 6b -Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
- Standard 6c- Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
- Standard 6d- \* Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.
- Standard 8a- Students know the thermal structure and chemical composition of the atmosphere.



## Pacing Guides for SDC Earth Science

- Standard 8c- Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.
- Investigations 1d – Formulate explanations by using logic and evidence.
- Investigations 1g –Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- Investigations 1i - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- Investigations 1m - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

Week: 19 **Semester Exams**

### Third Quarter

#### Unit 7, Water in the Atmosphere Chapters 18 (selections) & 19

Weeks: 20-23

##### 18.1-Air Pressure/Wind,

##### 18.3- Cloud Types/Precipitation,

Standards

- *Standard 5a-* Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- *Standard 5b-* Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- *Standard 5c-* Students know the origin and effects of temperature inversions.
- *Standard 5e-* Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.
- *Standard 5f- \** Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.
- *Standard 5g- \** Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.
- *Standard 6b-* Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
  - *Investigations 1d* – Formulate explanations by using logic and evidence.
  - *Investigations 1g* –Recognize the usefulness and limitations of models and theories as scientific representations of reality.

#### Unit 8 Weather Patterns and Severe Storms: Chapter 20

Weeks: 24-25

Standards

- Standard 1d- Students know the evidence indicating that the planets are much closer to Earth than the stars are.

#### Unit 9, Mountain Building: Chapter 5 and 6 Selections

Weeks: 26-27

##### 5.2 Nitrogen Cycle/erosion,

##### 6.1 Water Cycle,

##### 6.3 Hot springs/geysers/caverns,

##### Carbon Cycle, p.85

Standards

- *Standard 3b-* Students know the principal structures that form at the three different kinds of plate boundaries.
- *Standard 3c-* Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
- *Standard 9b-* Students know the principal natural hazards in different California regions and the geologic basis of those hazards.

## Pacing Guides for SDC Earth Science

- *Investigations 1i* - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- *Standard 7a*- Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
- *Standard 9c*- Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.
  - *Investigations 1b* - Identify and communicate sources of unavoidable experimental error.
  - *Investigations 1c* - Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
  - *Investigations 1d* – Formulate explanations by using logic and evidence.
  - *Investigations 1m* - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

### Fourth Quarter

#### Unit 10, The Solar System: Chapters 22-23

Week: 28-30

Standards:

- *Standard 1a*- Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.
- *Standard 1b* Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
- *Standard 1d*- Students know the evidence indicating that the planets are much closer to Earth than the stars are.
- *Standard 1f*- Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
- *Standard 4d*- \* Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.
  - *Investigations 1g* - Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - *Investigations 1i* - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1n* - Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

#### Unit 11, Stars and the Universe: Chapters 24-25

Weeks: 31-34

Standards:

- *Standard 1d*- Students know the evidence indicating that the planets are much closer to Earth than the stars are.
- *Standard 1e* -Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.
- *Standard 1g* -\* Students know the evidence for the existence of planets orbiting other stars.
- *Standard 2a*- Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.
- *Standard 2b*- Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.
- *Standard 2c* Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars. -
- *Standard 2d*- Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.
- *Standard 2e*- \* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.
- *Standard 2f* -\* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.

## Pacing Guides for SDC Earth Science

- *Standard 2g*- \* Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.
  - *Investigations 1d* – Formulate explanations by using logic and evidence.
  - *Investigations 1i* - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - *Investigations 1n* - Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

### Unit 12, Oceanography: Chapters 14, 15, 16 Selections

**Weeks: 35-36**

14.1- Sea floor mapping,

14.2- Review, 15,

15.2- all,

16.

Standards:

- *Standard 3a*- Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
- *Standard 5a*- Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- *Standard 5b*- Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
- *Standard 5d*- Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

### Unit 13, Volcanoes: Chapter 10

**Weeks: 37-38**

Standards:

- Standards: *Standard 3e*- Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
- *Standard 3f*- \* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.
  - *Investigations 1d*- Formulate explanations by using logic and evidence.
  - *Investigations 1g*- Recognize the usefulness and limitations of models and theories as scientific representations of reality.

## Pacing Guides for SDC Earth Science

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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

<end>

**BOARD AGENDA**

**REGULAR MEETING  
October 1, 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 October 1, 2009

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Birney Elementary	CEC Entertainment Chuck E. Cheese (fundraiser) 4441 West Airport Freeway, Irving TX 75062	Check #751309 For field trips, student and staff incentives	\$463.24
Birney Elementary	Cartridges for Kids Access Computer Products 451 W. 69 <sup>th</sup> Street, Loveland CO 80538	Check #020070 For field trips, student and staff incentives	\$3.75
Birney Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2052397 For field trips, student and staff incentives	\$26.42
Colton High School	Loma Linda University Medical Center P.O. Box 728, Loma Linda, CA 92354	Check #803621 Possibilities Club	\$1,300.00
Colton High School	Casa de Flores 342 S. Mount Vernon Ave., San Bernardino, CA 92410	Possibilities Club 20 formal dresses valued at \$100 each	\$2,000 Value
Colton Middle School	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2070601 Site discretionary	\$49.61
Cooley Ranch Elementary	Andy Morales C/O Jeronimo Morales 700 E. Washington#254 - Colton, CA 92324	Check #2073639 Classroom Supplies	\$40.00
Cooley Ranch Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Receipt #0037152 Site discretionary	\$55.23
Crestmore Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2094331 Site discretionary	\$121.73
D'Arcy Elementary	Edison International Employee Contributions Mr. Edward J. Harris P.O. Box 3288, Princeton, NJ 98543-5288	Check #151206 Site discretionary	\$369.45
D'Arcy Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2097691 Site discretionary	\$138.84
Grand Terrace Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2125761 Site discretionary	\$112.81
Grand Terrace Elementary	Rodrigo Diaz Carrillo 7418 Font Avenue, Riverside, CA 92509	Check #2040 Site discretionary	\$15.00
Grant Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2091487 Site discretionary	\$108.96
Grant Elementary	Edison International Employee Contributions Campaign Mr. Carlos Villalba - 283 West D Street, Colton, CA 92324	Check #1160626 Site discretionary	\$120.00
Grimes Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2066857 Site discretionary	\$43.37
Jurupa Vista Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2080656 Site discretionary	\$71.81
Jurupa Vista Elementary	Jurupa Vista P.T.A. 15920 Village Dr., Fontana, CA 92337	Check #1139 Hispanic Heritage Assembly	\$680.00
Jurupa Vista Elementary	Jurupa Vista P.T.A. 15920 Village Dr., Fontana, CA 92337	Check #1136 Instructional Materials	\$143.12

EXHIBIT "B" -- GIFTS / DONATIONS: Regular Meeting October 1, 2009

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Lincoln Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2064836 Site discretionary	\$40.46
Lincoln Elementary	Life Touch 11000 Viking Drive #500E, Eden Prairie, MN 55344	Check #1889051 Site discretionary	\$683.00
McKinley Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #208846 Site discretionary	\$98.42
McKinley Elementary	Something Special Florist 176 Sugar Ridge Road, Ennis, TX 75119	Check #1155 Site discretionary	\$5.50
Reche Canyon Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2055613 Site discretionary	\$29.42
Reche Canyon	Reading for Education 180 Freedom Avenue, Murfreesboro, TN 37129	Check #067455 Site discretionary	\$2.00
Rogers Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2064335 Site discretionary	\$39.73
Rogers Elementary	Something Special Florist 320 N. 7 <sup>th</sup> Street, Colton, CA 92324-2904	Check #25233 Site discretionary	\$5.00
Rogers Elementary	Paul J. Rogers P.T.A. 955 W. Laurel Street, Colton, CA 93224	Check #223 School benches	\$2,473.65
Stover Mt. High School	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2082337 Site discretionary	\$76.67
Smith Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2063484 Site discretionary	\$38.61
Sycamore Hills Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2086039 Site discretionary	\$88.23
Terrace View Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #2126348 Site discretionary	\$225.93
Wilson Elementary	Target Lake Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214	Check #20695012 Site discretionary	\$47.75
Zimmerman Elementary	Target Lake Charge of Education Mail Stop 2A-OP.O. Box 59214, Minneapolis, MN 55459-0214	Check #2103445 Site discretionary	\$177.56

## BOARD AGENDA

REGULAR MEETING  
October 1, 2009

CONSENT ITEM

**TO:** Board of Education

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

**SUBJECT:** Approval of Cherrydale Farms Fundraiser at Terrace Hills Middle School (*October through November 2009*)

**GOAL:** Budget Planning, Community Relations & Parent Involvement

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

**BACKGROUND:** Students will sell items from the Cherrydale Farms Fundraising catalog for a two-week period, October thru November 2009. Funds raised will be used for student assemblies, activities, recognition, and awards.

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

**RECOMMENDATION:** That the Board approve the Cherrydale Farms Fundraiser at Terrace Hills Middle School (October through November 2009).



**Terrace Hills Middle School**  
**ASB Minutes**  
**Date: 9/11/09**  
**Meeting # 4**

Called to Order by: Ashlin Fujinami at 11:59

Secretary's Report: None

Treasurer's Report: None

8 of 8 member present plus Ms. Tyler

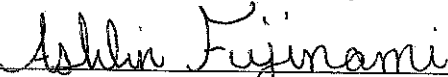
Old Business: None

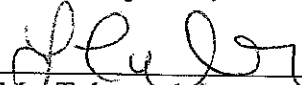
New Business: None

1. Presented by: Maxwell Hallwachs, club ASB, vendor name Preferred Mobile Music , in the amount NTE \$2125.33, why: to purchase and pay for Music and entertainment for the school dances. Motioned by: Erika Hornbeck, seconded by Manuel Matla. *Motion has been approved.* No discussion.
  
2. Presented by: Ashlin Fujinami, club ASB, vendor name Cherrydale Fundraising, in the amount NTE N/A, why: to approve having Cherrydale Fundraising company host our annual fundraiser. Motioned by: Amanda Ramirez-Sebree, seconded by Breanna Saucedo. *Motion has been approved.* No discussion.

Respectfully Submitted,

  
\_\_\_\_\_  
Heather Ludegna, Secretary

  
\_\_\_\_\_  
Ashlin Fujinami, President

  
\_\_\_\_\_  
Ms. Tyler, Advisor

Meeting adjourned at: 12:02 Next Meeting: 9/18/09

**BOARD AGENDA**

**REGULAR MEETING  
October 1, 2009**

**CONSENT ITEM**

**TO:** Board of Education

**PRESENTED BY:** Mike Snellings, Assistant Superintendent, Student Services Division

**SUBJECT:** Approval of Amended Agreement (Contract No. 03-734 A-7) with the County of San Bernardino Probation Department for a School Probation Officer (2009-10)

**GOAL:** School Safety & Attendance, Community Relations & Parent Involvement

**STRATEGIC PLAN:** Parameter #1 – Safe Learning Environments

**BACKGROUND:** The District previously entered into Agreement No. 03-734 A-6 with the County of San Bernardino Probation Department for a school based probation officer on May 28, 2009. The county supplements the cost of the probation officer with grant funding received under the Juvenile Justice Crime Prevention Act. State legislature has changed the funding for this grant to be funded wholly through vehicle licensing fees (VLF). The amount of revenue the state collects through VLF can fluctuate. Based on that, the county has requested the following contract modifications (Addition; ~~Deletion~~):

“This contract is subject to the availability of funding and may be terminated at any time without cause by SCHOOL DISTRICT or by COUNTY upon written notice given to the other at least ~~ninety (90)~~ fifteen (15) days before the date specified for such termination.”

**BUDGET IMPLICATIONS:** No additional cost

**RECOMMENDATION:** That the Board approve the seventh amendment to the agreement (Contract No. 03-734 A-7) with the County of San Bernardino Probation Department for a School Probation Officer (2009-10) as presented.



