

# Colton Joint Unified School District

Student Services Center, Board Room, 851 South Mt. Vernon Ave., Colton, CA 92324



# Board of Education Regular Meeting Agenda

Thursday, March 11, 2010  
at 5:30 p.m.

*Cesar Chavez Essay and Arts Awards*  
4:00 – 5:00 p.m.

#### **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.

**1.0 OPENING**

1.1 Call to Order

- \_\_\_\_\_ Mr. Mel Albiso, President
- \_\_\_\_\_ Mr. Frank A. Ibarra, Vice President
- \_\_\_\_\_ Mr. David R. Zamora, Clerk
- \_\_\_\_\_ Mrs. Patt Haro
- \_\_\_\_\_ Mr. Kent Taylor
- \_\_\_\_\_ Mr. Robert D. Armenta Jr.
- \_\_\_\_\_ Mrs. Marge Mendoza-Ware

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

1.2 Renewal of the Pledge of Allegiance

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

**2.0 SPECIAL PRESENTATIONS**

2.1 Employee and Education Partner Recognition

- Eric Rosales, *Classified*
- Martin Delgado, *Certificated*
- Brian Butler, *Management*
- Victor & Diane Vollhardt, *Education Partner*

2.2 Kayos Kidz National Society for Drug Free Teens

2.3 Sunshine Proposal – California School Employees Association (CSEA)

**3.0 SCHOOL SHOWCASE**

3.1 Slover Mountain High School

**4.0 ADMINISTRATIVE PRESENTATIONS** ~None~

**5.0 PUBLIC HEARING** ~None~

## **6.0 PUBLIC COMMENT**

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

## **7.0 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 – 13.

- |         |     |   |
|---------|-----|---|
| Page 7  | A-1 | Approval of Minutes: Regular Meeting, February 18, 2010   |
| Page 23 | A-2 | Approval of Student Field Trips   |
| Page 27 | A-3 | Approval of Consultant for Assembly Presentation  |
| Page 29 | A-4 | Acceptance of Funding for School-Age Child Care Resource Program (2009-10)  |
| Page 31 | A-5 | Approval of Contract Amendment No. 2 to Contract No. 08-898 with San Bernardino County, Preschool Services Department to provide Head Start Services for Fiscal Years 2009-10 and 2010-11                 |
| Page 33 | A-6 | Approval of the Memorandum of Understanding and Agreement (C-1002151) with Riverside County Superintendent of Schools for Participation in the RIMS-BTSA Professional Teacher Induction Program (2009-10) |
| Page 41 | A-7 | Approval of the New Course Descriptions for <i>Marketing Management and Marketing Sales</i> , Grades 9-12 (Beginning March 2010)  |
| Page 55 | A-8 | Approval of the New Course Descriptions for <i>Microsoft PowerPoint/Publisher, Microsoft Word, and Microsoft Excel</i> , Grades 9-12 (Beginning March 2010)   |
| Page 75 | A-9 | Acceptance of Gifts   |

- Page 77 A-10 Approval to Accept the School Breakfast Program and Summer Food Service Program Start-up and Expansion Grant (2009-10)
- Page 81 A-11 Approval of Reimbursement for Damage to Employee Vehicles (EIN #5350 - Sycamore Hills Elementary)
- Page 83 A-12 Authorization to Piggyback the Waterford Unified School District Bid 01/09 for School Buses
- Page 85 A-13 Authorization to Piggyback the Hemet Unified School District Bid 2009/10-0720 for School Buses

**B. Action Items**

- Page 87 B-1 Accept Nominations for CSBA's Delegate Assembly (March 2010 Election)
- Page 89 B-2 Approval of Personnel Employment
- Page 91 B-3 Approval of Conference Attendance
- Page 93 B-4 Approval of Purchase Orders
- Page 95 B-5 Approval of Disbursements
- Page 97 B-6 Award of Bid 09-04 to First Fire Systems, Inc. for Fire Alarm and Low Voltage Upgrades at Jurupa Vista, Reche Canyon, Wilson Elementary Schools and Bloomington Middle School
- Page 99 B-7 Award of Bid 09-02 to AT&T DataComm, Inc. for District Office Phone System Upgrade and Failover Installation

**C. Action Items – Board Policy – *Second Reading***

- Page 101 C-1 Approval of Proposed Amendment and Substitution of Board Policies and Administrative Regulations
  - BP 5117 Inter-District Attendance Agreements (substitution)*
  - AR 5117 Inter-District Attendance Agreements (substitution)*
  - BP 5116.1 Intra-District Open Enrollment (replaces 8060 and 5144.5)*
  - AR5116.1 Intra-District Open Enrollment (replaces 8060 and 5144.5)*

**D. Action Items – Resolutions**

- Page 119 D-1 Adoption of Resolution, *César E. Chavez Day*, March 31, 2010

**8.0 ADMINISTRATIVE REPORTS**

- AR-8.1 Personnel – Resignations  
Page 121
- AR-8.2 Western Municipal Water District Offer to Purchase Colton Joint Unified School District's Meeks and Daley Water Company Shares  
Page 123
- AR-8.3 Budget Update – Jaime Ayala
- AR-8.4 Facilities Update – Jaime Ayala
- AR-8.5 Budget Subcommittee Update

AR-8.6 Curriculum Subcommittee Update

AR-8.7 Facilities Subcommittee Update

AR-8.8 ACE Representative

AR-8.9 CSEA Representative

AR-8.10 MAC Representative

AR-8.11 ROP Update

## **9.0 SUPERINTENDENT’S COMMUNIQUE**

## **10.0 BOARD MEMBER COMMENTS**

### **11.0 CLOSED SESSION**

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

11.1 **Student Discipline, Revocation, and Re-entry**

11.2 **Personnel**

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

11.3 **Conference with Real Property Negotiator (Gov. Code 54956.8)**

Property: APN’s: 1167-151-37, 1167-151-32, 1167-151-33, 1167-151-34, 1167-151-31, 1167-151-44, 1167-151-43, 1167-151-35, 1167-151-36, 1167-151-38, 1167-151-39, 1167-151-01, 1167-151-02, 1167-151-45, 1167-151-59, 1167-151-58, 1167-151-60

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

11.4 **Conference with Legal Counsel—Anticipated Litigation**

Significant exposure to litigation pursuant to Government Code Section 54956.9(b)  
Potential Case: 3

11.5 **Conference with Labor Negotiator**

Agency:

Jerry Almendarez Assistant Superintendent, Human Resources Division

Ingrid Munsterman, Director, Human Resources Division

Employee Organizations:

Association of Colton Educators (ACE)

California School Employees’ Assoc. (CSEA)

Management Association of Colton (MAC)

## **12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION**

## **13.0 ADJOURNMENT**



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

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

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

**SUBJECT:** **Approval of Minutes: Regular Meeting, February 18, 2010**

**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 February 18, 2010, as presented.

# Colton Joint Unified School District

Student Services Center, Board Room, 851 South Mt. Vernon Ave., Colton, CA 92324



## Minutes February 18, 2010 5:30 p.m.

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, February 18, 2010, 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	President
Mr. Frank A. Ibarra	Vice President
Mr. David R. Zamora	Clerk
Mrs. Patt Haro	
Mr. Kent Taylor	
Mr. Robert D. Armenta Jr.	
Mrs. Marge Mendoza-Ware	

### Staff Members Present (\*excused)

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

### **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.

### **1.0 OPENING Call to Order/Renewal of the Pledge of Allegiance**

Board President Albiso called the meeting to order at 5:30 p.m. Dr. Patrick Traynor led in the renewal of the pledge of allegiance to the flag of the United States of America.

### **2.0 SPECIAL PRESENTATIONS**

#### 2.1 *Veterans Diploma Recognition – Michael Chavez D’Arcy*

Superintendent Downs announced that in November 2009, the Colton JUSD, Board of Education, adopted Board Policy 6146.12, *Veterans Diploma*. This board policy allows the district to grant a high school diploma to any WWII, Vietnam War or Korean War Veteran who left high school prior to completion to enlist in the United States military.

Superintendent Downs and Board President Albiso presented the first Veterans Diploma to the family of Michael Chavez D’Arcy. Mr. D’Arcy was a senior at Colton High School in 1965 when he enlisted in the United States Marine Corps prior to high school graduation. On May 14, 1966 he was killed in combat while serving a tour in Quang Nam, South Vietnam. Board President Albiso presented the American flag to Leticia Chavez-Perez, who accepted the flag on behalf of the entire D’Arcy family.



Mrs. Chavez-Perez thanked Superintendent Downs, his staff and the entire board for remembering Michael Chavez D'Arcy's sacrifice for his country and honoring him with his high school diploma.

## 2.2 *Employee Recognition Program*

**Lesa Bryant** was recognized by Principal Dischinger as the classified employee of the month. Mrs. Bryant is the Special Education Instructional Assistant at Washington High School. Mr. John Griffith, teacher, recognized Mrs. Bryant as a dedicated and caring person who has devoted herself to building the self-esteem of her students. She works tirelessly, supporting and encouraging her students to succeed and to never give up.

**Brian Fricke** was recognized as the certificated employee of the month. Mr. Fricke is a teacher at Washington High School. Principal Dischinger acknowledged the valuable contributions Mr. Fricke has made at Washington High School, more importantly to Washington High School students. He always goes above and beyond to ensure student success, motivating them when they feel they have reached a plateau. Since September 2009, Mr. Fricke has helped 13 students meet their graduation requirements.

**Celia Gonzales**, staff development/special projects coordinator, was recognized as the management employee of the month. Assistant Superintendent Gainey-Stanley acknowledged the leadership qualities of Mrs. Gonzales. She has created a work environment that makes employees feel important and appreciated. Mrs. Gonzales' leadership style is inspirational; she is an enthusiastic go getter. Many of her colleagues have given her the nickname "Wonderwoman."

## 2.3 *Anti-Bullying Award Recognition*

In an effort to ensure safety for all students, the district created an *Anti-Bullying* policy. Colton High School students were encouraged to participate in a poster contest and create an Anti-Bullying poster to be distributed district-wide. Under the direction of Mrs. Patricia Hughes, CHS art teacher, 20 students participated in the contest. Of those 20 entries, five pieces were selected to be showcased.

Director Todd Beal, Administrative Services, recognized the following CHS students whose entries will be displayed at elementary and secondary sites (\*students not present).