County of San Bernardino

F A S

STANDARD CONTRACT

FOR COUNTY USE ONLY

<input type="checkbox"/> New	Vendor Code	<b>SC</b>	Dept.	<b>A</b>	Contract Number 03-734 A-7			
<input checked="" type="checkbox"/> Change					Contractor's License No.			
<input type="checkbox"/> Cancel	County Department Probation	Dept. PRB	Orgn. PRB	Total Contract Amount Not to Exceed \$255,776				
County Department Contract Representative Charles S. Abajian		Telephone (909) 387-5918		Contract Type <input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Encumbered <input type="checkbox"/> Unencumbered <input type="checkbox"/> Other:				
If not encumbered or revenue contract type, provide reason:								
Commodity Code		Contract Start Date 7/08/2003	Contract End Date 6/30/2010	Original Amount \$37,254	Amendment Amount \$ 0			
Fund SIG	Dept. PRG	Organization PRG	Appr.	Obj/Rev Source 8842	GRC/PROJ/JOB No 400SCHPO	Amount \$ 0		
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount \$		
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount \$		
Project Name JJCPA School PO			Estimated Payment Total by Fiscal Year					
			FY	Amount	I/D	FY	Amount	I/D
			2009-10	\$25,518				
Contract Type 1								

THIS CONTRACT is entered into in the State of California by and between the County of San Bernardino, hereinafter called the County, and

Name  
Colton Unified School District

Address  
1212 Valencia Drive

Colton, CA 92324-1798

Telephone  
(909) 580 - 6601

Federal ID No. or Social Security No.  
95-2414439

hereinafter called SCHOOL DISTRICT

IT IS HEREBY AGREED AS FOLLOWS:

(Use space below and additional bond sheets. Set forth service to be rendered, amount to be paid, manner of payment, time for performance or completion, determination of satisfactory performance and cause for termination, other terms and conditions, and attach plans, specifications, and addenda, if any.)

SEVENTH AMENDMENT

WHEREAS, the COUNTY and SCHOOL DISTRICT have previously entered into an Agreement, Contract No. 03-734 which first became effective July 8, 2003, and;

WHEREAS, the COUNTY and SCHOOL DISTRICT now desire to amend the Agreement;

NOW THEREFORE, in consideration of mutual covenants and conditions, the parties hereto agree the Agreement, Contract No. 03-734, is amended as follows:

Auditor/Controller-Recorder Use Only

<input type="checkbox"/> Contract Database	<input type="checkbox"/> FAS
Input Date	Keyed By

1. CHANGE that portion of Paragraph 10, which now reads,

“This contract may be terminated at any time without cause by SCHOOL DISTRICT or by COUNTY upon written notice given to the other at least ninety (90) days before the date specified for such termination.”

to read:

“This contract is subject to the availability of funding and may be terminated at any time without cause by SCHOOL DISTRICT or by COUNTY upon written notice given to the other at least fifteen (15) days before the date specified for such termination.”

- 2. All other provisions and terms of the Agreement, Contract No. 03-734 shall remain the same and are hereby incorporated by reference.
- 3. This amendment will go into effect upon approval of the Board of Supervisors.

COUNTY OF SAN BERNARDINO

By \_\_\_\_\_  
Gary C. Ovitt, Chairman, Board of Supervisors

Dated: \_\_\_\_\_

SIGNED AND CERTIFIED THAT A COPY OF THIS DOCUMENT HAS BEEN DELIVERED TO THE CHAIRMAN OF THE BOARD

Dena M. Smith  
Clerk of the Board of Supervisors  
of the County of San Bernardino

By \_\_\_\_\_  
Deputy

Colton Unified School District

(Print or type name of corporation, company, contractor, etc.)

By \_\_\_\_\_  
(Authorized signature - sign in blue ink)

Name James Downs  
(Print or type name of person signing contract)

Title Superintendent  
(Print or Type)

Dated: \_\_\_\_\_

Address 1212 Valencia Drive

Colton, CA 92324-1798

Approved as to Legal Form

By *Carol Greene*  
Carol A. Greene, Deputy County Counsel  
Date 8/17/09

Reviewed by Contract Compliance

By \_\_\_\_\_  
Date \_\_\_\_\_

Presented to BOS for Signature

By Michelle Scray, Chief Probation Officer  
Date \_\_\_\_\_

# BOARD AGENDA

REGULAR MEETING  
October 1, 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. Montero, Cristina Speech Therapist – PPS
2. Sandoval, Mark P.E. Teacher – THMS
3. Zepeda, Edith State Preschool Teacher – Lewis

I-B Certificated – Activity/Coaching Assignments

1. McVey, Kirk Tennis Assistant – CHS

II-A Classified – Regular Staff

1. Dean, Sherisse Special Ed. Inst. Asst. – Wilson
2. Hernandez, Lisa Special Ed. Inst. Asst. – PPS
3. Villavicencio, Anabel Office Asst. II – Jurupa Vista
4. Wells, Shawn Head Start Inst. Asst. – BMS

II-B Classified – Activity/Coaching Assignments

1. De La Torre, Erika Volleyball Assistant (returning walk-on) – CHS
2. Hornbeck, Lola Head Varsity Volleyball (walk-on) – CHS
3. Williams, James Stage Director – CHS

II-C Classified – Hourly

1. Garcia, Adam AVID Tutor – THMS
2. Lopez, Jacobo AVID Tutor – BMS

**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  
October 1, 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

Kristi Ward – <b>SSC/LSS</b> Teacher on Assignment	SIOP/Sheltered Instruction Observation Protocol October 8-10, 2009 Las Vegas, NV Title III Fund: \$1,396.54
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Todd Beal – <b>SSC/Admin. Svcs.</b> Director Amelia Villalpando CWA Technician Alicia Martinez Community Liaison	Fall Homeless Education October 25-28, 2009 Sacramento, CA Homeless Fund: \$2,687.51
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Tina Petersen – <b>BHS</b> Assistant Principal Alan Lake Syreeta Afadonis Teachers	CASLE SLC Leadership Retreat October 25-27, 2009 Lake Arrowhead, CA SLC Fund: \$2,270.00
--	---

**Total : \$6,354.05**

**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  
October 1, 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 \$57,434.00 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>
011294	Atkinson Andelson Loya Ruud	Legal Exp./HR	0000	\$57,434.00
<b>TOTAL</b>				<b>\$57,434.00</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 Brg	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  
October 1, 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 #0351 through Batch #0424 for the sum of **\$3,258,421.18**.

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  
October 1, 2009

## ACTION ITEM

**TO:** Board of Education

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

**SUBJECT:** Adoption of Resolution No. 09-32 Giving Notice of Intention to Grant an Easement for Right of Way to Southern California Edison for the Grand Terrace High School Project

**GOAL:** Facilities / Support Services

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

**BACKGROUND:** Southern California Edison (SCE) has requested the District to dedicate an easement of a portion of the property for the construction, operation, and maintenance of underground electrical supply, fixtures, and appurtenances.

Staff and legal counsel (Atkinson, Andelson, Loya, Ruud & Romo) have reviewed this request, and per Education Code 17556 et. seq. the following process is required:

1. Post copies of Resolution of Intent signed by Board members in three places within the District not less than ten days prior to the public hearing.
2. Publish a Notice of Public Hearing of Intention to Dedicate Easement once in a newspaper of general circulation not less than five days prior to the public hearing.
3. Have the public hearing at the next regularly scheduled Board Meeting on October 15, 2009.

**BUDGET IMPLICATIONS:** None

**RECOMMENDATION:** That the Board adopt Resolution No. 09-32 giving notice of intention to grant an easement for right of way to Southern California Edison for the Grand Terrace High School project.

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

COLTON JOINT UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

**NOTICE OF CONSIDERATION OF DEDICATION OF EASEMENT**

NOTICE IS HEREBY GIVEN that the Governing Board of the Colton Joint Unified School District ("District"), at its regular board meeting to be held on October 15, 2009, at 5:30 p.m. in the Board Room of the Student Services Center located at 851 So. Mt. Vernon Avenue, Colton, CA 92324, will consider dedicating an easement to Southern California Edison for the purposes of constructing, operating and maintaining underground electrical supply and communication systems and necessary fixtures and appurtenances thereto. Said proposed easement will be located on a portion of the District's Grand Terrace High School site located at 21810 Main Street, Grand Terrace, California 92313.

Questions and/or comments should be directed to Alice Grundman, Director of Facilities at (909) 580-5000 x6640.

## Exhibit "A"

### Legal Description

#### Southern California Edison Pico Street Access Easement

That portion of Lot 42 in the East Riverside Land Company, Section 5, Township 2 South, Range 4 West, San Bernardino Base and Meridian, by map on file in Book 6 of Maps, page 44 thereof, Records of San Bernardino County, State of California, more particularly described as follows:

**Commencing** at the centerline intersection of Pico Street and Royal Avenue as shown on Tract No. 6567 on file in Book 93, pages 49-50, Records of San Bernardino County;

Thence North  $89^{\circ}27'57''$  West, a distance of 210.87 feet to end of the centerline of Pico Street,.

Thence North  $58^{\circ}08'01''$  West, a distance of 50.00 feet to a point on the right of way of said Pico Street, said point being the **Point of Beginning**;

Thence North  $89^{\circ}27'57''$  West, a distance of 51.42 feet;

Thence North  $00^{\circ}32'03''$  East, a distance of 12.00 feet;

Thence South  $89^{\circ}27'57''$  East, a distance of 61.64 feet to a point of cusp on a curve concave to the southeast having a radius of 50.00 feet and a central angle of  $18^{\circ}07'55''$  from which a radial line bears North  $40^{\circ}00'06''$  West;

Thence southwesterly along said curve, a distance of 15.82 feet to the **Point of Beginning**.

Containing 0.02 Acres, more or less.

See Exhibit "B" attached hereto and made a part thereof.



EPIC ENGINEERS

101 E. Redlands Blvd, Suite 146 • Redlands, Ca. 92373 • Ph. (909) 792-5969 • Fax (909) 792-8869

# SPECTRUM

Land Services

725 WEST TOWN & COUNTRY ROAD, SUITE 410, ORANGE, CA 92868  
PHONE: (714) 568-1800 EXT. 225 \* FAX (714) 568-1801 \* [www.spectrumland.com](http://www.spectrumland.com)

August 13, 2009

**Colton Joint Unified School District**

**Attn: Alice Grudman**

851 S Mount Vernon Avenue

Colton, CA 92324-3923

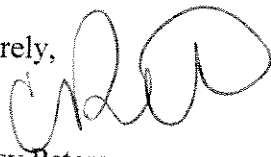
SUBJECT: Electric Service to 21810 Main Street  
Work Order No. 6031-6712/A.I. No. 9-6773  
**Our Reference # DSE800323565**

Spectrum Land Services has prepared a revised Southern California Edison Company grant of easement.

You will find enclosed an original and one copy of a Grant of Easement. Please have the original Grant of Easement executed, have the signatures notarized, and return to me in the envelope provided. **NOTE: The notary stamps must be clear and legible to be accepted for recording by the County Recorder's Office.** Failure to **promptly** return the executed easement to this office may delay the energizing and scheduling of the facility installation. The copy of the easement is for your files.

Thank you for your cooperation on this project. If you have any questions, or need additional information, please call me at (714) 568-1800 x 225 or E-mail me at [cpeterson@spectrumland.com](mailto:cpeterson@spectrumland.com).

Sincerely,



Chrissy Peterson  
Senior Right of Way Agent  
Acting on behalf of Southern California Edison

Enclosures

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

FRESNO  
(559) 225-6700  
FAX (559) 225-3416

IRVINE  
(949) 453-4260  
FAX (949) 453-4262

PLEASANTON  
(925) 227-9200  
FAX (925) 227-9202

A PROFESSIONAL CORPORATION

ATTORNEYS AT LAW

12600 CENTER COURT DRIVE, SUITE 300  
CERRITOS, CALIFORNIA 90703  
(562) 653-3200 - (714) 826-5460

FAX (562) 653-3333  
WWW.AALRR.COM

RIVERSIDE  
(951) 683-1122  
FAX (951) 683-1144

SACRAMENTO  
(916) 923-1200  
FAX (916) 923-1222

SAN DIEGO  
(619) 465-9526  
FAX (619) 465-9412

OUR FILE NUMBER:

005019.00012  
1268051V1

July 30, 2009

*VIA FIRST CLASS AND ELECTRONIC MAIL*

**ATTORNEY-CLIENT PRIVILEGE**  
**CONFIDENTIAL COMMUNICATION**

Alice H. Grundman, Director  
Facilities Planning and Construction  
COLTON JOINT UNIFIED SCHOOL DISTRICT  
851 S. Mt. Vernon Avenue  
Colton, CA 92324

**Re: Grant of Easement (Right Of Way) To Southern California Edison (Pico Street)**

Dear Alice:

This correspondence outlines the process for dedicating an easement (right of way) to Southern California Edison along the District's Grand Terrace High School site. Education Code section 17556 *et seq.* provides the proper method by which the District may dedicate an easement to a public agency, or private corporation engaged in the public utility business, for utility purposes. Essentially, the process involves preparing an easement agreement, adoption of a resolution of intention, a public hearing and a formal dedication of the easement.

In order to grant the easement, a resolution of intention must be adopted in a regular open meeting by a two-thirds (2/3) vote of all of the governing board's members. The resolution must fix a time not less than ten (10) days after the adoption of the resolution for a public hearing upon the question of making the dedication. Such a resolution is enclosed and attached to our email.

After the District adopts the resolution of intention, the District must give notice of adoption of the resolution and of the public hearing by posting copies of the resolution of intention signed by members of the board in three (3) public places within the District not less than ten (10) days before the public hearing. In addition, the District must also publish a Notice to Public of Intention to Dedicate Easement once, not less than five (5) days before the public hearing, in a newspaper of general circulation which is published in the District. A Notice to Public of Intention to Dedicate Easement is enclosed and attached to our email.

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Alice H. Grundman, Director  
Facilities Planning and Construction

July 30, 2009

Page 2

After the public hearing, the District's governing board may adopt the resolution authorizing the dedication of the easement by a two-thirds (2/3) vote of all of its members, and direct the president of the governing board to execute the easement document (unless a protest has been made pursuant to Education Code section 17560). A protest may be lodged by filing with the governing board, at the meeting noted in the resolution of intent, a petition against the conveyance that is signed by at least ten (10) percent of the qualified electors of the District. If there is a protest, the governing board must submit the easement to the San Bernardino County Superintendent of Schools to determine whether the proposed dedication should be made. If the Superintendent approves, the District may proceed as indicated above. If the Superintendent does not approve, the easement may not be dedicated. A resolution authorizing the dedication of the easement is enclosed and attached to our email.

In summary, the dedication of an easement pursuant to Education Code section 17556 *et seq.* is in fact a two-step (two board meeting) process, including the adoption of two resolutions and a posting and publication procedure. As noted above, the resolution of intent, a public notice and a resolution of dedication necessary for this process are enclosed and attached to our email.

If you should have any questions, please contact our office.

Sincerely,

ATKINSON, ANDELSON, LOYA, RUUD & ROMO



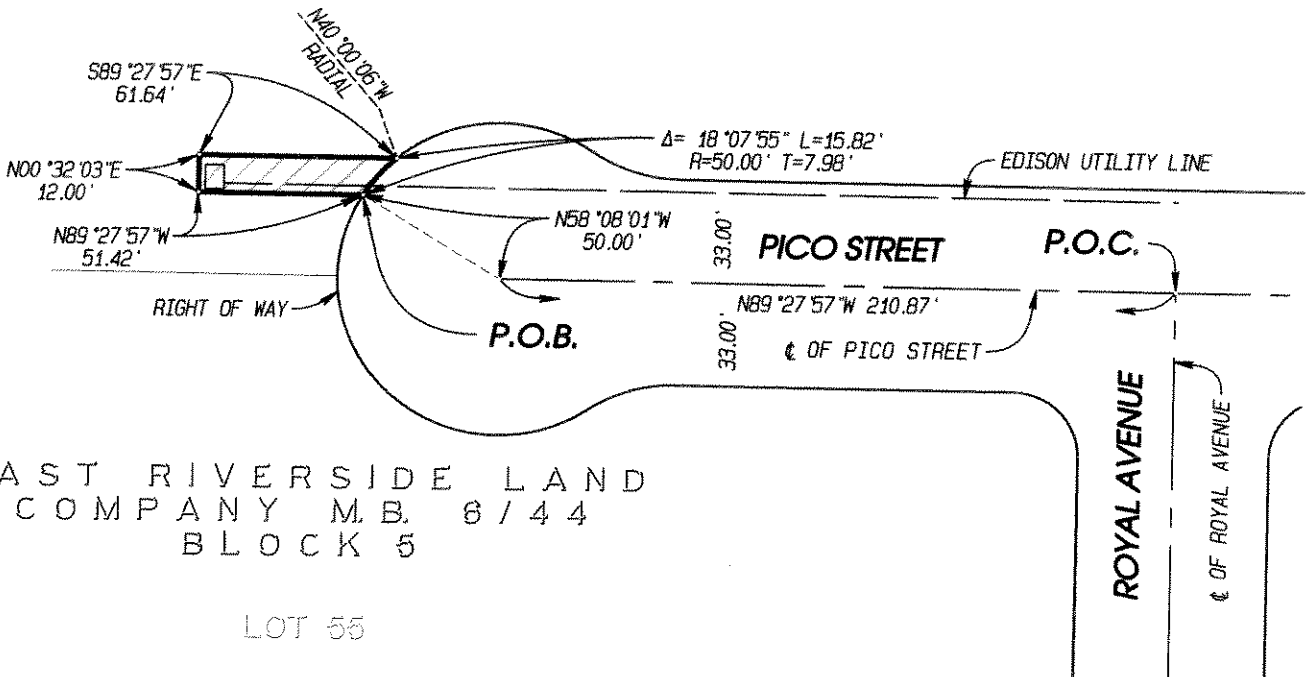
Lindsay A. Thorson

LAT/lat

Enclosures

cc: John W. Dietrich

LOT 42

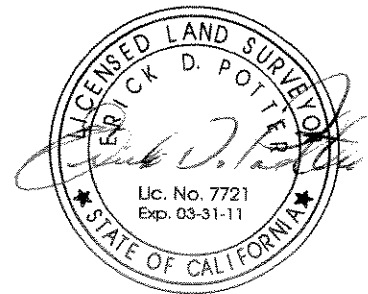


EAST RIVERSIDE LAND  
COMPANY M.B. 6 / 4 4  
BLOCK 5

LOT 55



AREA OF DEDICATION  
CONTAINING 0.02 ACRES, MORE OR LESS



**EPIC ENGINEERS**  
 CIVIL ENGINEERING PLANNING  
 101 E. REDLANDS BOULEVARD  
 SUITE 146  
 REDLANDS, CA 92373

LAND SURVEYING  
 CONSTRUCTION MANAGEMENT  
 TELE 909 - 792 - 5969  
 FAX 909 - 792 - 8869

EXHIBIT "B"

**SOUTHERN CALIFORNIA  
 EDISON PICO STREET  
 ACCESS EASEMENT**

W.O.	43.04j
BY:	ADL
DATE:	7/24/09
SCALE:	1" = 60'
SHEET:	1 OF 1



RECORDING REQUESTED BY



SOUTHERN CALIFORNIA  
**EDISON**

An EDISON INTERNATIONAL Company

WHEN RECORDED MAIL TO

**SOUTHERN CALIFORNIA EDISON COMPANY**

Corporate Real Estate  
14799 Chestnut Street  
Westminster, CA 92683-5240

Attn: Distribution/TRES

SPACE ABOVE THIS LINE FOR RECORDER'S USE

**GRANT OF  
EASEMENT**

<u>DOCUMENTARY TRANSFER TAX \$ NONE (VALUE AND CONSIDERATION LESS THAN \$100.00)</u>  SCE Company SIG. OF DECLARANT OR AGENT DETERMINING TAX      FIRM NAME	DISTRICT Redlands	WORK ORDER 6031-6712 TD# 357144	IDENTITY 9-6773	MAP SIZE
	FIM 190-2202-1 APN 1167-151-72	APPROVED: CORPORATE REAL ESTATE	BY SLS/GB	DATE 08/13/09

COLTON JOINT UNIFIED SCHOOL DISTRICT, a California public school district (hereinafter referred to as "Grantor"), hereby grants to SOUTHERN CALIFORNIA EDISON COMPANY, a corporation, its successors and assigns (hereinafter referred to as "Grantee"), an easement and right of way to construct, use, maintain, operate, alter, add to, repair, replace, reconstruct, inspect and remove at any time and from time to time underground electrical supply systems and communication systems (hereinafter referred to as "systems"), consisting of wires, underground conduits, cables, vaults, manholes, handholes, and including above-ground enclosures, markers and concrete pads and other appurtenant fixtures and equipment necessary or useful for distributing electrical energy and for transmitting intelligence by electrical means, in, on, over, under, across and along that certain real property in the County of San Bernardino, State of California, described as follows:

FOR LEGAL DESCRIPTION SEE EXHIBIT "A" ATTACHED HERETO AND MADE A PART HEREOF.

This legal description was prepared pursuant to Sec. 8730 (c) of the Business & Professions Code.

Grantor agrees for himself, his heirs and assigns, not to erect, place or maintain, nor to permit the erection, placement or maintenance of any building, planter boxes, earth fill or other structures except walls and fences on the above described real property. The Grantee, and its contractors, agents and employees, shall have the right to trim or cut tree roots as may endanger or interfere with said systems and shall have free access to said systems and every part thereof, at all times, for the purpose of exercising the rights herein granted; provided, however, that in making any excavation on said property of the Grantor, the Grantee shall make the same in such a manner as will cause the least injury to the surface of the ground around such excavation, and shall replace the earth so removed by it and restore the surface of the ground to as near the same condition as it was prior to such excavation as is practicable.

EXECUTED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

**GRANTOR**

COLTON JOINT UNIFIED SCHOOL DISTRICT, a  
California public school district

Signature \_\_\_\_\_

(Print Name) \_\_\_\_\_

Title \_\_\_\_\_

State of California )  
County of \_\_\_\_\_ )

On \_\_\_\_\_ before me, \_\_\_\_\_, personally  
(here insert name and title of the officer)

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

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct

WITNESS my hand and official seal.

Signature \_\_\_\_\_

(This area for notary stamp)

# BOARD AGENDA

**REGULAR MEETING**  
**October 1, 2009**

## **ACTION ITEM**

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

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

**SUBJECT:** **Approval of the Application for the K-3 Class Size Reduction Operations Program (2009-10)**

**GOAL:** Budget Planning

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

**BACKGROUND:** As a condition for receiving funding for this program, the Board must certify certain conditions will be met each year. The conditions involved, include, but are not limited to: maintenance of the correct class sizes, providing staff development for teachers in the program, maintaining data, and having the implementation in the correct priority order. This is an annual application and must be reviewed and approved by the Board before submission to the State by October 26, 2009. The funding for this program will remain the same as in 2008-09. This application is submitted with the intent to maintain the same level of participation in K-3 CSR Program in 2009-10.