Mike Reynosa

Justin Chastain

Jacob Mandel\*

Michelle Hammerschmidt\*

Jessica Carvalho\*

## **3.0 SCHOOL SHOWCASE**

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### 3.1 *Colton High School*

Maria Briones, ASB President, Jorge Vazquez, ASB Vice-President, Giselle Beltran, Renaissance President and Kelly Nguyen, Renaissance Vice-President showcased student academic and non-curricular activities at Colton High School. Most recently, CHS students hosted a Financial Aid Workshop, Hope for Haiti fundraising benefit, Socks of Love, an Athletic and Academic Signing Assembly, Black History Month Assemblies, the Class of 2009 Senior gift was completed and a

Prom Fashion Show was held.

For the remainder of the 2009-10 school year, CHS will continue to focus on improving student attendance and encouraging positive character traits campus-wide. They are preparing for the upcoming WASC visit, scheduled for February 21st-23rd and the Class of 2014 Parent Informational Meeting on February 24th. In the month of May, CHS students will take their Advanced Placement Exams, and juniors and seniors will attend the prom at the Eagle Glen Country Club. They will also host the following events: Relay For Life Cancer Walk; Blood Drive, Hispanic Heritage Assemblies, Locks of Love; Academic Letter & Medal Awards Night, All School Awards Night, Senior Awards Night and a prom for severely handicapped students.

#### **4.0 ADMINISTRATIVE PRESENTATIONS**

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##### *4.1 Parent Resource Center*

Principal Jackson, Grant Elementary School, Kathleen Moreno, PAT Educator, and several parents highlighted the resources available to parents through Grant school's Parent Resource Center.

Grant school parents have access to several resources at the Parent Resource Center, including a computer lab, ESL classes and monthly parent-group meetings. Administration and site staff are committed to creating a positive learning environment for parents and providing the necessary tools for them to help their children. Parental involvement is essential to achieve student academic and personal success. Grant school supports this belief by promoting a partnership between the school, home and the community.

#### **5.0 PUBLIC HEARING** *None*

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#### **6.0 PUBLIC COMMENT**

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##### Blue card—Specific Consent, Action, Study & Information or Closed Session Item

The following persons spoke in opposition of Action Item B-4, Adopted Resolution 10-06 for Reduction of Particular Kinds of Services for Certificated Staff for 2010-11. (\* also spoke in support of World Language courses at Bloomington High School.)

- Bernadette Pedroza, ACE executive elementary director
- Molly Green, BHS, World Language teacher\*
- Patricia Pahner, BHS, World Language teacher\*
- Karen Houck, ACE president
- Crystal Arevalo, BHS student\*
- Kenneth Ramirez, BHS student\*
- Mariana Vega, BHS student\*

##### White card—Items/Topics Not on the Agenda:

- Arlene Roper, ACE executive board member, announced that ACE is looking to endorse candidates for the November school board elections. Those interested are encouraged to contact ACE for more information.
- Cecilia Garcia, parent, thanked the staff at Colton Middle School and the school board for supporting her son, commenting that she has received more support from CJUSD than previous districts where her son was enrolled.
- Georgine Dixon, district curriculum program specialist, asked for support and action from the district (board) with regard to the leadership and various situations within Pupil Personnel Services (PPS). She attributed the upward trend in test scores amongst special education students to the dedicated employees at PPS.
- Karen Lebelt, CJUSD employee, spoke of her transfer to another school and one hour reduction to her work day.
- Elsa Aguilar, parent, spoke in support of the teachers facing the possibility of layoffs. She

- commented that her son is not doing well in school and needs the support of his teachers.
- Erwin Schaefer, BHS wrestling coach, announced that BHS's wrestling team completed a successful wrestling season, securing the CIF Division 6 Duals Championship Title. They will be participating in the masters meet and hope to qualify for the upcoming state meet. He also congratulated wrestling coach Gabe Schaefer on the championship season.
- Paul Guijarro, BHS alumni, spoke in support of the World Language courses and teachers at BHS. Mr. Guijarro was enrolled in World Language courses at BHS as a student and commented on the positive impact it made in his post-secondary education and career choice.
- Walt Stanckiewicz, Grand Terrace city council, acknowledged the difficult times for the district because of shrinking budgets and announced his support of the school board. Mr. Stanckiewicz urged the district to protect PPS staff from outside influences, stating that CJUSD does not need to be managed by county school board members.
- Bernardo Sandoval, community member, spoke in support of PPS employees and grievances they have expressed to the district.
- Jim Miller, Grand Terrace city council, also encouraged the district to keep outside pressures at bay and away from interfering with daily operations at PPS.
- Randall Cenicerros, community member, Agua Mansa Council treasurer, invited the district and board members to the Agua Mansa scholarship fundraising event in May. Mr. Cenicerros thanked board members and asked for consideration to be given to the GATE program before eliminating funds. Following a suggestion by Board Member Ibarra, Mr. Cenicerros plans to start a GATE Booster Club next school year. He also announced that he is not in favor of reducing 141 teaching positions.
- Christine Irish Re, community member, asked the district to pay close attention to the afterhours use of lights at CHS by youth sport organizations. She questioned the supervision of PE classes at CHS and the enforcement of the dress code.
- Nick Ramirez, Colton youth football coach, supports the district's continued facilities joint use agreements with youth sports. He noted that the City of Colton does not provide fields for youth sports.
- Isreal Vicentena, BHS parent, spoke in support of World Language teachers at BHS. He encouraged the district to continue offering language courses other than Spanish.
- Shelia Brightman, Cooley Ranch parent, read a letter from Theresa Morris, parent, thanking the school nurse Marsha Nagel for her professionalism and dedication to helping her daughter Tia. Mrs. Morris was overwhelmed by the support and encouragement she received from not only the Ms. Nagel but the entire staff at Cooley Ranch Elementary School.

## **7.0 ACTION SESSION**

### **A. Consent Items**

**#195** On motion of Board Member Zamora and Board Member Ibarra, and carried on a 7-0 vote, the Board approved Consent Items A-1(with corrections) through A-6 as presented (Consent Item A-4 was withdrawn by staff).

#195.1 A-1 Approved Minutes: Regular Meeting, February 4, 2010 with the following correction:

#### **Board Member Comments:**

Board Member Zamora recently toured several school sites and thanked principals from the following schools: CHS, CMS, Grant, Rogers and McKinley. While visiting Grant he spent time reading in a kindergarten classroom. Mr. Zamora thanked Principal Verdi for the invitation to attend the Athletic and Academic Scholarship Assembly. He also commented on the Parent Resource Center located at Grant school and invited Mrs. Jackson and Mrs. Dischinger to make a presentation at an upcoming board meeting. Mr. Zamora announced the Police Activities League's annual dinner on March 15<sup>th</sup> 13<sup>th</sup>. Anyone interested in attending the event should contact Mr. Zamora; proceeds benefit programs for at-risk students.

- #195.2 A-2 Approved consultants for assembly presentation
- #195.3 A-3 Approved amended contract resolutions and acceptance of 2009-10 funding for child development programs: California State Preschool Program (CSPP-9442) and General Child Care and Development Program (CCTR-9234)
- withdrawn A-4 ~~Approved partnership with PULSE...A Thankful Heart Foundation, Project: LAS GANAS~~
- #195.4 A-5 Approved reimbursement for damage to employee vehicle (*Grimes Elementary - Olsen, Stacey*)
- #195.5 A-6 Accepted gifts

**B. Action Items**

**#196** On motion of Board Member Mendoza–Ware and Board Member Ibarra, and carried on a 7-0 vote, the Board approved Action Items B–1 through B–13 (Action Item B-4 was pulled for separate consideration).

- #196.1 B-1 Approved personnel employment
- #196.2 B-2 Approved conference attendance
- #196.3 B-3 Adopted Resolution No. 10-07 to Release and Reassign Certificated Administrative Employees
- #196.4 B-5 Adopted Resolution 10-03 to Adopt Criteria for Resolving Ties in Seniority Related to Certificated Layoffs
- #196.5 B-6 Adopted Resolution 10-08 to Eliminate and Reduce the Work Year for Classified Management Positions
- #196.6 B-7 Approved purchase orders
- #196.7 B-8 Approved disbursements
- #196.8 B-9 Awarded Bid #09-01 to Dave Bang Associates, Inc, for playground equipment and DSA shade shelters
- #196.9 B-10 Approved contract amendment with Joe Henderson for DSA inspection services for Bloomington High School new math and science building and interim housing project
- #196.10 B-11 Approved contract with Superior Construction Services, Inc. for DSA inspection services for fire alarm and low voltage upgrades at Jurupa Vista, Reche Canyon, Wilson Elementary Schools, and Bloomington Middle School, Bid #09-04
- #196.12 B-12 Approved Change Order No. 04-02-03 and 05-02-04 Lee & Stires, Inc. (Category 2 Earthwork) for the Grand Terrace High School Project, Bid #08-14
- #196.13 B-13 Approved contract amendment with Advocates for Labor Compliance, LLC for labor compliance monitoring program services for Bloomington High School new math and science building and interim housing

**#197** On motion of Board Member Mendoza–Ware and Board Member Zamora, and carried on a

4-3 vote (Armenta, Haro and Taylor opposed), the Board approved Action Item B-4 as presented.

- #197.1 B-4 Adopted Resolution 10-06 for Reduction of Particular Kinds of Services for Certificated Staff for 2010-11

**The board, by consensus, directed the district to bring back World Language teachers as a first priority.**

**C. Action Items – Board Policy – First Reading**

#198 On motion of Board Member Mendoza-Ware and Board Member Haro, and carried on a 7-0 vote, the Board approved Action Item *Board Policy, First Reading, C-1* as presented. This item will be presented as a second reading at the March 11<sup>th</sup> board meeting.

- #198.1 C-1 Approved proposed amendment and substitution of board policies and administrative regulations:

- BP 5117 Inter-District Attendance Agreements (substitution)*
- AR 5117 Inter-District Attendance Agreements (substitution)*
- BP 5116.1 Intra-District Open Enrollment (replaces 8060 and 5144.5)*
- AR5116.1 Intra-District Open Enrollment (replaces 8060 and 5144.5)*

**D. Action Items – Resolutions**

#199 On motion of Board Member Haro and Board Member Zamora, and carried on a 7-0 vote, the Board approved Action Items – *Resolutions D-1 through D-4* as presented.