**BUDGET IMPLICATIONS:** Estimated \$7,901,838 in revenues is included in the 2009-10 Adopted Budget

**RECOMMENDATION:** That the Board approve the application for the K-3 Class Size Reduction Operations Program (2009-10) as presented.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board approved the application for the K-3 Class Size Reduction Operations Program (2009-10) as presented.

### 2009-10 Operations Application K-3 Class Size Reduction Program

County and District Code

3	6	6	7	6	8	6
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Charter School Code\*

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County San Bernardino

District Colton Joint Unified

Charter School\*

*\*For use only by charter schools applying independent of their authorizing entity. Do not submit a separate application for charter schools that were included in their authorizing entity's 2008-09 application.*

Contact Person Sosan G. Schaller

Title Director of Fiscal Services

Address 1212 Valencia Drive

City, Zip Code Colton, Ca 92324

Telephone (909) 580-6604 Ext.

E-mail Address sosan\_schaller@colton.k12.ca.us

#### Certifications

As a condition of applying for and receiving funds under the Kindergarten and Grades One through Three Class Size Reduction (K-3 CSR) Program, commencing with California *Education Code (EC)* Section 52120, the Governing Board of the above named school district or charter school (applicant) certifies that the statements below are true and accurate, and are evidenced by a Board Resolution or entry in the Board meeting minutes. Please do not submit the Resolution or minutes to the California Department of Education (CDE):

1. The number of classes participating in Option One and Option Two is identified and the total number of classes does not exceed the total number of classes identified on the 2008-09 Operations Application. [EC Section 52123(a), 52124.3(b), Title 5 *California Code of Regulations* Section 15103]
2. The pupil counts reported do not include special education pupils enrolled in special day classes full time, pupils enrolled in independent study, or charter school pupils enrolled in a home study program. [EC Section 52123(b)]. The total pupil count reported is not greater than the enrollment cap computed based on prior year K-2 enrollment.
3. A certificated teacher has been hired by the applicant and is providing direct instructional services to each class participating in the K-3 CSR Program. [EC Section 52123(c)]
4. The applicant will provide a staff development program for any teacher who will participate for the first time in the K-3 CSR Program as specified in Certification #3. Appropriate training to maximize the education advantages of class size reduction will be provided to such teachers. This training shall include, but not be limited to, methods for providing each of the following: (1) individualized instruction, (2) effective teaching, including classroom management in smaller classes, (3) identifying and responding to pupil needs, and (4) opportunities to build on the individual strengths of pupils. [EC sections 52123(d), 52127]
5. The applicant will collect and maintain data required by the State Superintendent of Public Instruction for evaluation of the K-3 CSR Program. The data shall include, but not be limited to, individual test scores or other records of pupil achievement. Any data collected will be protected in a manner that will not permit the personal identification of any pupil or parent. [EC section 52123(e)]
6. Each class participating in the K-3 CSR Program is housed in either a separate, self-contained classroom or the space provided for each participating class for each grade level at that schoolsite is of a square footage per pupil enrolled in each class that is not less than the average square footage per pupil enrolled in those grade levels at that schoolsite in the 1995-96 school year. [EC section 52123(f)]
7. Priority for reducing class size or claiming reduced funding for classes exceeding 20.44 to 1 is in accordance with the following grade level implementation requirements at each schoolsite:
  - If only one grade level is reduced/claimed, the grade level will be 1st grade.
  - If two grade levels are reduced/claimed, the grade levels will be 1st and 2nd grades.
  - If three or four grade levels are reduced/claimed, the grade levels will be 1st and 2nd and then any combination of kindergarten and/or 3rd grade.
8. The K-3 CSR Program has been implemented in the current year. A district is considered to have implemented the program even if it claims reduced funding for all eligible classes.
9. **The applicant will submit final enrollment counts on the Form J-7CSR to the CDE by May 14, 2010.**

#### Signature

I hereby certify that, to the best of my knowledge, this application is true and correct and is in compliance with state law and regulations of the California Department of Education and the State Board of Education. The Governing Board of the above named school district or charter school has authorized me to sign this application on its behalf.

Signature of District Superintendent or  
Charter School Chief Administrative Officer

James A. Downs  
Printed Name

October 1, 2009  
Date

# BOARD AGENDA

REGULAR MEETING  
October 1, 2009

## ACTION ITEM

**TO:** Board of Education

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

**SUBJECT:** Approval of Additional Subcontractors Pursuant to Public Contract Code 4110 For Bid Package No. 10 Hanan Construction Co., Inc. (general construction)

**GOAL:** Facilities / Support Services

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

**BACKGROUND:** Hanan Construction Co., Inc. is requesting approval for additional subcontractors in accordance with Public Contract Code 4110.

Staff and legal counsel (Atkinson, Andelson, Loya, Ruud & Romo) have reviewed the supporting documentation and recommend the approval of the additional subcontractors for portions of work in excess of one-half of one percent of the prime contractors total bid, as to which no subcontractor was designated in the original bid.

After reviewing the supporting documentation, violation of Public Contract Code 4110, assessing a penalty up to 10% will be deducted from the contract in the amount of \$74,249.54. The total contract is \$5,780,000.

Trade – Fume Hood – Hufcor (Kewaunee Scientific)  
Trade – Gym Flooring – Hur Flooring Company  
Trade – Soccer and Baseball Field Athletic Equipments – Creative Contractors, Corp. (Soccer Field)  
Trade – Basketball Equipment Athletic Equipment – Sports Supply Group  
Trade – Projection Screens – Inland Interior Contracting  
Trade – Wood Paneling – Miller Paneling Specialties  
Trade – Exterior Removal Bleachers – Southern Bleachers Company  
Trade – Band Instrumental Storage Cabinets – Wenger  
Trade – Library Shelving – Yamada Enterprises

**BUDGET IMPLICATIONS:** Fund 21 – \$74,249.51 (penalty credit back to project)

**RECOMMENDATION:** That the Board approve the additional subcontractors pursuant to Public Contract Code 4110 for bid package No. 10 Hanan Construction Co., Inc. (general construction).

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

**B-7**

serve a stop notice upon the public entity in accordance with Chapter 4 (commencing with Section 3179) of Title 15 of Part 4 of Division 3 of the Civil Code.

4108. (a) It shall be the responsibility of each subcontractor submitting bids to a prime contractor to be prepared to submit a faithful performance and payment bond or bonds if so requested by the prime contractor.

(b) In the event any subcontractor submitting a bid to a prime contractor does not, upon the request of the prime contractor and at the expense of the prime contractor at the established charge or premium therefor, furnish to the prime contractor a bond or bonds issued by an admitted surety wherein the prime contractor shall be named the obligee, guaranteeing prompt and faithful performance of the subcontract and the payment of all claims for labor and materials furnished or used in and about the work to be done and performed under the subcontract, the prime contractor may reject the bid and make a substitution of another subcontractor subject to Section 4107.

(c) (1) The bond or bonds may be required under this section only if the prime contractor in his or her written or published request for subbids clearly specifies the amount and requirements of the bond or bonds.

(2) If the expense of the bond or bonds required under this section is to be borne by the subcontractor, that requirement shall also be specified in the prime contractor's written or published request for subbids.

(3) The prime contractor's failure to specify bond requirements, in accordance with this subdivision, in the written or published request for subbids shall preclude the prime contractor from imposing bond requirements under this section.

4109. Subletting or subcontracting of any portion of the work in excess of one-half of 1 percent of the prime contractor's total bid as to which no subcontractor was designated in the original bid shall only be permitted in cases of public emergency or necessity, and then only after a finding reduced to writing as a public record of the awarding authority setting forth the facts constituting the emergency or necessity.

\* 4110. A prime contractor violating any of the provisions of this chapter violates his or her contract and the awarding authority may exercise the option, in its own discretion, of (1) canceling his or her contract or (2) assessing the prime contractor a penalty in an amount of not more than 10 percent of the amount of the subcontract involved, and this penalty shall be deposited in the fund out of which the prime contract is awarded. In any proceedings under this section the prime contractor shall be entitled to a public hearing and to five days' notice of the time and place thereof.

4111. Violation of this chapter by a licensee under Chapter 9 (commencing with Section 7000) of Division 3 of the Business and

# HANAN CONSTRUCTION CO., INC

General Contractor

Licensed • Bonded • Insured

2401 Pine St. Pomona, CA 91767

Lic#776948 A B C21

Tel: (909) 596-3500 • Fax (909) 596-3511

July 3, 2009

Mrs. Alice Grundman  
Director, Facilities, Planning & Construction  
851 S. Mt. Vernon Avenue  
Colton, CA 92324

Re: Subletting or Subcontracting in accordance with Public Contract Code 4109  
Grand Terrace High School at the Ray Abril Jr. Educational Complex  
Project 08-14/WLC 0119800/P587A

Hanan Construction, Inc., is requesting Colton Joint Unified School District to consider subletting or subcontracting in accordance with Public Contract Code 4109 of any portion of work in excess of one-half of 1 percent of the prime contractor's total bid as to which no subcontractor was designated in the original bid shall only be permitted in cases of public emergency or necessity, and then only after a finding reduced to writing as a public record of the awarding authority setting forth the facts constituting the emergency or necessity.

This request is based on necessity with regards to Specification Sections 11005 – Miscellaneous Equipment, and 11480 – Athletic Equipments of the contract documents, which indicated twenty three different products within section 11005 and thirteen different products within section 11480 and not enough sufficient time to acquire all proposals at the time of bidding. We are requesting that nine (9) additional subcontractors listed herein be considered to our original contract agreement under Public Contract Code 4109. Hanan Construction, Inc., also acknowledges that we may be subject under Public Contract Code 4110 as part of this request.

- Trade – Fume Hood – Hufcor (Kewaunee Scientific)
- Trade – Gym Flooring – Hur Flooring Company
- Trade – Soccer & Baseball Field Athletic Equipments – Creative Contractors, Corp. (Soccer Field)
- Trade – Basketball Equipment Athletic Equipment – Sports Supply Group
- Trade – Projection Screens – Inland Interior Contracting
- Trade – Wood Paneling – Miller Paneling Specialties
- Trade – Exterior Removal Bleachers – Southern Bleachers Company
- Trade – Band Instrumental Storage Cabinets – Wenger
- Trade – Library Shelving – Yamada Enterprises

Please see the attachments listed below enclosed within as part of this request:

- Hanan Construction “Invitation to Bid” dated 2/10/09.
- Hanan Construction second “Invitation to bid” dated 2/18/09 (fax log included).
- Subcontractors Proposals sent to us after the date and time of the bid.

# HANAN CONSTRUCTION CO., INC

General Contractor

Licensed · Bonded · Insured

2401 Pine St. Pomona, CA 91767

Lic#776948 A B C21

Tel: (909) 596-3500 · Fax (909) 596-3511

CJUSD Subletting or Subcontracting

July 3, 2009

Page 2 of 2

Should you have any questions, or need further supporting documentation for proper evaluation, please do not hesitate to contact me at your earliest convenience.

Respectfully,



Ali Kasfy

Operations Manager

Hanan Construction Company, Inc.

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HANAN CONSTRUCTION COMPANY, INC.

2401 PINE ST.

POMONA, CA 91767

TEL: (909) 596-3500

FAX: (909) 596-3511

---

FROM: Fred

DATE: 02/10/09

TO: To all Potential Subcontractors

TEL: ( )

ATTN: Estimating Dept.

FAX: ( )

RE: Quotation Request

---

JOB: Colton High School No. 3, Colton Unified School District.

NUMBER OF PAGES:

1

Including Cover Page

---

Dear Estimator;

Our company will be bidding on bid package No. 10 (General Construction) of the above mentioned project.

We would appreciate your proposal on any scope within BP# 10 for this project.

Please fax your proposal Attn: Estimating Dept. to the above listed fax number.

BP#010 includes the following items:

Doors, Frames and Windows

Food Service Equipments

Exterior & Interior Athletic Equipment

Toilet Partitions and Accessories

Tile (Ceramic and Quarry Tile)

Blinds

Signs

Metal Lockers and Benches

Stage Riggins

The Plans are available ion our office for your review. If you would like to obtain a set of plans, please call: Mission Repro at (951) 686-8828

HANAN CONSTRUCTION COMPANY, INC.

2401 PINE ST.  
POMONA, CA 91767  
TEL: (909) 596-3500  
FAX: (909) 596-3511

---

FROM: Fred

DATE: 02/18/09

TO: **Potential Subcontractors**

TEL: ( )

ATTN: **Estimator**

FAX: ( )

RE: **Request for Proposals**

---

JOB: **Colton High School No. 3, Colton Unified School District.**

NUMBER OF PAGES:           **1**           Including Cover Page

---

Dear Estimator;

Our company is bidding on bid package No. 10 of the above mentioned project.

We would really appreciate your proposal to be faxed to us ASAP to insure an accurate bid price.

Please fax your proposal Attn: Estimating Dept. to the above listed fax number.

Pricing for the following items are still needed:

**Doors, Frames and Windows**

**Food Service Equipments**

**Exterior & Interior Athletic Equipment**

**Metal Lockers and Benches**

**Signs**

**Roll-Up Doors**

Please inform us if your company will not be bidding on this project.

The Plans are available ion our office for your review. If you would like to obtain a set of plans, please call: Mission Repro at (951) 686-8828

Thank You.

## TRANSMISSION JOURNAL

T360SYOU4006

F562-A09

TIME

:02-20-'09 13:46

FAX NO.1

:9095963511

NAME

:Hanan Construction

NO.	FILE NO.	DATE TIME	DURATION	PGS	TO	DEPT	MODE	STATUS
632	953	02.17 16:04	01:21	1	917607313332		EC 203	NG OODO
633	953	02.17 16:09	00:10	1	917607313332		EC 603	OK
634	957	02.17 17:08	00:20	2	918187812496		EC 603	OK
635	967	02.18 09:31	00:08	1	917635068844 - Secoa		EC 603	OK
636	968	02.18 09:32	00:06	1	919513294270 - Sierra West		EC 603 I	OK
637	969	02.18 09:32	00:07	1	919099490192 - A Z Z Signs		EC 603	OK
638	972	02.18 09:37	00:07	1	916269136893		EC 603	OK
639	975	02.18 09:41	00:14	1	916023400402		EC 603 I	OK
640	977	02.18 09:43	00:09	2	917635068844 - Southern Bleacher		EC 603 I	OK
641	988	02.18 10:00	00:06	1	917609480952		EC 603	OK
642	007	02.18 12:07	01:26	7	919094760592		EC 502	OK
643	018	02.18 13:12	00:09	1	917609480952		EC 603	OK
644	021	02.18 13:30	01:42	7	917148285639		EC 503	OK
645	028	02.18 13:52	00:11	2	918187010785 - Hur flooring		EC 603 I	OK
646	029	02.18 13:54	00:11	2	919096221463 - Commercial Door		EC 502	OK
647	052	02.18 14:25	00:31	2	919098903660		EC 502	OK
648	072	02.18 15:42	00:08	2	917609480952 - Yamada		EC 603 I	OK
649	073	02.18 14:58	00:13	2	917144839202		EC 603	OK
650	075	02.18 15:00	01:17	2	919498580133		EC 502	OK
651	076	02.18 15:03	00:09	2	919498580113 - Creative Contractor		EC 503	OK
652	082	02.18 15:29	00:00	0	919098890726			0050
653	085	02.18 15:39	00:17	2	919513721269 - Tomark		EC 502	OK
654	113	02.18 16:16	00:20	3	919095921424		EC 602	OK
655	114	02.18 16:19	00:25	1	916024379349 - Southwest Design		G3 500 I	OK
656	174	02.19 09:24	00:08	2	916263302235 - Engineered Storage		EC 603 I	OK
657	198	02.19 09:50	00:10	2	915629449763		EC 602 I	OK
658	214	02.19 10:08	00:38	2	914804641232 - Hufcor		EC 502	OK
659	215	02.19 10:11	00:24	1	919095682427		G3 500 I	OK
660	252	02.19 12:47	00:21	1	919097833704 - Miller Paneling		EC 502	OK
661	273	02.19 13:49	00:08	2	917609480952		EC 603 I	OK
662	290	02.19 15:06	00:23	1	919095682427		G3 501 I	OK
663	312	02.19 16:08	00:07	1	919093999373		EC 603	OK
664	323	02.20 07:47	00:29	2	919094760592		EC 502	OK
665	324	02.20 07:48	00:00	0	917145785107			0050
666	325	02.20 07:50	00:33	1	917145785107		G3 501	OK
667	352	02.20 10:07	01:28	6	919094760592		EC 502	OK
668	366	02.20 10:43	00:22	1	919514936426		EC 502	OK
669	385	02.20 11:12	00:08	1	918054988092		EC 602	OK
670	407	02.20 13:19	02:39	5	913106380857		EC 602 I	OK
671	449	02.20 13:45	00:49	2	913103756754		G3 500 I	OK

Fume Hood



**KEWAUNEE Scientific**  
by **HUF COR**

## QUOTATION

**BID DATE: 02/19/09 2:00 PM**

**TO: HANAN CONSTRUCTION**

**ATTN: ESTIMATING**

**PROJECT: COLTON JOINT HIGH SCHOOL**

**ADDENDUM: 1 - 4.**

HUF COR Inc. proposes to furnish and install as noted the following:

**Section 11005 Miscellaneous Equipment (Fume Hood) As Manufactured by KEWAUNEE Scientific Inc.**

**Items Included:**

- Prep Rooms F212 and F213
- (2) H08K5460-00 Fume Hoods
- (1) Cupsink @ each fume hood
- (1) Cold water flxture @ each fume hood
- Fan switch @ each fume hood

**TOTAL PRICE, DELIVERED AND INSTALLED, INCLUDING TAX:** [REDACTED]

**Exclusions:**

- Service fitting for exhaust fan.
- Any electrical, mechanical, or plumbing connections.
- Exhaust fan.
- Duct and / or ductwork.
- Cabinets beneath fume hoods.

**Note: Current Lead times for manufactured casework, 8 Weeks after approval and release.**

All quotations are good for 60 days and when accepted are subject to the approval of an officer of this company. Pricing based on shipment prior to December 2009.

HUF COR, Inc.

Acceptance

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Michael Dickinson- Sales

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

254 South Mulberry, Suite 111, Mesa, AZ 85202 - Phone: (480) 464-4437 Fax: (480) 464-1232  
License # ROC186675 #CA798710  
8739 E. Artesia Blvd. Bellflower, CA. 90706 Mobile: 562/480-0293

# Hur Flooring Co.

License # 604929



8830 Independence Avenue  
Canoga Park, CA 91304  
818-700-4985  
818-701-0785 Fax

## CONTRACT & PROPOSAL

DATE :

<sup>25</sup>  
2/19/2009

JOB NAME :

New High School #3

PROPOSAL SUBMITTED TO : Estimating Department

JOB LOCATION : Grand Terrace, CA

STREET :

N/A

ADDENDUMS : 1, 2, 3, 4, 5, 6, 7

CITY, STATE, ZIP :

N/A

ARCHITECT : WLC Architects

PHONE : N/A

FAX : N/A

WE HEREBY PROPOSE TO FURNISH LABOR AND MATERIAL FOR THE COMPLETION,

Section: 11005 - Miscellaneous Equipment - as per Plans and Specs.

Room(s): Building B: Health #B042

NOTE: Required 1/8" in any 10' radius concrete surface tolerance provided by others.

We are Signatories of Carpenters & Floor Layers.

Exclusions: Concrete surface preparation by leveling, grinding high spots, and filling low spots, metal door thresholds, extra stock, bond cost.

TOTAL FOR JOB: \$29,650.00 (Twenty Nine Thousand Six Hundred Fifty)

PAYMENT SCHEDULE: Progress

VALIDITY OF PROPOSAL 90 DAYS

DATE OF ACCEPTANCE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

Acceptance of contract & proposal. You are authorized to do the work as specified. All work to be completed in a workmanlike manner. Any alteration or deviation from above will become a charge order. This agreement is contingent upon strikes, accidents or delays beyond our control. Collection Expenses. If a legal action or other proceeding is instituted to enforce collection of amounts due under this agreement, client agrees to pay all costs of collection, including reasonable attorney's fees.

RECEIVED 02-25-'09 09:44

TO- Hanan Construction P001/001

**CREATIVE CONTRACTORS, CORP.**  
 P.O. Box 80784  
 Rancho Santa Margarita, CA 92688  
 Tel 949-858-5902 Fax 949-858-0113  
 State License #636734

# Quotation

QUOTE NO.	QUOTE EXPIRES
3169R2	12/31/2009

CUSTOMER
Hanan Construction Attn: Sam Fakih 2401 Pine Street Pomona, CA 91767

PROJECT
Colton HS #3

ITEM	DESCRIPTION	QTY	RATE	AMOUNT
Install	Install the following PW Athletic Permanent Hooded Backstops with (3ea) recycled plastic planks: (1) #1235-03 - 19' - 6" x 54' (2) #1234-03 - 19' - 6" x 44' (1) #1240-03 - 17' - 6" x 34'	1		
Install	Install PW Athletic 15' Aluminum Players Bench with Back #1103-15-M1, Inground mount	8		
Install	Install PW Athletic Bat Holder #1280-15, inground mount	8		
Install	Install PW Athletic 4-Way Pitching Rubber #8510-00	7		
Install	Install PW Athletic Home Plate with anchors #8500-00	7		
Install	Install PW Athletic Plugs for ground anchors #8502-02 (4 sets) - No Charge	4		
Install	Install PW Athletic Set of (3) Bases with anchors #8503-00 (4 sets)	4		
Install	Install Sports Field Soccer Goal (1 pr) #SG-4900	1		
NOTES: 1) Prices are based upon completing all work simultaneously. 2) All areas must allow access for: Bobcat, Dump Truck, Concrete Truck & Pumper. cont'd...				

<b>TOTAL</b>
--------------

**CUSTOMER ACCEPTANCE**

**TERMS:**

Payment due in full at completion of job.

**CONDITIONS:**

- 1) Customer will mark, cap and/or relocate all underground utilities/irrigation prior to start of job. Contractor will not be responsible for damage to utilities, irrigation, etc marked incorrectly.
- 2) Unless noted, Contractor will not be responsible for repairing landscape if damage occurs due to inadequate access.
- 3) Unless noted, dirt removed for footing holes will be dumped & spread on-site. If off-site dumping is required, additional fees will apply.
- 4) ASTM and CPSC Guidelines will be met or Contractor has the right to refuse installation of playground equipment. Additional charges may apply if changes are necessary to comply with these guidelines.
- 5) Completion date could incur unavoidable delays due to weather and/or missing/incorrect parts for playground equipment.