- #199.1 D-1 Adopted Resolution – *Read Across America Day, March 2, 2010*
- #199.2 D-2 Adopted Resolution – *Week of the School Administrator, March 1 – 5, 2010*
- #199.3 D-3 Adopted Resolution – *National Future Farmers of America Week, February 20 – 27, 2010*
- #199.4 D-4 Adopted Resolution – *Women’s History Month, March 2010*

**8.0 ADMINISTRATIVE REPORTS**

- AR-8.1 Personnel – Resignations
- AR-8.2 Status of Joint Use Agreements with the surrounding cities and counties
- AR-8.3 Results of San Bernardino County Superintendent of Schools (SBCSS) Williams Settlement Visit for the Second Quarter 2009-10
- AR-8.4 *Budget Update*  
Assistant Superintendent Ayala provided a brief budget update. He informed the board that his staff continues to research the questions raised at the February 4<sup>th</sup> board meeting related to Tier III funding. Tier III information will be presented to the board thru board correspondence, and, if necessary, Mr. Ayala will make another Tier III realignment presentation.

The Business Services Division is gathering information to present to the board on potential cost savings ideas within the Transportation Department. Items for consideration include, increasing the walking distance for students and using district buses to transport special education students.

To date, the district has received 86 SERP surveys from employees interested in participating in the district’s proposed SERP for 2010. Informational meetings have been scheduled and employees are meeting with county and Keenan representatives to obtain retirement information. March 18<sup>th</sup> is the deadline for employees to submit their retirement resignations. As more concrete information is available, Mr. Ayala will update the board.

- AR-8.5 *Facilities Update*

Assistant Superintendent Ayala presented the board with a handout detailing the current facilities projects at Grand Terrace High School, county street improvements surrounding Bloomington Middle School, Middle School #5 and fire alarm and phone projects.

Philip Aja, bond program manager, Seville Construction Services, introduced Susan McKee, community/business outreach liaison. Ms. McKee will begin working with the district as they prepare to launch the Bond Measure B and G campaign. March 15th is the expected date to launch the Bond Measure B and G website. The Business Services Division, Communications Department, Seville Construction Services, WLC Architects, Inc. and Ms. McKee will work together to organize community meetings which promote involvement from neighboring cities, county supervisors and other community members.

WLC Architects, Inc. presented the High School Campus Master Plan to the board. They also reviewed the areas of the master plan they are committed to. These areas include: participating on the facility master plan team, reviewing existing district data and documentation, educational specifications, sustainable design, developing a campus facilities master plan and the scope, budget and schedule for carrying out the project.

ALMA Strategies reviewed lease-leaseback-financing (LLBF) options for the district as it relates to maximizing the use of Bond Measure B and G monies for immediate use on projects. Some of the advantages of LLBF are the flexibility to realign the program budget, a greater schedule of control and flexibility, competitive pricing and the potential for cost savings.

AR-8.6 Budget Subcommittee Update *~No Report~*

AR-8.7 Curriculum Subcommittee Update no report *~No Report~*

AR-8.8 Facilities Subcommittee Update no report *~No Report~*

AR-8.9 ACE Representative *~No Report~*

AR-8.10 CSEA President Nick Ramirez thanked Board Members Zamora and Albiso and Assistant Superintendent Almendarez for attending the CSEA Valentine's Day Dance. He also thanked the board (district) for extending the SERP to classified employees once again. Mr. Ramirez stated that as a member of a bargaining unit, he is never in support of layoffs. However, he realizes the need for all bargaining units, members of management and the district to compromise to resolve the current budget issues.

AR-8.11 MAC President Angie Dischinger announced that MAC has agreed to take five furlough days for the 2010-2011 school year. She encouraged bargaining units, ACE and CSEA to do the same.

AR-8.12 ROP Update *~No Report~*

## **9.0 SUPERINTENDENT'S COMMUNICATION**

Superintendent Downs announced that the Special Board Meeting tentatively scheduled for March 4<sup>th</sup> is no longer necessary.

Superintendent Downs thanked Principal Verdi and the Colton High School Class of 2009 for renovations made to the bridge crossing Rancho Avenue. He announced many great things going on in the district, such as: Washington High School's Community Resource Fair to be held at the Colton Hutton Center, Crestmore Elementary School is celebrating their 55th anniversary, Career Day at D'Arcy, Bloomington High School Secondary Honor Band Performance, Congressional Medal of Honor Recipients will be at Colton High School, Read Across America Day celebrations districtwide, Cesar Chavez Art and Essay Contest, Colton High School presents, *Little Women*, the musical, National Junior Honor Society Induction at Colton Middle School and the District Science Fair Awards Ceremony on Saturday, February 27, 2010 at Bloomington Middle School.

Superintendent Downs asked all sites to continue sending student events, activities and highlights to his office.

## **10.0 BOARD MEMBER COMMENTS**

**Board Member Ibarra** commended all district and site administrators for providing positive motivation on a daily basis during these difficult financial times. He commented that several surrounding school districts are experiencing similar decisions and the budget realignment decisions are not made to single out individuals; difficult decisions must be made and unfortunately some positions/programs will be affected and/or eliminated. He thanked MAC for their sacrifices and CSEA for their cooperation. Lastly, he acknowledged that the district is not in total control of its budget; outside factors such as the state budget and reduction of funds have forced the board/district into making difficult decisions.

**Board Member Zamora** had no comments.

**Board Member Mendoza-Ware** thanked MAC, acknowledging the five furlough days they have committed to for the 2010-11 school year. She also thanked CSEA for opening the lines of communication with the district and recognizing that all sides must compromise to satisfy the budget shortfall.

**Board Member Armenta** announced that he plans to participate in several Read Across America activities throughout the district in celebration of Dr. Seuss' Birthday. He also looks forward to the upcoming band concerts.

**Board Member Taylor** recently attended the 2009-10 Academic Decathlon Banquet where Colton High School students were honored for their accomplishments. He looks forward to next year's Academic Decathlon season and the possibility of representation from Bloomington High School at the 2010-11 banquet. Mr. Taylor announced the upcoming District Science Fair Awards Ceremony on Saturday, February 27, 2010. He thanked Superintendent Downs for presenting the *Communiqué* at each board meeting and highlighting the positive celebrations within the district.

**Board Member Haro** commented on student success within the district. Several students participated in the Honors Band Celebration and Colton High School's Academic Decathlon team; CHS student, Jesse McCandles, was selected to represent the district in the California All-State Honor Band 2010 and Bloomington High School wrestling team clinched the CIF Division 6 Duals Championship Title. Mrs. Haro visited the following sites and thanked the administration and staff for maintaining a positive educational environment: BMS, BHS, Birney, Crestmore, D'Arcy, Grant, Grimes, Lewis and Lincoln Elementary Schools. Mrs. Haro chaperoned BMS's student field trip to the Huntington Library. Huntington Library staff commented to Mrs. Haro that they always enjoy hosting BMS students as they are always so respectful and well mannered. She recently attended the Strategic Plan #6 committee meeting and reflected on the newsletter that focused on "respect" and "caring". Lastly, Mrs. Haro thanked BHS counselors for holding the Cash for College workshop and MAC for taking five furlough days.

**Board Member Albiso** acknowledged the five furlough days MAC is committed to for the 2010-11 school year and three furlough days taken in 2009-10. He requested that when the district is in a better financial position, members of MAC be compensated for the number of the days they sacrificed.

## **11.0 CLOSED SESSION**

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

At 8:19 p.m., Board President Albiso announced that the board would recess to closed session to discuss the following items on the closed session agenda:

- 11.1 • Student Discipline, Revocation and Re-entry
- 11.2 • Personnel
- 11.3 • Conference with Real Property Negotiator (Gov. Code 54956.8)
- 11.4 • Conference with Legal Counsel—Anticipated Litigation
- 11.5 • Conference with Labor Negotiator

## **12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION**

**#200** The Board meeting reconvened at 9:15 p.m. Board President Albiso reported on action taken in closed session.

(Board Member Mendoza-Ware left following the vote on personnel)

### **12.2 Personnel**

- ◆ Public Employee: Discipline/Dismissal/Release/Reassignment (Gov. Code 54957)
- #200.1 On a motion by Board Member Mendoza-Ware, seconded by Board Member Haro and carried on a 7-0 vote, the Board approved non-reelection of probationary certificated employee for the 2010-11 school year. [Ed. Code 44929.21(b)]
  - ◆ EIN #8383

#200.2 **12.1 Student Discipline, Revocation, and Re-entry**  
On motion of Board Member Ibarra, seconded by Board Member Taylor, and carried on a 6-0 vote (Marge Mendoza-Ware absent), the Board approved student discipline items 1-12 and the readmission of 30 students who have met their plan of rehabilitation and are eligible for readmission in the Colton Joint Unified School District, as recommended in accordance with Education Code 48916 (**EXHIBIT E**).

**12.3 Conference with Real Property Negotiator (Gov. Code 54956.8) ~No Report~**  
Property: APN's: 1167-151-37, 1167-151-32, 1167-151-33, 1167-151-34, 1167-151-31, 1167-151-44, 1167-151-43, 1167-151-35, 1167-151-36, 1167-151-38, 1167-151-39, 1167-151-01, 1167-151-02, 1167-151-45, 1167-151-59, 1167-151-58, 1167-151-60  
District Negotiators: James A. Downs, Jaime R. Ayala, Alice Grundman,  
Counsel, Best, Best & Krieger

**12.4 Conference with Legal Counsel—Anticipated Litigation ~No Report~**  
Significant exposure to litigation pursuant to Government Code Section 54956.9(b)  
Potential Case: one

**12.5 Conference with Labor Negotiator ~No Report~**  
Agency:  
Jerry Almendarez Assistant Superintendent, Human Resources Division  
Ingrid Munsterman, Director, Human Resources Division  
Employee Organizations:  
Association of Colton Educators (ACE)  
California School Employees' Assoc. (CSEA)  
Management Association of Colton (MAC)

**13.0 ADJOURNMENT**

At 9:17p.m., the Board adjourned to the next Regular Board of Education Meeting on March 11, 2010, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.