# QUOTATION

Issue all Contracts and/or Purchase Orders To:  
 Sports Supply Group, Inc. dba Tomark Sports  
 PO Box 1088 • Corona, CA 92878  
 Phone: 951-371-1844 Fax: 951-372-1269  
 Toll Free Phone: 800-959-1844  
 Toll Free Fax: 800-986-6275

Federal Tax I.D. No. 22-2795073  
 Contractor's License No. 917425

To: Hanan Construction Co.  
 Attn: Fred

Date: 4/7/09

Re: Colton HS Gymnasium Quote

Quote #: JR021909

**WE ARE PLEASED TO QUOTE THE FOLLOWING PORTER ATHLETIC EQUIPMENT**

Item	Quantity & Description	Price
	<b>Spec Section 11005</b>	
	<b>2.1 Gymnasium Center Roll Curtain</b>	
92085000	(2) Center Roll Divider Curtain	
	<b>2.2 Gymnasium Basketball Backstop</b>	
90949000	(14) #949 Forward Fold Basketball Backstop	
00208000	(14) Rectangular Glass Backboard	
00256500	(14) Torq Flex Goals	
00707000	(14) ¾ H.P. Electric Winch	
10797900	(14) Safety Lock	
	<b>2.4 Gymnasium Wall Pads</b>	
00560000	(140) HiNRG Safpad (2' x 6' x 2")	
	<b>2.6 Gymnasium Control Center</b>	
12555200	(2) Power Touch 2.5 Control Panels	
92555100	(1) Power Touch 2.5 Touchpad w/ Legend	
	<b>2.19 Mat Mover Systems</b>	
91101100N	(2) Mat Mover	
	<b>2.20 Volleyball Equipment</b>	
01981099	(1) Powr Line Volleyball Package	
02297000	(1) Boundary Marker	
01971000	(2) Powr Rib II Volleyball Post (pair)	
02295630	(2) Powr Line Volleyball Net	
00956100	(2) Volleyball Transporter	
00872100	(6) Volleyball Sleeve w/ 8" Chrome Cover	
	<b>2.21 Badminton Equipment</b>	
00764100	(2) International Badminton Post (pair)	
00764150	(4) International Badminton Center Standard	
02236100	(6) Badminton Net	
	<b>Total for materials, tax, freight, and installation</b>	<b>[REDACTED]</b>
	<b>2.28 Outdoor Basketball Equipment</b>	
0016150	(12) Outdoor Basketball Post w/ 267 & 255	
	<b>Add for materials, tax, and freight</b>	<b>[REDACTED]</b>
	<b>Add for installation</b>	<b>[REDACTED]</b>
	<b>2.3 Gymnasium Scoreboards/Shot Clock</b>	
BB-2103-13	(4) Daktronics Basketball Scoreboard	
BB-2114-13	(1) Daktronics Shot Clock (pair)	
	<b>Total for materials, tax and freight</b>	<b>[REDACTED]</b>


**From:** Jerry Rivera <JerryR@tomark.com>

**To:** fred@hananinc.com

**Cc:**

**Date:** Wednesday, April 08, 2009 07:31 pm

**Subject:** Colton HS Quote

**Attachments:**  Colton HS Gymnasium- Outdoor.pdf (60KB)

Fred,

Attached is the quote for the Colton HS.

Please review and call me should you have any questions.

Thank you,

*Jerry Rivera*

Tomark Sports

New Construction Sales Division

(951) 454-4394 Direct

(909) 989-4341 Fax

[www.tomark.com](http://www.tomark.com)



# INLAND INTERIOR CONTRACTING

ROLLER SHADES WINDOW COVERINGS MOTORIZATION AUDIO VISUAL

323 South Sierra Way, San Bernardino, CA 92408 (909)884-6276 FAX(909)889-6936

Lic 405281

**JOB: New High School #3**

**ESTIMATOR: Rick Roybal**

**DATE: 04/13/09**

	Yes	No		Yes	No		Yes	No
Plans & Specs	<input type="radio"/>		FOB Jobsite	<input type="radio"/>		Bond Include		<input type="radio"/>
Furnish & Install	<input type="radio"/>		Prevailing Wage	<input type="radio"/>		Bond Rate		%
Tax Included	<input type="radio"/>		Minority Status	NONE		Union	<input type="radio"/>	
Addenda:	1-6							

**BASE BID:**

Section#	Description	Amount
11005	Projection Screens and TV Wall Brackets	<del>XXXXXXXXXX</del>

**EXCLUSIONS:**

All Backing  
All Electrical

**CLARIFICATION:**

Screens by Draper  
Mounts by Peerless

Acceptance of Proposal:

**SIGN:**

RECEIVED 04-13-09 12:15 FROM- 9898896936

**DATE:**

TO- Hanan Construction P002/002

# MILLER PANELING SPECIALTIES, INC.

Northern California:  
(530)662-0860  
(530)662-0864 Fax

P.O. Box 270  
WOODLAND, CA 95776  
CA License #774981 D12

Southern California:  
(909)783-3092  
(909)783-3704 Fax

www.millerpaneling.com info@millerpaneling.com

## PROPOSAL

<b>To: Contractor</b>  *Marlite Conn. 44 System Only*	<b>Job: Colton High School #3</b> Grand Terrace, CA
<b>DATE: 2/19/2009</b>	<b>PLAN DATE: Thru Add 6 dated 2-11-09</b>

We propose hereby to perform work in complete accordance with the specifications listed below for:

### We hereby submit estimate for:

Provide and install Marlite's Connections 44 Wall panel system on walls as per Int. elevations and as listed below only:

A092 Reading Area, A093 Library, A100 Lobby all at 72" tall (Door ht.) or less

A064 Theater - On Side walls in decorated sections. 3 sections on each side wall = 6 sections total.

(Theater area is not very clear and is either drawn not to scale or mismarked as dimensions.) Bid per dimensions.

5-8 week leadtime to get panels made after written approval and placement of order.

Note: Manufacturers pricing is only valid till 5-19-2009 After this date there will be escalation added as if effects us from Marlite.

AHn: Leanord



Fingerprinting, background checks, drug testing and any extra stock - (If Req'd.) Extra expense to bid price.  
DNI any Bonding - Extra (if required).

**General Conditions:** No guarantee on any panels installed on block or CMU walls. All panels installed before fixtures, fittings and accessories. Trim on top and bottom of panels will be an extra charge. All work ready at the same time or trip charges will be assessed. Waiver of subrogation on worker's comp will be an additional charge of 3% of the contract amount.  
Prevailing wage - Non Union - Regular work hours - no overtime, nights or weekends.

Payment to be made as follows: Net 30. There will be a 1.5% per month charge on all unpaid balances 30 days from date of invoice.

Authorized Signature: Leonard Nisdale

All material is to be as specified above. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above Specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry all necessary insurances. Our workers are fully covered by Workman's Compensation and Liability Insurance. In the event that the amount due and owing is placed with an attorney for collections, the authorizing party herein agrees to pay cost of court and reasonable attorney's fees. Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal: The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work specified. Payment will be made as outlined above.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_  
Print Name and Title: \_\_\_\_\_

RECEIVED 02-19-'09 2:48

FROM-

9097833704

TO-

Hanan Construction

P001/001

504497

February 19, 2009

To: General Contractors

Project: Colton Joint Unified School District  
High School #3

RE: Bid Package 10: General Construction

Specification Section: 11005.2.2.4 Portable (Angle Frame) Baseball/Softball Bleachers

Thank you for the opportunity to provide pricing on the above referenced project. The following includes freight to Colton, CA:

5 Units: 8 row by 21 ft. and 1 Unit: 8 row by 57'- Non-Elevated Silver Edition Bleachers

Includes:

- Galvanized steel frames
- 8" rise and 24" tread per row
- Anodized aluminum seat (2" x 10") and riser (1" x 4.5") boards on each row
- Interlocking aluminum decking footboards
- Vertical picket railing on sides and back, anodized aluminum finish
- Freight to Colton, California
- Installation above concrete slab-on-grade
- Engineer stamped submittals and calculations for review and approval by D.S.A.

MATERIALS/FREIGHT

Excludes:

- All local sales taxes, permits, fees or licenses.
- All bonds.
- Any seat numbers or letters.
- Any allowances.
- Any concrete, grouting, leveling, flatwork or grading.
- Any item not listed in inclusions above.

The above price quote is valid for 30 days. Please allow 8-10 weeks for delivery after receipt of D.S.A. approved submittals.

If you have any questions, please feel free to call Jerry Senatore at 559-905-2924.

Add. 2

- Aquatic Bleacher Deleted

- Stadium Bleacher, Apparently its for a future Bid.

(Edu) 433 0912

David MacLindal

**Southern**  
BLEACHER  
COMPANY

GRANDSTANDS  
BLEACHERS  
STADIUMS

PO BOX ONE  
GRAND BLVD. IN 76150

TOLL FREE  
800-233-0912

FAX  
950-749-1465

E MAIL  
info@southernbleacher.com

WEBSITE  
www.southernbleacher.com

ESTABLISHED  
1946

Customer Quotation

Prepared for: Attn Hanan Construction High School

Colton, CA 92324

N

Wenger

555 Park Drive P.O. Box 448 Owatonna, MN 55060-0448

Date: 4/13/2009 Regarding: Bid-ISC

Item	Description	Qty	Unit Price	Price
------	-------------	-----	------------	-------

REFERENCE

Price Included Bid Package 10/Section 11005 Miscellaneous Equipment

1 Part 1.1 (Item) K Musical Instrument Storage

2 Part 2.11 Musical Instrument Storage Cabinets (Items) A & B Only

Standard Construction Wenger Instrument & Garment Storage Cabinets

Floor Plan Drawing A-A2.4

Elevation Drawing Unavailable To Date

Price Includes Delivery & Installation

Building A

Band/Choir Uniform Stor Room A037..

- 250A033.107 CAB 33, ASM, UNDEF, PB, FUL, WD, HL
- 250A936.105 CAB 36, RTA, UNDEF, PB, FUL, WD

Band Equip Storage Room # A026

- 250A002.118 CAB 02, ASM, UNDEF, PB, CMP, GR, HL
- 250A003.116 CAB 03, ASM, UNDEF, PB, CMP, GR, HL
- 250A004.121 CAB 04, ASM, UNDEF, PB, CMP, GR, HL
- 250A005.123 CAB 05, ASM, UNDEF, PB, CMP, GR, HL
- 250A008.121 CAB 08, ASM, UNDEF, PB, FUL, GR, HL
- 250A009.127 CAB 09, ASM, UNDEF, PB, CMP, GR, HL
- 250A010.119 CAB 10, ASM, UNDEF, PB, CMP, GR, HL
- 250A011.127 CAB 11, ASM, UNDEF, PB, CMP, GR, HL
- 250A912.117 CAB 12, RTA, UNDEF, PB, CMP, GR
- 250A915.126 CAB 15, RTA, UNDEF, PB, CMP, GR
- 250A542 FORM, ASSY INST, ISC, ROBE CABS
- X001962 HEX INSERT, BIT, 5/32"
- 145R420 HARDWARE PACK SEISMIC BRACING

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Post-It Fax Note	To	7671	Date	4/13/09
	From	Wenger Corp	Page	1 of 1
	Co.	Hanan		
	Phone #	300-526-8375		
	Fax #	Ext-488		

Quotation Q 669028is continued on next page.

# FAX BID FORM

4-9-09

Date: ~~02-19-09~~ Project: **Colton High School #3** No. of Pages: 1

**Yamada Enterprises**  
 16552 Burke Lane  
 Huntington Beach, CA 92647  
 (800) 444-4594  
 (714) 843-9202 FAX  
 Contact: Caesar Lara  
 caesar@yamadaenterprises.com

License No.: (CA) 582159  
 Exp. Date: (CA) 3-31-10  
 Bondable: Yes  No   
 Rate: 1 1/2%  
 DBE / WBE: Yes  No   
 Addendum: 1, 2, 3, 4

Plans: Yes  No   
 Specifications: Yes  No   
 Substitution: Yes  No   
 Installed: Yes  No   
 Tax Included: Yes  No   
 Union: Yes  No

Item	Description	Bid Amount
1.	Bid Package #10-General Construction Section 11500 -Library Shelving - Library Room A093	
2.	Section 11005-Miscellaneous Equipment Item 2.12-Library Detection System - ONLY (Includes): -(2) #3502 Dual corridor systems, 36" corridor, buried cable, installed -One year warranty / service agreement	

**Clarifications:**

Section 11500-Bidding Estey Library Shelving as manufactured by Tennsco Corp. "as specified". Bidding standard anchoring into concrete floor. Anchoring to include 3/8" dia. Wedge anchor thru base bracket and gusset into concrete slab. Bidding double faced free standing shelving units in room A093 only. Section 11005-GC to provide all blockouts, conduit, concrete fill and all electrical service for system, enclosure and sync cable. Price does not include any other items listed in this spec section. 3M provides an instruction manual and instructional DVD in lieu of discontinued on-site training (neither 3M nor Yamada provide training).  
 Misc. - Yamada carries 2 million in liability coverage (agg) with a 2 million umbrella and 1 million in auto coverage. No independent contractors coverage, No CG2010 form or other CG endorsements. Waiver of subrogation wording in body of policy only. No separate document can be provided. Acceptance of this bid implies GC accepts Yamada's standard insurance with all associated forms and documents.

**Exclusions:**

Cost of Bonds or Permits. Any items listed in Section 11005 other than library detection system as noted above. Accessories for detection system (strips, sensitizers, etc.) as none are specified.

\*Pricing is only valid if subcontract is received within 90 days from the bid date. This is required to secure long term factory pricing.\*\*

By: Caesar Lara  
 Caesar Lara, Representative

## BOARD AGENDA

REGULAR MEETING  
October 1, 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. 9 Nevell Group, Inc. (walls and ceiling systems)

**GOAL:** Facilities / Support Services

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

**BACKGROUND:** Nevell Group, Inc. is requesting approval to substitute subcontractor Insulcom. This subcontractor was not licensed at the time of bid, therefore, not in accordance with Public Contract Code 4107.

Staff and legal counsel (Atkinson, Andelson, Loya, Ruud & Romo) have reviewed all related documentation and recommend approval of the substitution request and replace Insulcom with Alcal Arcade Contracting, Inc.

**BUDGET IMPLICATIONS:** Fund 21 – No additional costs

**RECOMMENDATION:** That the Board approve subcontractor substitution per Public Contract Code 4107 for bid package No. 9 Nevell Group, Inc. (walls and ceiling systems).

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

(b) The portion of the work that will be done by each subcontractor under this act. The prime contractor shall list only one subcontractor for each portion as is defined by the prime contractor in his or her bid.

4104.5. (a) The officer, department, board, or commission taking bids for construction of any public work or improvement shall specify in the bid invitation and public notice the place the bids of the prime contractors are to be received and the time by which they shall be received. The date and time shall be extended by no less than 72 hours if the officer, department, board, or commission issues any material changes, additions, or deletions to the invitation later than 72 hours prior to the bid closing. Any bids received after the time specified in the notice or any extension due to material changes shall be returned unopened.

(b) As used in this section, the term "material change" means a change with a substantial cost impact on the total bid as determined by the awarding agency.

(c) As used in this section, the term "bid invitation" shall include any documents issued to prime contractors that contain descriptions of the work to be bid or the content, form, or manner of submission of bids by bidders.

4105. Circumvention by a general contractor who bids as a prime contractor of the requirement under Section 4104 for him or her to list his or her subcontractors, by the device of listing another contractor who will in turn sublet portions constituting the majority of the work covered by the prime **contract**, shall be considered a violation of this chapter and shall subject that prime contractor to the penalties set forth in Sections 4110 and 4111.

4106. If a prime contractor fails to specify a subcontractor or if a prime contractor specifies more than one subcontractor for the same portion of work to be performed under the **contract** in excess of one-half of 1 percent of the prime contractor's total bid, the prime contractor agrees that he or she is fully qualified to perform that portion himself or herself, and that the prime contractor shall perform that portion himself or herself.

If after award of **contract**, the prime contractor subcontracts, except as provided for in Sections 4107 or 4109, any such portion of the work, the prime contractor shall be subject to the penalties named in Section 4111.

~~4107. A prime contractor whose bid is accepted may not:~~

(a) Substitute a person as subcontractor in place of the subcontractor listed in the original bid, except that the awarding authority, or its duly authorized officer, may, except as otherwise provided in Section 4107.5, consent to the substitution of another person as a subcontractor in any of the following situations:

(1) When the subcontractor listed in the bid, after having had a reasonable opportunity to do so, fails or refuses to execute a ~~written contract for the scope of work specified in the subcontractor's bid and at the price specified in the subcontractor's bid, when~~

that written contract, based upon the general terms, conditions, plans, and specifications for the project involved or the terms of that subcontractor's written bid, is presented to the subcontractor by the prime contractor.

(2) When the listed subcontractor becomes bankrupt or insolvent.

(3) When the listed subcontractor fails or refuses to perform his or her subcontract.

(4) When the listed subcontractor fails or refuses to meet the bond requirements of the prime contractor as set forth in Section 4108.

(5) When the prime contractor demonstrates to the awarding authority, or its duly authorized officer, subject to the further provisions set forth in Section 4107.5, that the name of the subcontractor was listed as the result of an inadvertent clerical error.

(6) When the listed subcontractor is not licensed pursuant to the Contractors License Law.

(7) When the awarding authority, or its duly authorized officer, determines that the work performed by the listed subcontractor is substantially unsatisfactory and not in substantial accordance with the plans and specifications, or that the subcontractor is substantially delaying or disrupting the progress of the work.

(8) When the listed subcontractor is ineligible to work on a public works project pursuant to Section 1777.1 or 1777.7 of the Labor Code.

(9) When the awarding authority determines that a listed subcontractor is not a responsible contractor.

Prior to approval of the prime contractor's request for the substitution, the awarding authority, or its duly authorized officer, shall give notice in writing to the listed subcontractor of the prime contractor's request to substitute and of the reasons for the request. The notice shall be served by certified or registered mail to the last known address of the subcontractor. The listed subcontractor who has been so notified has five working days within which to submit written objections to the substitution to the awarding authority. Failure to file these written objections constitutes the listed subcontractor's consent to the substitution.

If written objections are filed, the awarding authority shall give notice in writing of at least five working days to the listed subcontractor of a hearing by the awarding authority on the prime contractor's request for substitution.

(b) Permit a subcontract to be voluntarily assigned or transferred or allow it to be performed by anyone other than the original subcontractor listed in the original bid, without the consent of the awarding authority, or its duly authorized officer.

(c) Other than in the performance of "change orders" causing changes or deviations from the original contract, sublet or subcontract any portion of the work in excess of one-half of 1 percent of the prime contractor's total bid as to which his or her original bid did not designate a subcontractor.

4107.2. No subcontractor listed by a prime contractor under Section 4104 as furnishing and installing carpeting, shall voluntarily sublet his or her subcontract with respect to any portion of the labor to be performed unless he or she specified the subcontractor in his or her bid for that subcontract to the prime contractor.





Construction Management, Inc.

290 North D Street / Suite 900  
San Bernardino, CA 92401  
TEL 909-384-1786  
FAX 909-381-7534  
www.vanir.com

Friday, July 24, 2009

Mr. Dominick D'Amato  
INSULCOM  
1614 Marlborough Avenue, Unit S2  
Riverside, CA 92507

(FedEx Tracking #797792731710)

Page Including Cover: 6

RE: Designation of Subcontractor Substitution  
Grand Terrace High School at the Ray Abril Jr. Educational Complex

Dear Mr. D'Amato:

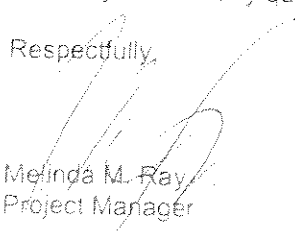
We are in receipt of the letter dated July 2, 2009 regarding your firm's inability to accept a contract from Nevell Group, Inc., for the Insulation scope of work. In accordance with Public Contract Code 4107(6), we are obligated to inform your firm that it is necessary for the Colton Joint Unified School 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 insulation scope of work at the project known as Grand Terrace High School at the Ray Abril Jr. Educational Complex.

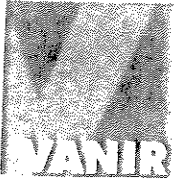
ALCAL\*ARCADE Contracting, Inc.  
26786 Vista Terrace  
Lake Forest, CA 92630  
T: 949.830.9395  
F: 949.830.9396

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 (FedEx Tracking # 796806541106)  
Steve Stearns - WLC Architects, Inc (FedEx Tracking #7968065556263)  
Sean Rosholm - ALCAL\*ARCADE Contracting, Inc (FedEx Tracking #797792708506)  
Jeff Barrette - Vanir Construction Management  
File - Outgoing Correspondence BP#9



Construction Management, Inc.

290 North D Street / Suite 900  
San Bernardino, CA 92401  
TEL 909-384-1785  
FAX 909-381-7534  
www.vanir.com

Friday, July 24, 2009

Ms. Alice Grundman  
Colton Joint Unified School District  
851 S. Mt. Vernon Avenue  
Colton, CA 92324

*Pages Included Cover: 7*

RE: Designation of Subcontractor Substitution per Public Contract Code 4107(6)  
Grand Terrace High School at the Ray Abril Jr. Educational Complex

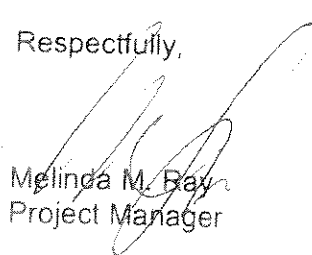
Enclosed, please find the original letter from Nevell Group, Inc. requesting Colton Joint Unified School District to consider the letter of withdrawal from the original Subcontractor INSULCOM for the performance of the insulation scope of work, and consider the letter of acceptance from the Substituted Subcontractor ALCAL\*ARCADE Contracting, Inc., to perform the insulation scope of work.

This package also includes the original five day written objective letter request for substitution.

Requesting consent from Colton Joint Unified School District to allocate as an action item to the governing board agenda scheduled for August 20, 2009 to substitute ALCAL\*ARCADE Contracting, Inc. in lieu of INSULCOM per Public Contract Code 4107(6).

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. Bay  
Project Manager

Cc: File – Colton Joint Unified School District

7/16/09



Mrs. Alice Grundman  
Director, Facilities, Planning and Construction Department  
851 S. Mt. Vernon Avenue  
Colton, Ca. 92324

Re: Consent of Substitution of Subcontractor in accordance with Public Contract Code 4107.(6)  
Grand Terrace High School at the Ray Abril Jr. Educational Complex  
Project 08-14/WLC0119800/P587A

3001 enterprise street  
suite 200  
brea, ca 92821-6213  
T 714.579.7501  
F 714.579.7588  
license #816857

san diego  
3284 greyhawk court  
suite 200  
carlsbad, ca 92010  
T 760.598.3501  
F 760.598.3688  
license #898726

[www.nevellgroup.com](http://www.nevellgroup.com)

Dear Mrs. Alice Grundman,

Nevell Group Inc. is requesting Colton Joint Unified School District to consider consent of substitution of Subcontractor in accordance with Public Contract Code 4107.(6). This request consideration is based on Public Code 4107.(6) When the listed subcontractor is not licensed pursuant to the Contractor's License Law. Nevell Group, Inc. is requesting that Alcal Arcade Contracting Inc. be accepted in lieu of Insulcom for the insulation scope for the Grand Terrace High School Project Bid#08-14. Please find attached the withdrawal letter from Insulcom, the Acceptance Letter from Alcal Arcade, and the contractor's license detail printout from the Contractor's Licensing Board for your records.

Respectfully Submitted,

The Nevell Group Inc.

A handwritten signature in black ink, appearing to read "Steven M. Reinders", written over a horizontal line.