**EXHIBIT A: Consultants**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Smith	February 23,25 and March 2, 4, 9, 11, 16 & 18, 2010	8:30 - 11:30 a.m.	<i>Algebra Readiness for Parents</i> To provide algebra readiness course for parents to assist their children with homework and in preparation for middle school algebra classes.	Smith	¡Hola! Language Services Oceanside, CA	\$5,000	Title I	Strategy #1

DRAFT

**EXHIBIT B: Gifts**

Site	Donor	Donation/Purpose	Amount
BIRNEY ELEMENTARY	Alice Birney P.T.A.	Check #1214 For benches	\$2,966.39
BIRNEY ELEMENTARY	Alice Birney P.T.A.	Check #1216 For emergency water supply purchase	\$216.43
BLOOMINGTON HIGH SCHOOL	Fred Christian c/o Bloomington High School 10750 Laurel Avenue, Bloomington, CA 92316	Check #4204 To support ASB – PEPSTERS	\$50
BLOOMINGTON HIGH SCHOOL	Julie Urquizu c/o Bloomington High School 10750 Laurel Avenue, Bloomington, CA 92316	To support ASB – PEPSTERS	\$10
BLOOMINGTON HIGH SCHOOL	Dennis Skinner c/o Bloomington High School 10750 Laurel Avenue, Bloomington, CA 92316	To support ASB – PEPSTERS	\$2
D'ARCY ELEMENTARY	Edison International Employee Contributions Campaign James Edward Harris P.O. Box 3288, Princeton, NJ 08543-3288	Check#121910 Site discretionary	\$369.45
JURUPA VISTA ELEMENTARY	Jurupa Vista Elementary P.T.A. 15920 Village Drive Fontana, CA 92337	Check #1158 Site discretionary	\$1,876.43
JURUPA VISTA ELEMENTARY	Jurupa Vista Elementary P.T.A. 15920 Village Drive Fontana, CA 92337	Check #1157 For 3 <sup>rd</sup> grade field trip	\$160
JURUPA VISTA ELEMENTARY	BP Fabric of America Fund P.O. Box 8449, Princeton, NJ 08543-8449	Check #228979 Field trips	\$500
TERRACE VIEW ELEMENTARY	Edison International Employee Contributions Campaign Jacqueline M. Aguilar P.O. Box 3288, Princeton, NJ 08543-3288	Check #153554 Mr. Winter Class (Alexis Aguilar)	\$100

**EXHIBIT C: Personnel Employment**

I-A	Certificated – Regular Staff	Subject	Site
	<i>None</i>		
I-B	Certificated – Activity/Coaching Assignments	Position	Site
	<i>None</i>		
I-C	Certificated – Hourly	Position	Site
	<i>None</i>		
I-D	Certificated – Substitute Teacher		
1.	Anderson, Kenneth	6. Gonzales, Stephen	
2.	Anderson, Michael	7. Parga, Ivonne	
3.	Boone, Jon	8. Perez, Alyssa	
4.	Carter, Kiedryn	9. Rangel, Dawn	
5.	GlaserTvrdik, Courtney	1.0 Tilden, Marisa	
II-A	Classified – Regular Staff	Position	Site
1.	Figuroa, Socorro	Language Assistant	Crestmore
II-B	Classified – Activity/Coaching Assignments	Position	Site
1.	Akins, Cary	Auxiliary Unit Director	CHS
II-C	Classified – Classified Hourly	Position	Site
1.	Hanna, Lenert	Sub Campus Supervisor	
2.	Wolf, Kenneth	Sub Campus Supervisor	
II-D	Classified Substitute	Position	Site
	<i>None</i>		

**EXHIBIT D: Conferences**

Employee	Title	Site	Conference	Date/Location	Funds
John Conboy	Career Tech Coordinator	D.O./CTE	2010 CTE Team Institute	March 10-12, 2010 Rancho Mirage, CA	CTEP funds: \$2,375
Scott Boggs	Assistant Principal	CHS			
Stephen Boone Holly Lacy Michelle Sotelo Donna Hughes (ROP)	Teachers				
Tina Petersen	Assistant Principal	BHS			
Mark Howard Joe Ray Calvin Smith (ROP)	Teachers				
Marisa Bline	Counselor	THMS			
Russell Levine	Teacher	CHS	College Board AP – Annual AP Reading	June 1-8, 2010 Fort Collins, CO	GATE funds: \$750
Christine Whitmyer	Registered Nurse	PPS	National Association of School Nurses Conference	June 28-July 3, 2010 Chicago, IL	MAA funds: \$1,200.76

**EXHIBIT E: Student Discipline**

**Student Discipline:**

1. 91049
2. 148390
3. 150923
4. 160934
5. 89394
6. 160593
7. 142858
8. 1034749
9. 95608
10. 89657
11. 112260
12. 129950

**Expulsion Readmissions for 2009-10 School Year**

1. 141985
2. 145871
3. NEW
4. 113184
5. 74089
6. 95820
7. 122370
8. 119291
9. 129952
10. 1033939
11. 114188
12. 152003
13. 121596
14. 110897
15. 130164
16. 119979
17. 84865
18. 81322
19. 74002
20. 155526
21. 83055
22. 84694
23. 91226
24. NEW
25. 132190
26. 89713
27. 149286
- ~~28. 75894~~ *student not readmitted*
29. 158179
30. 158330
31. 96269



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**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 student field trips as listed and expend the appropriate funds.

**FIELD TRIPS: Regular Meeting March 11, 2010**

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
ROHMS	3/24/10 to 4/01/10 (W/Th/F/S/S/ M/T/W/Th)	11:59 pm	10:50 pm	Washington D.C. Philadelphia New York (Air)	<i>Smithsonian Student Travel</i> Students will expand their educational horizons and enhance college prospects through travel.	8	Tamora Redshaw (9) +1	\$18,835	Parents	Strategy #1
CHS	3/26/10 to 3/28/10 (F/S/S) overnight	8:00 am	10:00 pm	Double Tree Hotel Anaheim, CA (District)	<i>United Spirit Association Cheer Camp</i> Cheer squad will compete in a national cheer competition.	9-12	Laura Martinez Monique Martinez (36) +2	\$11,818	Donations	Strategy #1
BHS	4/17/10 (Sat.)	8:30 am	11:30 pm	Western High School (competition) Disneyland (award ceremony) Anaheim, CA (District)	<i>Music in the Park</i> Student will participate in a choir festival & competition.	9-12	Ryan Duckworth Vanessa Duckworth (37) +1	\$4,002	ASB	Strategy #1
BHS	4/17/10 to 4/20/10 (S/S/M/T) overnight	8:00 am	6:00 pm	Fresno Convention Center Cal State Fresno Fresno, CA (District)	<i>82<sup>nd</sup> Annual State FFA Leadership Conference</i> Students will participate in a leadership conference to focus on skills identified as essential for becoming a successful FFA officer.	9-12	Desiree Trapp Tina Petersen (13) +1	\$4,729.72	Ag. Incentive- Perkins	Strategy #1
CHS	4/24/10 to 4/27/10 (S/S/M/T) overnight	7:30 am	7:00 p.m.	Fresno Convention Center Fresno, CA (District)	<i>CA Association FHA-HERO State Leadership Meeting</i> Students will participate in a leadership conference and compete at the state level.	9-12	Kathleen Dickerson (5)	\$3,541	Perkins (\$2,862.30) ASB (\$678.72)	Strategy #1

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



**FIELD TRIPS: Regular Meeting March 11, 2010**

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
THMS	5/1/10 (Sat.)	8:00 am	9:00 pm	Disneyland Anaheim, CA (District)	<i>Disney Youth Fun Days</i> AVID students will participate in an end of the year academic incentive trip.	7-8	Lauren Rumpf Diane Brown Lauren Tyler (100) +7	\$8,000	ASB	Strategy #1
Sycamore Hills	5/24/10 to 5/28/10 (M/T/W/Th/ F) overnight	8:30 am	1:00 pm	San Gabriel Valley Family YMCA Camp Elk Wrightwood, CA (District)	<i>6<sup>th</sup> Grade Science Camp</i> Students will participate in a hands-on life science education in the natural environment.	6	Annette Wolcott Brenda Retten Rene Jones Jessica Betcher (130)	\$27,520	ASB	Strategy #1
Grimes	5/27/10 (Thurs.)	7:30 am	7:00 pm	Disneyland/California Adventure Anaheim, CA (District)	<i>Disney Youth Education Series/ Disney's World of Physics: Energy and Waves</i> GATE students will examine and gain an understanding on how the energy of light and sound come together to create a unique experience in park attractions.	4, 5, 6	Mark Swanson Ilene Mino Carrie Ashton Diane Amendt (36)	\$1,900	GATE	Strategy #1
Lewis	6/3/10 to 6/4/10 (Th/F) overnight	2:30 pm	6:30 pm	Sea World San Diego, CA (District)	<i>SeaWorld Adventure Camps</i> Students will participate in a marine environment life science field trip based on academic achievement and excellent behavior and attendance.	6	Linda Fosberg Bridget MacQueen (64) +6	\$10,450	Discretionary (\$4,700) ASB (\$500) PTA (\$5,250)	Strategy #1
Lewis	6/7/10 to 6/8/10 (M/T) overnight	2:30 pm	6:30 pm	Sea World San Diego, CA (District)	<i>SeaWorld Adventure Camps</i> Students will participate in a marine environment life science field trip based on academic achievement and excellent behavior and attendance.	6	Mary Tornberg Hillary Schmitt Robert Cerny (51)	\$7,975	Discretionary (\$3,850) ASB (\$500) PTA (\$3,625)	Strategy #1

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



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

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

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

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

**GOAL:** Improved Student Performance

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

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

**ASSEMBLIES/PROGRAMS Regular Meeting: March 11, 2010**

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Smith	4/9/10	8:45 a.m. & 9:45 a.m.	<i>Dance Touring Ensemble</i> A dance presentation incorporating short dance pieces in a variety of styles followed by an explanation and history of each.	Smith	Riverside City College Dance Touring Ensemble Riverside, CA	No cost	No cost	Strategy #1
CMS	4/14/10 & 4/17/10	7:00 p.m.	<i>Project UPBEAT Presentation</i> To expose students to college-going behaviors and academic opportunities.	CMS	Dr. David F. Maynard Professor Chemistry & Biochemistry (4/14/10) Dr. Robert Blackey Professor History (4/17/10) CSU San Bernardino San Bernardino, CA	\$100.00 (\$50 ea.)	Lottery	Strategy #1

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

**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

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

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

**SUBJECT:** **Acceptance of Funding for School-Age Child Care Resource Program (2009-10)**

**GOAL:** Improved Student Performance

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

**BACKGROUND:** The California Department of Education has awarded funding that is to be applied to the Child Development Program.

**BUDGET IMPLICATIONS:** \$1,166 – Total amount to Child Development Program Fund

**RECOMMENDATION:** That the Board accept the funding for School-Age Child Care Resource Program (2009-10).



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 09 - 10

DATE: July 01, 2009

CONTRACT NUMBER: CSCC-9021

PROGRAM TYPE: CCDF SCHOOL AGE RESOURCE

PROJECT NUMBER: 36-6768-00-9

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: COLTON JOINT UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below for the benefit of Child Care and Development Programs, serving school-age children ages five through twelve years in accordance with Exhibit B, "PROGRAM REQUIREMENTS FOR SCHOOL-AGE CHILD CARE RESOURCE PROGRAM" (available online at http://www.cde.ca.gov/fg/aa/cd), which are attached hereto and by this reference incorporated herein. The contractor's signature also certifies compliance with "Standard Provisions for State Contracts" (Exhibit A), which are attached hereto and by this reference incorporated herein.

These funds shall not be used for any purpose considered nonreimbursable pursuant to the 2009-10 Program Requirements for School-Age Child Care Resource Program, the current Child Care and Development Funding Terms and Conditions (FT&Cs) and Title 5, California Code of Regulations.

Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. This contract is effective from July 01, 2009 through June 30, 2010. The total amount payable pursuant to this agreement shall not exceed \$1,166.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services Unit (CDFS) on form CDFS-9529 with fiscal quarters ending September 30, December 31, March 31 and June 30. Reports are due by the 20th of the month following the end of the reporting period. Quarterly reports must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2009 through June 30, 2010 shall be included in their 2009-10 audit due by the 15th day of the fifth month following the end of the contractor's fiscal year or earlier if specified by CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of federal or state statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, Standard Provisions for State Contracts attached.

Form with sections for STATE OF CALIFORNIA and CONTRACTOR, including fields for signature, name, title, address, amount encumbered, program details, and accounting officer information.

**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

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

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

**SUBJECT:** **Approval of Amendment to Contract No. 08-898 with the County of San Bernardino Preschool Services Department to Provide Head Start Services for Fiscal Years 2009-10 and 2010-11**

**GOAL:** Improved Student Performance

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

**BACKGROUND:** The Colton Joint Unified School District contracts with the County of San Bernardino Preschool Services Department to operate the Head Start/State Preschool program. Contract changes for 2009-10 and 2010-11 include the one- time ARRA funds for 2009-10.

**BUDGET  
IMPLICATIONS:** \$1,290,982 – Total contract amount (\$15,785 ARRA allocation and \$1,275,197 allocation for 2010-11 Head Start/State Preschool Services).

**RECOMMENDATION:** That the Board approve the amendment to contract No. 08-898 with the County of San Bernardino Preschool Services Department for fiscal years 2009-10 and 2010-11.



County of San Bernardino

F A S

**STANDARD CONTRACT**

**FOR COUNTY USE ONLY**

<input checked="" type="checkbox"/>	New Change Cancel	Vendor Code COLTONJ493	<b>SC</b>	Dept. <b>A</b>	Contract Number 08-898 A-2		
County Department Preschool Services Department				Dept. Orgn.	Contractor's License No.		
County Department Contract Representative Regina Dalton				Telephone (909) 388-0241	Total Contract Amount \$3,769,191		
<input type="checkbox"/> Revenue <input checked="" type="checkbox"/> Encumbered <input type="checkbox"/> Unencumbered <input type="checkbox"/> Other:				Contract Type			
If not encumbered or revenue contract type, provide reason:							
Commodity Code		Contract Start Date August 15, 2008	Contract End Date June 30, 2011	Original Amount \$1,203,012	Amendment Amount \$1,290,982		
Fund RSC	Dept. HPS	Organization 152	Appr. 300	Obj/Rev Source 3252	GRC/PROJ/JOB No.	Amount \$1,275,197	
Fund RSC	Dept. HPS	Organization AR01	Appr. 300	Obj/Rev Source 3252	GRC/PROJ/JOB No.	Amount \$15,785	
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount	
Project Name Head Start			Estimated Payment Total by Fiscal Year				
			FY 09-10	Amount \$15,785	I/D I	FY	Amount I/D
			10-11	\$1,275,197	I		

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

Name  
Colton Joint Unified School District hereinafter called Contractor (previously known as Delegate Agency)

Address  
1212 Valencia Drive

Colton, CA 92324-1798

Phone Birth Date  
(909) 580-5000

Federal ID No. or Social Security No.

**IT IS HEREBY AGREED AS FOLLOWS:**

**AMENDMENT NO. 2**

It is hereby agreed to amend Contract No. 08-898 as follows:

All references to Delegate Agency (DA) are replaced by Contractor.

**Auditor/Controller-Recorder Use Only**

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



## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

CONSENT ITEM

**TO:** Board of Education

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

**SUBJECT:** **Approval of the Memorandum of Understanding and Agreement (C-1002151) with Riverside County Superintendent of Schools for Participation in the RIMS-BTSA Professional Teacher Induction Program (2009-10)**

**GOAL:** Improved Student Performance

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

**BACKGROUND:** The District has received an agreement with Riverside County Superintendent of Schools for participation in the RIMS-BTSA Program for the term of July 1, 2009 to June 30, 2010. RIMS-BTSA provides new teachers with training to obtain their clear credential and assistance to support their success in the classroom. This year 42 teachers are participating.

**BUDGET**

**IMPLICATIONS:** \$85,050 Increase to restricted general fund

**RECOMMENDATION:** That the Board approve the Memorandum of Understanding and Agreement (C-1002151) with Riverside County Superintendent of Schools for participation in the RIMS-BTSA Professional Teacher Induction Program (2009-10).

**RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS**  
3939 Thirteenth Street/P.O. Box 868  
Riverside, California 92502

**MEMORANDUM OF UNDERSTANDING AND AGREEMENT  
FOR PARTICIPATION IN THE RIMS-BTSA CONSORTIUM PROFESSIONAL  
TEACHER INDUCTION PROGRAM  
FISCAL YEAR 2009-10**

This MOU/Agreement, effective **July 1, 2009**, by and between **Riverside County Superintendent of Schools**, the LEA for RIMS Beginning Teacher Support and Assessment Professional Teacher Induction Program Consortium (RIMS-BTSA), hereinafter referred to as the "SUPERINTENDENT," and **Colton Joint Unified School District** hereinafter referred to as the "EMPLOYING AGENCY" to implement the Beginning Teacher Support and Assessment/Induction Program within the RIMS (Riverside, Inyo, Mono, and San Bernardino counties) and other select regions within the State of California;

**Purpose:** The purpose of this MOU/Agreement is to establish a formal working relationship between the parties to this MOU/Agreement: and to set forth the operative conditions, which will govern this partnership. The SUPERINTENDENT and the EMPLOYING AGENCY will form a partnership in providing and coordinating services as part of the RIMS-BTSA Consortium Professional Teacher Induction Program, hereafter referred to as RIMS-BTSA.

**W I T N E S S E T H**

1. The EMPLOYING AGENCY agrees to participate in the SUPERINTENDENT'S RIMS-BTSA Induction program and receive funding to be used by the EMPLOYING AGENCY to support its' participating teachers in the RIMS-BTSA Induction Program.

Each BTSA participant must submit a consent form to the RIMS-BTSA program and be fully eligible to participate in BTSA/Induction. EMPLOYING AGENCY funding is based on the number of fully eligible participants.

2. **The SUPERINTENDENT agrees to:**

- a. Provide appropriate staff to operate and administer the program.
- b. SUPERINTENDENT agrees to pay the EMPLOYING AGENCY as follows:

A total of **42** teacher(s) employed by the EMPLOYING AGENCY are formally participating in the RIMS-BTSA program at \$ **2,025.00** per fully eligible participating teacher.

The total of this MOU/Agreement shall not exceed **\$85,050.00** without prior written consent of the SUPERINTENDENT.

- c. The funding under this MOU/Agreement shall only be expended against applicable “Release Time”, “Staff Development”, and/or “Additional Support” directly related to the RIMS-BTSA participating teacher (PT) as described in the “**Attachment A**” section of this agreement.
- d. All permissible expenditures accrued by the EMPLOYING AGENCY under the terms of this MOU/Agreement shall be reimbursed by the SUPERINTENDENT upon receipt of EMPLOYING AGENCY invoice(s) detailing how the EMPLOYING AGENCY’s BTSA Induction funding was spent during the MOU/Agreement year and all required supporting documentation. **All invoices must have a breakdown of how the BTSA Induction funds of this MOU/Agreement were expended during the MOU/Agreement period by the EMPLOYING AGENCY and must include all required supporting documentation in order for payment to the EMPLOYING AGENCY to be processed.** All invoices need to be submitted to the SUPERINTENDENT to the attention of Lisa Cassel, Administrator. All funds must be expended and/or encumbered within the term period of this MOU/Agreement.
- e. The EMPLOYING AGENCY has until June 30, 2010 to expend the BTSA Induction funds. All invoices(s) must be received **no later than** June 15, 2010. Any EMPLOYING AGENCY invoice(s) with required supporting documentation received after June 15, 2010, may not be reimbursed. All invoices need to be submitted to the SUPERINTENDENT to the attention of Lisa Cassel, Administrator.
- f. Provide program activities such as:
  - 1. Institutional Committee meetings
  - 2. RIMS-BTSA Governance Team meetings
  - 3. RIMS-BTSA Induction Program Unit meetings
  - 4. New Teacher Orientations (NTOs) within the EMPLOYING AGENCY
  - 5. FACT Initial Teacher Trainings
  - 6. FACT Follow-up Trainings
  - 7. EL Resource Days
  - 8. District Liaison meetings
  - 9. End of the year Colloquium
- g. Provide RIMS-BTSA program services to participating teachers and support providers in participating EMPLOYING AGENCIES.
- h. Establish and maintain accurate records and reports. Maintain a confidential file on each participating new teacher, which includes the following:
  - 1. State-required Consent Form
  - 2. Copies of all FACT (Formative Assessment for California Teachers) completion activities submitted/completed for Year 1 and Year 2 participation for each Participating Teacher (PT)
  - 3. Three Individual Induction Plans (IIP), one for Year 1 and two for Year 2.
  - 4. Induction Program Completion Requirements document upon completion of the second year of the RIMS-BTSA program.
  - 5. Maintain the RIMS BTSA Online (RBO) system for credential tracking of each participating teacher.