Steven M. Reinders  
Senior Project Manager/ Estimator



ALCAL ARCADE  
contracting, inc.

Insulation, Firestopping, Expansion Joints, Roofing,  
Waterproofing, Fireplaces & Garage Doors

26786 Vista Terrace  
Lake Forest, CA 92630  
Tel (949) 830-9395  
Fax (949) 830-9396

License No. 815286

July 13, 2009

Nevell Group Inc.  
3001 Enterprise Street  
Suite 200  
Brea, CA 92821

Attention: Steve Reinders

RE: Grand Terrace High School #3 Acceptance letter

Alcal Arcade Contracting accepts the insulation scope of work under the direction of the Nevell Group for the Grand Terrace High School #3 in Colton, CA.

Regards,

Sean Rosholm

# INSULCOM

1614 Marlborough Ave. Unit S2  
Riverside, CA 92507  
Phone: 949-510-4814  
Fax: 949-716-0950

License No. 874746

July 2, 2009

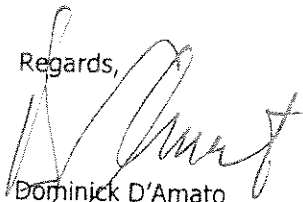
Nevell Group Inc.  
3001 Enterprise Street  
Suite 200  
Brea, CA 92821

Attention: Steve Reinders

RE: Grand Terrace High School #3

This letter is to inform that Insulcom will be withdrawing from our contract with Nevell Group Inc. for the above mentioned project. Sorry for the inconvenience and please contact me with any questions or concerns.

Regards,



Dominick D'Amato  
Estimator

**BOARD AGENDA**

**REGULAR MEETING  
October 1, 2009**

**ACTION ITEM**

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

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

**SUBJECT:** **Approval of Contract Amendment No. 1 with Advocates for Labor Compliance, LLC for Labor Compliance Monitoring Program Services for the Grand Terrace High School Construction Project**

**GOAL:** Facilities / Support Services

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

**BACKGROUND:** The original contract was approved by the Board on June 15, 2006. Since then, construction costs have decreased, therefore, decreasing the fees for this service.

In order to participate in the State School Building Program, districts must implement a Labor Compliance Monitoring Program.

Original Contract Amount	\$247,680
Amended Contract Amount	\$217,512

Proposals Received: February, 2006

Advocates for Labor Compliance, LLC	\$247,680
Harris & Associates	\$333,000

**BUDGET IMPLICATIONS:** \$217,512 – Bond Fund 21 (\$30,168 decrease)

**RECOMMENDATION:** That the Board approve amendment No. 1 with Advocates for Labor Compliance, LLC for Labor Compliance Monitoring Program Services for the Grand Terrace High School construction project.

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

BOARD AGENDA

REGULAR MEETING  
June 15, 2006

ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** Casey Cridelich, Assistant Superintendent, Business Services

**SUBJECT:** Approval of an Agreement with Advocates for Labor Compliance, LLC as the provider for Labor Compliance Program for the High School #3 Construction Project

**GOAL:** Facilities/Support Services.

**BACKGROUND:** In order to participate in the State School Building Program, Districts must implement a Labor Compliance Monitoring Program.

Staff requests the approval of an agreement with Advocates for Labor Compliance to monitor the High School #3 construction project. Staff reviewed proposals and interviewed labor compliance program providers, and recommends Advocates for Labor Compliance, LLC based upon their experience and quality of service.

<u>Proposals Received</u>	
Advocates for Labor Compliance, LLC	\$247,680
Harris & Associates	\$333,000

**BUDGET IMPLICATIONS:** \$247,680 – Bond Funds

**RECOMMENDATION:** Approval of agreement with Advocates for Labor Compliance, LLC as the provider for Labor Compliance Monitoring Program for the high school #3 construction project.

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

D-38

# PROJECT SERVICE AGREEMENT

## AMENDMENT

District: **Colton Joint Unified School District**  
851 South Mt. Vernon  
Colton, CA 92324

Project(s): **New Construction**  
Grand Terrace High School

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ALC is pleased to submit the following proposal to provide Labor Compliance Consulting Services for the above-mentioned project(s) in accordance with the Master Agreement executed between the District and ALC on February 26, 2004.

### Scope of Work:

All functions consistent with Colton Joint Unified School District's LCP as approved by the Department of Industrial Relations.

### Compensation:

ALC will provide the services outlined in the above Scope of Work per *Exhibit B* to the Master Agreement.

Preliminary Construction Cost:	\$57,074,225
SAB Recommended LCP Fee:	\$255,897
Less Professional Concession:	\$38,385
<i>Fee for Service:</i>	<i>\$217,512</i>



**Reimbursable Expenses:**

Reimbursable expenses, if any, will be pre-approved by the District where applicable. These expenses shall be billed by ALC to the District at (1.1) times the expense incurred by ALC.

**Other Terms and Conditions of This Agreement:**

None

**Authorization/Agreement to Proceed:**

ALC is hereby requested and authorized by the District to provide Labor Compliance Consulting Services as described above. All the foregoing is agreed to and authorized by:

\_\_\_\_\_  
**Jaime Ayala**  
Asst. Superintendent, Business Services  
Colton Joint Unified School District

\_\_\_\_\_  
DATE



\_\_\_\_\_  
**Mark L. Griffith, LCO**  
Advocates for Labor Compliance, LLC

**SEP 14 2009**

\_\_\_\_\_  
DATE

Please review the agreement and if it meets with your approval, please sign and return one original.

Sincerely,

Advocates for Labor Compliance, LLC

## BOARD AGENDA

REGULAR MEETING  
October 1, 2009

### ACTION ITEM

**TO:** Board of Education

**PRESENTED BY:** James A. Downs, Superintendent

**SUBJECT:** Adoption of Resolution, “National Custodial Employees Day”  
October 2, 2009

**GOAL:** Community Relations/Parent Involvement

**STRATEGY:** Strategy #6 – Character

**BACKGROUND:** The California State Board of Education has designated October 2, 2009 as National Custodial Employees Day. The State Board has asked local school districts to recognize the contributions of hard-working custodial employees.

**BUDGET  
IMPLICATIONS:** None

**RECOMMENDATION:** That the Board of Education adopt resolution, “National Custodial Employees Day, October 2, 2009” to recognize the contributions of custodial employees.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board adopted Resolution, “National Custodial Employees Day, October 2, 2009.”

Colton *Joint Unified School District*

# Resolution

*“National Custodial Employees Day”*

*October 2, 2009*

WHEREAS in order for the Colton Joint Unified School District to run efficiently and effectively, it must depend daily on the dedication of custodial employees; and

WHEREAS custodial employees perform their duties with great pride and skill; and

WHEREAS custodial employees work with commitment in forwarding the mission of the Colton Joint Unified School District and thereby provide many benefits to this community, its schools, and the state of California; and

WHEREAS our school district joins the state of California in setting aside October 2, 2009, as a fitting time to honor custodial employees and recognize their long and excellent service record;

THEREFORE, BE IT RESOLVED that the members of the Board of Education of the Colton Joint Unified School District acknowledge the contributions of the District’s custodial employees and express the appreciation of the school district and the community for these important services; and

BE IT FURTHER RESOLVED that the Board of Education designates October 2, 2009, as a day to recognize the accomplishments and dedication of our custodial employees.



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, \_\_\_ noes, and \_\_\_ absent, and signed by the President and attested by the Secretary this 1<sup>st</sup> day of October, 2009.

\_\_\_\_\_  
President, Board of Education

Attest:

\_\_\_\_\_  
Secretary, Board of Education

**BOARD AGENDA**

**REGULAR MEETING  
October 1, 2009**

**ACTION ITEM**

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

**PRESENTED BY:** James A. Downs, Superintendent

**SUBJECT:** **Adoption of Resolution, “National Red Ribbon Week,”  
October 23 - 31, 2009**

**GOAL:** Community Relations/Parent Involvement

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

**BACKGROUND:** The California Department of Education in cooperation with the National Family Partnership (NFP) and Californians for Drug-Free Young, Inc. (CADFY) coordinates the California Red Ribbon Campaign to offer citizens the opportunity to demonstrate their commitment to drug-free and alcohol abuse-free lifestyles.

Honoring the anniversary of the death of DEA Special Agent Enrique “Kiki” Camarena, businesses, schools, governmental agencies, community groups, parents and individuals will demonstrate their commitment to drug-free and alcohol abuse-free healthy lifestyles by wearing and displaying red ribbons during this week-long campaign. This year’s theme national theme is “Drug Free is Key.” The California theme is “Drug Free to the Extreme: What is Your Natural High?”

**BUDGET  
IMPLICATIONS:** None

**RECOMMENDATION:** That the Board of Education adopts the Resolution in celebration of Red Ribbon Week October 23 – 31, 2009.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the board adopted resolution: “National Red Ribbon Week, October 23 - 31, 2009.”

Colton Joint Unified School District

# Resolution

*National Red Ribbon Week*

*October 23-31, 2009*

WHEREAS, The National Family Partnership has established the 2009 theme as “Drug Free is Key,” and the California theme is “Drug Free to the Extreme: What is Your Natural High?” in celebration of the 24<sup>th</sup> year of Red Ribbon Week, and

WHEREAS, Californians for Drug-Free Young, Inc. coordinates the California Red Ribbon Campaign in cooperation with the National Red Ribbon Campaign to offer citizens the opportunity to demonstrate their commitment to drug-free and alcohol abuse-free lifestyles; and

WHEREAS, It is imperative that community members launch and continue visible substance abuse prevention education efforts to reduce the demand for drugs, alcohol and tobacco; and

WHEREAS, The Red Ribbon Campaign will be observed across America during Red Ribbon Week, October 23-31, 2009, commemorating the anniversary of the death of Enrique “Kiki” Camarena and his fight against drug traffickers, and

WHEREAS, Businesses, schools, governmental agencies, community groups, parents and individuals will demonstrate their commitment to drug-free and alcohol abuse-free healthy lifestyles by wearing and displaying red ribbons during this week-long campaign; and

WHEREAS, The Colton Joint Unified School District commits its resources to ensure the success of the Red Ribbon Campaign;

THEREFORE, BE IT RESOLVED, That the Board of Education of the Colton Joint Unified School District hereby designates October 23-31, 2009 as National Red Ribbon Week and encourages citizens to participate in drug prevention education activities, making a visible statement that the District is firmly committed to drug-free and alcohol abuse-free lifestyles.



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 1<sup>st</sup> day of October, 2009.

\_\_\_\_\_  
President, Board of Education

Attest:

\_\_\_\_\_  
Secretary, Board of Education





## BOARD AGENDA

REGULAR MEETING  
October 1, 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. Pitts, Patricia State Preschool Teacher - Zimmerman  
Employed November 5, 2001; resignation effective September 16, 2009. Personal reasons.

#### II. Classified

1. Cervantes, Jessica Language Assistant – Crestmore  
Employed September 24, 2007; resignation effective August 29, 2009. To become a sub teacher.
2. Clark, Sean Systems Support Specialist – D.O./I.T.  
Employed October 6, 2008; resignation effective October 1, 2009. To pursue other employment.
3. Kisinger, Rick Dispatcher – Transportation  
Employed August 17, 2009; resignation effective September 2, 2009. Personal reasons.
4. Roacho, Yvonne Nutrition Services Worker I – Lewis  
Employed September 7, 1990; resignation effective October 16, 2009. For retirement.
5. Villagran, Marcy Nutrition Services Worker I – BHS  
Employed December 15, 2008; resignation effective September 1, 2009.
6. Zepeda, Edith State Preschool Inst. Asst. – Zimmerman  
Employed October 4, 2007; resignation effective October 1, 2009. Accepted state preschool teacher position in the District.

SIR-1