- i. Provide the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) all report documents and other information requested on all matters related to the RIMS-BTSA'S program requirements and activities.
- j. Convene the Governance Team monthly and District Liaisons quarterly, and develop other administrative processes as provided for in the program description.
- k. Establish and coordinate all Initial FACT (two full days) and four Follow-ups (half-days) for new SPs; four FACT Follow-up Training sessions for all returning SPs four times per year of continual training of the EMPLOYING AGENCY support providers to be held in six satellite locations within the RIMS region.
- l. Appoint a project teacher and/or coordinator with sufficient FTE (full-time equivalency chart below) to fulfill the perspective project teacher and/or coordinator roles and responsibilities for the actual numbers of participating teachers in the RIMS-BTSA Consortium Professional Teacher Induction Program:

1. 1-20 participating teachers	1 hour daily	0.17 FTE
2. 21-40 participating teachers	2 hours daily	0.33 FTE
3. 41-50 participating teachers	3 hours daily	0.50 FTE
4. 51-60 participating teachers	4 hours daily	0.66 FTE
5. 60-100 participating teachers	6 hours daily	1.00 FTE

- m. Participate in the program evaluation.
- n. Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities as described above.
- o. Provide the EMPLOYING AGENCY quarterly and year-end expenditure reports of the EMPLOYING AGENCY's contract balance and maintain all the EMPLOYING AGENCY's funding documentation required by RIMS-BTSA and the state.

**3. The EMPLOYING AGENCY agrees to:**

- a. Appoint a district liaison to fulfill the EMPLOYING AGENCY designated district liaison roles and responsibilities for the actual numbers of participating teachers in the RIMS-BTSA program.
- b. Identify and serve all participating teachers who are eligible for RIMS-BTSA services as described by the state guidelines.
- c. Identify all school sites with RIMS-BTSA eligible participating teachers and provide appropriate and sufficient information to all site administrators.
- d. Provide RIMS-BTSA participating teachers one-to-one or small group consultations between support provider and participating teacher(s).
- e. Provide experienced teachers working as RIMS-BTSA support providers the opportunity to participate in FACT Initial Teacher trainings and FACT Follow-up trainings.

- f. Participate in the RIMS-BTSA program evaluation.
  - g. Submit invoices providing a complete expenditure breakdown/allocation of EMPLOYING AGENCY's use of these funds as described in 2(c) and all required documentation sought by RIMS-BTSA in its capacity as LEA of the RIMS-BTSA program.
  - h. Develop and maintain budgets that allocate amounts sufficient to meet the costs of implementing its program responsibilities as described in paragraph 3 (a-j). Total BTSA/Induction funding will be allocated based on the official enrollment and participation of eligible teachers in the RIMS-BTSA program as described in 2 (b), 2 (c), and 2 (d). The EMPLOYING AGENCY will need to use the following SACS Codes when establishing and maintaining the BTSA/Induction Budget. Resource #7392, Goal #7110, and Object Code #8677.
  - i. BTSA Induction funding received from the SUPERINTENDENT cannot be co-mingled with other funds within the EMPLOYING AGENCY.
  - j. Expend BTSA Induction funding received from the SUPERINTENDENT according to the grant's expenditure guidelines. See "**Attachment A**".
4. The term of this MOU/Agreement shall be from **July 1, 2009**, to and including **June 30, 2010**.
  5. Contract and monitoring responsibilities for this MOU/Agreement rest with the SUPERINTENDENT.
  6. Any and all products developed by the RIMS-BTSA consortium are the exclusive property of the SUPERINTENDENT.
  7. Employees, staff, and subcontractors of the EMPLOYING AGENCY, as a co-sponsor of the RIMS-BTSA Consortium Professional Teacher Induction Program, have permission to reproduce and use the products in the RIMS-BTSA program execution without the expressed written permission of the SUPERINTENDENT and the RIMS-BTSA consortium. It is prohibited for anyone to copy or use the products of the RIMS-BTSA consortium Professional Teacher Induction Program for profit or any other purpose.
  8. The SUPERINTENDENT and the RIMS-BTSA consortium shall have the authority to adapt and adopt materials developed by the RIMS-BTSA consortium for dissemination purposes.
  9. It is agreed that the EMPLOYING AGENCY or any employee or agent of the DISTRICT is acting as an independent contractor and not as an agent or employee of the said SUPERINTENDENT.
  10. It is agreed that the SUPERINTENDENT will not withhold any federal or state income tax from payment made pursuant to this contract, but will provide the EMPLOYING AGENCY with a statement of invoiced expenditures at end of each calendar year.
  11. The EMPLOYING AGENCY certifies that it is aware of the laws of the State of California requiring employer to be insured against liability for Worker's Compensation and shall comply with such laws during the term of this contract.

12. The parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save, and hold harmless each other, and their respective officers, agents, servants, and employees, of any from any and all liability, claims demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this MOU/Agreement by such indemnifying party, or its officers, agents, servants, and employees.
13. Neither this MOU/Agreement nor any duties or obligations under this MOU/Agreement may be assigned by EMPLOYING AGENCY without the prior written consent of the SUPERINTENDENT.
14. The EMPLOYING AGENCY and all of the EMPLOYING AGENCY's employees or agents shall secure and maintain in force such licenses and permits that are required by law, in connection with the furnishing of materials, supplies, or services herein listed.
15. This contract may be amended only by the mutual written consent of the parties hereto, except that the SUPERINTENDENT may unilaterally amend the contract to accomplish the below-listed changes:
  - a. Increases in dollar amounts.
  - b. Administrative changes that do not affect the contractual rights of the parties
  - c. Changes as required by law.

IN WITNESS WHEREOF, the parties hereto have executed this MOU/Agreement on the day and year first above written.

**Riverside County  
Superintendent of Schools**

Signed   
Authorized Signature

Date 1-28-10

**Colton Joint Unified School District**

Signed \_\_\_\_\_  
Authorized Signature

Date \_\_\_\_\_

**ATTACHMENT A**

**Reimbursable Expenditures through the RIMS-BTSA Induction Program for Fiscal Year 2009-2010 @ \$ 2,025.00 per fully eligible Participating Teacher (PT)**

**RELEASE TIME:**

[At EMPLOYING AGENCY sub costs (daily pay rate plus applicable payroll taxes or fixed costs), may be allocated for each PT, if applicable)

- Time for the Participating Teacher to do classroom observation. It is necessary to have a substitute in the classroom while the PT is released. Daily rate and fixed costs or payroll taxes for the substitute is reimbursable.
- Time for the Participating Teacher to attend staff development sessions that relates to his/her credential requirements which are held during the PT's regular contract time. It is necessary to have a substitute in the classroom while the PT is released. Daily rate and fixed costs or payroll taxes for the substitute is reimbursable.
- Time for the Participating Teacher to attend a workshop that relates to his/her credential requirements. It is necessary to have a substitute in the classroom while the PT is based. Daily rate and fixed costs or payroll taxes for the substitute is reimbursable.
- Substitute costs for the Support Provider (SP) to attend FACT Initial and/or Follow-up trainings held by the RIMS-BTSA Induction program, as well as, classroom observation(s) of the SP's assigned participating teacher(s).

**STAFF DEVELOPMENT:**

- Time for the Participating Teacher to attend staff development sessions or workshops that relate to his/her credential requirements which are held outside of their regular contract time and the EMPLOYING AGENCY has paid the PT for the additional time. The salary and fringes for the additional time to the PT are reimbursable. (Sign-In Sheets Required).

**ADDITIONAL SUPPORT:**

- The fee of an outside speaker whom comes to the EMPLOYING AGENCY to facilitate a staff development session that relates to the Induction Program participation of the PT(s).
- The registration fee to send a Participating Teacher to a workshop that relates to his/her Induction Program participation which is held outside the EMPLOYING AGENCY.
- Additional stipend for Support Provider, not paid by another fund source within the EMPLOYING AGENCY.
- Stipend for the Support Provider (the EMPLOYING AGENCY needs to include the Support Providers name with which BTSA Participating Teacher the Support Provider is working with and how much of the BTSA Induction funding is being used towards Support Provider's stipend).
- 10% of total the EMPLOYING AGENCY's BTSA Induction funding can be utilized for BTSA support staff costs within the EMPLOYING AGENCY.
- Professional Development material purchased by the EMPLOYING AGENCY for the Participating Teacher. (Non-consumable material).
- Mileage reimbursement, not to exceed the annual IRS rate, for Support Providers to attend trainings specific to BTSA related activities held by RIMS-BTSA Induction.
- Up to \$150.00 can be used for Professional Growth Material only. (Receipts must be provided; no materials that can or will be used with students qualify). Professional Growth material that can be given to any teacher regardless of subject taught generally qualifies.

The SUPERINTENDENT requests that the EMPLOYING AGENCY invoice(s) for reimbursements to begin once the EMPLOYING AGENCY receives its' fully executed funding MOU/Agreement from the SUPERINTENDENT.

Status of funding versus billed reimbursements is reflected on the quarterly report, Statement of Account, given out at each of the District Liaison Meetings. The Statement of Account is continuously updated and provided to each EMPLOYING AGENCY by the Riverside County Office of Education, RIMS-BTSA Induction Program at the District Liaison meetings and upon request.

**Non-reimbursable Expenditures through the RIMS-BTSA Induction Program  
for Fiscal Year 2009-2010**

- Participating Teachers who are not officially enrolled and state funded participants
- Rental cars
- Out of state mileage reimbursement
- Food or catering expenditures
- Out of state hotel and travel expenditures
- Conference costs for the Support Provider
- Travel expenditures for the Support Provider not specific to BTSA related activities
- Supplies (office supplies, classroom supplies, or printing) for the SP or PT
- Manipulatives and instructional material used by the teacher in the classroom
- Indirect Costs
- Fee of a speaker, employed by the district, to present a workshop



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

**TO:** Board of Education

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

**SUBJECT:** **Approval of the New Course Descriptions for *Marketing Management and Marketing Sales*, Grades 9-12 (Beginning March 2010)**

**GOAL:** Improved Student Performance

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

**BACKGROUND:** At the request of the Career and Technical Education (CTE) Teachers and to meet the California CTE Standards, these courses were created as semester electives to replace the year long course, *Marketing and Business Leadership*. This change will provide students with the opportunity and flexibility in their schedules to meet their graduation requirement and complete a CTE pathway.

The course descriptions were approved by the Secondary Curriculum Council on February 16, 2010.

**BUDGET IMPLICATIONS:** No additional cost

**RECOMMENDATION:** That the Board approve the new course descriptions for *Marketing Management and Marketing Sales*, Grades 9-12 (Beginning March 2010)

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# High School Course Description for Marketing Management

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**Course Title:** Marketing Management

**Curricular Area:** Business

**Course Number:** CTE1147

**Length:** One Semester

**Grade Level:** 9-12

**Prerequisites:** None

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

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:** Elective

**CTE Course Sequence:** Capstone in Marketing Sales and Services pathway.

## Course Description

This course provides students the opportunity to develop marketing and business leadership skills. The curriculum will cover an introduction to beginning and advanced level marketing management concepts and is designed to prepare students for career training. Topics will include: entrepreneurship, use of technology, risk management, product planning, distribution, management and supervision, human resource management, communications, buying, and basic and social business skills.

Upon completion of this course, students will have developed a “career success kit” to carry into their business and personal lives after graduation, which includes:

- Occupational competencies for marketing management
- Leadership abilities
- Social and business etiquette
- An understanding and appreciation of civic responsibility
- Ethical values
- An understanding of the role of our free enterprise system in the global economy

## Alignment

This course is aligned to the State of California CTE Model Curriculum Standards and is the Capstone course for the Marketing Sales and Services Sequence.

## Instructional Materials

### Required textbook(s)

*Marketing Essentials*, Farese, L., Kimbrell, G>, Woloszyk, C., Glencoe McGraw Hill: Woodland Hills 2009, ISBN 978-0-078-76904-7.

### Supplemental/Reference Materials for Teachers and Students

*The One Minute Manager*, Blanchard, K., Johnson, S., Berkeley Publishing Group: New York, 1982, ISBN 0-425-09847-8

*Economic Experiences*, Day, H., Dieterle, D. South-Western Publishing Co.: Cincinnati, 1990, ISBN 0-538-60291-0

*Advertising Planning and Techniques*. Samson, H. South-Western Publishing Co.: Cincinnati, 1985, ISBN 0-538-04200-1

*Ultra Video Inc. A Small Business Management Simulation*, Wisdom, C., South-Western Publishing Co.: Cincinnati, 1992, ISBN 0-538-61164-2

*Berwyn Ice Cream Company. A Management and Marketing Simulation*, Dostal, J., Glencoe: Westerville, 1996, ISBN 0-395-44617-1

*Marketing Math*, Stull, W., South-Western Publishing Co.: Cincinnati, 1991, ISBN 0-538-60449-2

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Board approved xx/xx/xx

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# High School Course Description for Marketing Management

*Risks & Rewards of Entrepreneurship*, Ashmore, C., Fischer, L., Rippey, G., Southwick, T., Zlotnik, L., Douthitt, F., National Center for Research in Vocational Education: Columbus, 1988

*Entrepreneurship: Starting Your Own Business*, Hutt, R. South-Western Publishing Co.: Cincinnati, 1988, ISBN 0-8219-0324-125803

*Marketing in a Global Economy*, Turner, J., South-Western Publishing Co.: Cincinnati, 1995, ISBN 0-538-04510

*Sports and Entertainment Marketing*, Kaser, K., Oelkers, D., South-Western Publishing Co.: Cincinnati, 2001, ISBN 0-538-69477-7

*Pathways to Success*, Ames, M., South-Western Publishing Co.: Cincinnati, 1994, ISBN 0-538-63727-7

*Impact Inc.* Sellers, B., Masonbrink, K., Glencoe: New York, 1997, ISBN 0-020640636-5

*Getting a Job Process Kit*, Zedlitz, R., South-Western Publishing Co.: Cincinnati, 1998, ISBN 0-538-64900-X

*The Winning Streak: A Marketing Decision-Making Simulation*, Simon, J., Casillo, P., South-Western Publishing Co.: Cincinnati, 1992, ISBN 0-538-60162-0

*Making Buying Decisions: Using the Computer as a Tool*, Clodfelter, R., Dublin, P., International Thomson Publishing Company: New York, 1996, ISBN 0-8273-6797-X

*Ethics in American Life*, Goree, K., South-Western Publishing Co.: Cincinnati, 1992, ISBN 0-538-63489-8

*Mirror Mirror Incorporated: An International Office Simulation*, South-Western Publishing Co.: Cincinnati, 1994, ISBN 0-538-62384-5

*Time Management for Teens*, Stone, F. Lifelong Learning Systems: Stamford, 1999.

Suggested Videos / DVDs / Films:

Video: Commercial Clips  
 Safety is Your Business. Video distributed by Target

Websites

- |   |   |
|---|---|
| <a href="http://www.deca.org">http://www.deca.org</a>                         | <a href="http://www.cadeca.org">http://www.cadeca.org</a>   |
| <a href="http://www.knowledgematters.com">http://www.knowledgematters.com</a> | <a href="http://www.xap.com">http://www.xap.com</a>         |
| <a href="http://www.mark-ed.org">http://www.mark-ed.org</a>                   | <a href="http://www.bused.org">http://www.bused.org</a>     |
| <a href="http://www.nationalmea.org">http://www.nationalmea.org</a>           | <a href="http://www.bridges.com">http://www.bridges.com</a> |

Software

*Making Buying Decisions: Using the Computer as a Tool*, Clodfelter, R., Dublin, P., International Thomson Publishing Company: New York, 1996, ISBN 0-8273-6797-X

*Virtual Business: Retailing*, Virtual Business Sports

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Daily work: Homework, class work, projects and participation	65%
Tests / quizzes .....	20%
Final Examination .....	15%
	Total: 100%

**Development Team**

This Course of Study was created in 2009 by Stephen Boone, Tina Petersen and Jennifer Wymer.

# High School Course Description for Marketing Management

## Pacing Guide

### Spring, Semester 2

#### UNIT 1: Product/Service Planning

Weeks: 1-3

##### Instructional Materials:

*Marketing Essentials*, Chapter 30-32

##### Pathway Standards Covered:

###### **B. Entrepreneurship Pathway**

B4.0 Students understand effective marketing of small businesses.

B4.3 Understand how products and services are conceived, developed, maintained, and improved in response to market opportunities.

##### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Services sector.

10.3 Know the product and service management concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

#### UNIT 2: Management and Supervision

Weeks: 4-7

##### Instructional Materials:

*Marketing Essentials*, Chapter 10-11

Various Materials listed on page 1-2

##### Pathway Standards Covered:

###### **D. Professional Sales and Marketing Pathway**

D2.0 Students understand the theories and basic functions of sales management.

D2.2 Know methods of motivating and evaluating sales staff.

##### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**7.0 Responsibility and Flexibility** – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

**9.0 Leadership and teamwork** - Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefit of workforce diversity, and conflict resolution.

## High School Course Description for Marketing Management

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9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

### UNIT 3: Buying and Distribution

Week: 8-9

#### Instructional Materials:

*Marketing Essentials*, Chapters 21-23

Various materials listed on page 1-2

#### Pathway Standards Covered:

##### **B. Entrepreneurship Pathway**

B1.0 Students understand the basic aspects of entrepreneurship.

B1.6 Know how the various channels of distribution and inventory control systems are important to the marketing process of a small business.

#### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.1 Apply appropriate problem – solving strategies and critical thinking skills to work-related issues and tasks.

**10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Services sector.

10.6 Understand the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods and services.

### UNIT 4: Risk Management

Weeks: 10-11

#### Instructional Materials:

*Marketing Essentials*, Chapter 34

#### Pathway Standards Covered:

##### **B. Entrepreneurship Pathway**

B1.0 Students understand the basic aspects of entrepreneurship.

B1.4 Know the risk management principles associated with small business ownership.

#### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.1 Apply appropriate problem – solving strategies and critical thinking skills to work-related issues and tasks.

**6.0 Health and Safety** – Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

## High School Course Description for Marketing Management

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### UNIT 5: Global Marketing

Weeks: 12-13

#### Instructional Materials:

*Marketing Essentials*, Chapters 4-6

#### Pathway Standards Covered:

##### **C. International Trade Pathway**

C1.0 Students understand the fundamental concepts of international business.

C1.1 Know the measures used to evaluate the economic conditions of a country and how economic development levels are determined.

C1.3 Understand how trade agreements and barriers affect free trade.

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade.

C2.1 Understand the ways in which cultural factors affect the marketing of goods and services.

#### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

### UNIT 6: Entrepreneurship

Weeks: 14-17

#### Instructional Materials:

*Marketing Essentials*, Chapters 33, 35-36

#### Pathway Standards Covered:

##### **B. Entrepreneurship Pathway**

B1.0 Students understand the basic aspects of entrepreneurship.

B1.2 Understand the different types of business ownership and the advantages and disadvantages of owning and managing a small business.

B2.0 Students understand the elements and purpose of a business plan.

B2.1 Understand the reasons a small business develops a business plan.

B2.5 Analyze a proposed business situation and its potential market.

#### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.1 Apply appropriate problem – solving strategies and critical thinking skills to work-related issues and tasks.

**9.0 Leadership and Teamwork** – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

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## High School Course Description for Marketing Management

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### Unit 7: Final Review/Exam

Week 18

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

### Support for English Language Learners:

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or providing a language assistant, if available.

### Support for Special Education Students:

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or provide an instructional aide, if available. Special needs students could be enrolled in a collaboration class along with WorkAbility students.

### Stretching the Lesson for GATE Students:

Lessons can be stretched by adding additional tasks to assignments or creating advanced level projects.

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## High School Course Description for Marketing Sales

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**Course Title:** Marketing Sales

**Curricular Area:** Business

**Course Number:** CTE1146

**Length:** One Semester

**Grade Level:** 9-12

**Prerequisites:** None

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

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:** Elective

**CTE Course Sequence:** Concentrator in Marketing Sales and Services pathway.

### Course Description

This course provides students the opportunity to develop marketing and business leadership skills. The curriculum will cover an introduction to beginning and advanced level marketing sales concepts and is designed to prepare students for career training. Topics will include: career exploration, selling, advertising and promotion, , use of technology, economic concepts, communications, pricing, and basic and social business skills.

Upon completion of this course, students will have developed a “career success kit” to carry into their business and personal lives after graduation, which includes:

- Occupational competencies for marketing sales
- Leadership abilities
- Social and business etiquette
- An understanding and appreciation of civic responsibility
- Ethical values
- An understanding of the role of our free enterprise system in the global economy

### Alignment

This course is aligned to the State of California CTE Model Curriculum Standards and is the Concentrator course for the Marketing Sales and Services Sequence.

### Instructional Materials

#### Required textbook(s)

*Marketing Essentials*, Farese, L., Kimbrell, G>, Woloszyk, C., Glencoe McGraw Hill: Woodland Hills 2009, ISBN 978-0-078-76904-7.

#### Supplemental/Reference Materials for Teachers and Students

*The One Minute Manager*, Blanchard, K., Johnson, S., Berkeley Publishing Group: New York, 1982, ISBN 0-425-09847-8

*Economic Experiences*, Day, H., Dieterle, D. South-Western Publishing Co.: Cincinnati, 1990, ISBN 0-538-60291-0

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Board approved xx/xx/xx

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## High School Course Description for Marketing Sales

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*The Winning Streak: A Marketing Decision-Making Simulation*, Simon, J., Casillo, P., South-Western Publishing Co.: Cincinnati, 1992, ISBN 0-538-60162-0

*Making Buying Decisions: Using the Computer as a Tool*, Clodfelter, R., Dublin, P., International Thomson Publishing Company: New York, 1996, ISBN 0-8273-6797-X

*Ethics in American Life*, Goree, K., South-Western Publishing Co.: Cincinnati, 1992, ISBN 0-538-63489-8

*Mirror Mirror Incorporated: An International Office Simulation*, South-Western Publishing Co.: Cincinnati, 1994, ISBN 0-538-62384-5

*Time Management for Teens*, Stone, F. Lifelong Learning Systems: Stamford, 1999.

Suggested Videos / DVDs / Films:

Video: Commercial Clips  
 Safety is Your Business. Video distributed by Target

Websites

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|---|---|
| <a href="http://www.deca.org">http://www.deca.org</a>                         | <a href="http://www.cadeca.org">http://www.cadeca.org</a>   |
| <a href="http://www.knowledgematters.com">http://www.knowledgematters.com</a> | <a href="http://www.xap.com">http://www.xap.com</a>         |
| <a href="http://www.mark-ed.org">http://www.mark-ed.org</a>                   | <a href="http://www.bused.org">http://www.bused.org</a>     |
| <a href="http://www.nationalmea.org">http://www.nationalmea.org</a>           | <a href="http://www.bridges.com">http://www.bridges.com</a> |

Software

*Making Buying Decisions: Using the Computer as a Tool*, Clodfelter, R., Dublin, P., International Thomson Publishing Company: New York, 1996, ISBN 0-8273-6797-X

*Virtual Business: Retailing*, Virtual Business Sports

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Daily work: Homework, class work, projects and participation	65%
Tests / quizzes .....	20%
Final Examination .....	15%
Total:	100%

**Development Team**

This Course of Study was created in 2009 by Stephen Boone, Tina Petersen and Jennifer Wymer.

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# High School Course Description for Marketing Sales

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## Pacing Guide

### UNIT 1: Economic Concepts and Principles

Weeks 1-2

#### Instructional Materials:

*Marketing Essentials*, Chapters 3-5

#### Content Standards Covered:

#### **Pathway Standards Covered:**

**B. Entrepreneurship Pathway** – Competition and the global economy have opened the door for many new businesses, and entrepreneurs are becoming increasingly vital to the economy. Students with a career interest in entrepreneurship learn skills for employment in today’s growth industries as well as skills that are transferrable to careers of the future.

*B5.0 Students understand the key economic concepts that affect small business ownership.*

B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

B5.3 Understand the role of government in the free enterprise system and its impact on small businesses.

B5.4 Understand the relationship between supply and demand and pricing and production.

**C. International Trade Pathway** – The relative ease of travel and the use of electronic communication have seemingly diminished the size of the globe. Today’s global marketplace, while growing and thriving, is also becoming increasingly competitive. Students focusing on the occupational area of international trade develop an understanding of the global business environment and the interconnectedness of cultural, political, legal, historical, economic and ethical systems.

*C1.0 Students understand the fundamental concepts of international business.*

C1.1 Know the measures used to evaluate the economic conditions of a country and how economic development levels are determined.

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

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**9.0 Leadership and teamwork** – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

### UNIT 2: Marketing Concepts and Market Research

Weeks: 3-6

#### Instructional Materials:

*Marketing Essentials*, Chapters 1-2, 28-29

#### **Pathway Standards Covered**

#### **B. Entrepreneurship Pathway**

*B2.0 Students understand the elements and purpose of a business plan.*

B2.2 Conduct market research by using a variety of methods.

*B4.0 Students understand effective marketing of small businesses.*

B4.4 Understand how market research is used to develop strategies for marketing products or services in a small business.

Secondary Curriculum Council Approved 2/16/2010

Board approved xx/xx/xx

Page 3 of 6

printed 03/02/10

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## High School Course Description for Marketing Sales

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**D. Professional Sales and Marketing Pathway** – Employees in professional sales and marketing are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers. Sales positions in all sectors account for more than eight million jobs and are expected to grow. The increased use of technology in sales positions has resulted in increased responsibilities for members of the sales staff. Students focusing on this competitive career path develop an understanding of the sales process, sales management, and marketing information management.

*D3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities.*

D3.1 Analyze and use data for identifying potential customers and clients.

D3.3 Research consumers' needs and wants to develop, maintain, and improve a product or service.

### **State Content Standards Covered**

**4.0 Technology** – Students know how to use contemporary, and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

### **UNIT 3: Promotion**

**Weeks: 7-9**

#### Instructional Materials:

*Marketing Essentials*, Chapters 17-20

#### **Pathway Standards Covered:**

##### **B. Entrepreneurship Pathway**

*B4.0 Students understand effective marketing of small businesses.*

B4.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated income.

### **State Content Standards Covered**

**4.0 Technology** – Students know how to use contemporary, and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.1 Apply appropriate problem – solving strategies and critical thinking skills to work-related issues and tasks.

**10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Services sector.

10.4 Know how promotion concepts and strategies, including advertising, sales promotion, public relations, and personal selling, are used to communicate information about products, services, images, and ideas to achieve a desired outcome.

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## High School Course Description for Marketing Sales

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### UNIT 4: Pricing

Weeks: 10-11

#### Instructional Materials:

*Marketing Essentials*, Chapters 25-27

#### Pathway Standards Covered:

##### **B. Entrepreneurship Pathway**

*B1.0 Students understand the basic aspects of entrepreneurship*

B1.5 Formulate pricing strategies for goods and services for a small business.

#### State Content Standards Covered

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem – solving techniques.

5.1 Apply appropriate problem – solving strategies and critical thinking skills to work-related issues and tasks.

**10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Services sector.

10.7 Know the pricing concepts and strategies used to maximize return and meet customers’ perceptions of value.

### UNIT 5: Personal Selling

Weeks: 12-14

#### Instructional Materials:

*Marketing Essentials*, Chapters 12-16

#### Pathway Standards Covered:

##### **D. Professional Sales and Marketing Pathway**

D1.0 Students understand the key concepts of professional sales and marketing.

D1.3 Know the steps of the selling process.

D1.4 Know the techniques used by salespeople to enhance selling potential and increase customers’ satisfaction.

D1.5 Understand the impact of a salesperson’s knowledge of the product and its effect on potential sales.

#### State Content Standards Covered

**7.0 Responsibility and Flexibility** – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

**9.0 Leadership and teamwork** - Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefit of workforce diversity, and conflict resolution.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

**10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Services sector.

10.5 Understand the methods used to determine client needs and desires and respond with selling concepts, including planned personalized communication that influences purchase decisions and enhances future business opportunities.

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## High School Course Description for Marketing Sales

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### UNIT 6: Career Preparation

Weeks: 15-17

#### Instructional Materials:

*Marketing Essentials*, Chapter 37-38

#### State Content Standards Covered

**3.0 Career Planning and Management** – Students understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training and licensure.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

**7.0 Responsibility and Flexibility** – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

### Unit 7: Final Review/Exam

Week 18

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

#### Support for English Language Learners:

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or providing a language assistant, if available.

#### Support for Special Education Students:

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or provide an instructional aide, if available. Special needs students could be enrolled in a collaboration class along with WorkAbility students.

#### Stretching the Lesson for GATE Students:

Lessons can be stretched by adding additional tasks to assignments or creating advanced level projects.



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

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

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

**SUBJECT:** **Approval of the New Course Descriptions for *Microsoft PowerPoint/Publisher, Microsoft Word, and Microsoft Excel, Grades 9-12 (Beginning March 2010)***

**GOAL:** Improved Student Performance

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

**BACKGROUND:** At the request of the Career and Technical Education (CTE) Teachers and to meet the California CTE Standards, these courses were created as semester electives to replace the year long *Microsoft Office User Specialist* (MOUS) course. Students will be provided additional instruction in preparation for MOUS Certification exams.

The course descriptions were approved by the Secondary Curriculum Council on February 16, 2010.

**BUDGET IMPLICATIONS:** No additional cost

**RECOMMENDATION:** That the Board approve the new course descriptions for *Microsoft PowerPoint/Publisher, Microsoft Word and Microsoft Excel, Grades 9-12 (Beginning March 2010)*

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## High School Course Description Microsoft PowerPoint/Publisher

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**Course Title:** Microsoft PowerPoint/Publisher

**Curricular Area:** Business Education

**Course Number:** CTE1144

**Length:** One Semester (repeatable up to 15 credits)

**Grade Level:** 9-12

**Prerequisites:** Repeats must have a “C” or better or teacher permission

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

**Meets NCAA Requirement:** No

**CTE Course Sequence:**

Information & Support Services

**Meets High School Graduation Requirement for:**

Computer Literacy

### Course Description

The Microsoft PowerPoint course is designed to expose students to basic components of the Microsoft PowerPoint program contained in the Microsoft Office Suite. With PowerPoint, student will learn to produce professional looking presentations and slideshows. PowerPoint includes features from word processing, outlining, charting, drawing, inserting multi-media, saving to the web, e-mailing, collaborating and preparing delivery of presentation.

This course exposes students to Industry standards aligned with the Microsoft Certified Application Specialist (MCAS) for Microsoft PowerPoint. Students will work individually, and in small groups, developing the hands on skills needed to be successful in understanding the core and advanced features of Microsoft PowerPoint. The emphasis of this course will align with the competencies identified in the MCAS certification process. This course satisfies the District computer literacy requirements.

The MCAS certification is a global program, which recognizes individuals who have achieved a certain level of mastery with Microsoft Office products. It provides a framework for measuring end-user proficiency with these applications and their ability to integrate them with other software applications. A Microsoft Certified Application Specialist is an individual who has certified their skills in one or more of the Microsoft Office desktop applications of Microsoft Word, Excel, PowerPoint, Outlook, or Access. These certification examinations utilize leading edge computer-based techniques to verify knowledge and productivity in a series of “practical” desktop activities at the “Core”, “Expert” and “Master” skill levels.

MCAS certification offers a means for students to demonstrate their knowledge of the world’s most recognized and utilized suite of communication, data collection, and presentation computer applications; a standards by which employers can recruit candidates with the most current desktop skills; a baseline for academic institutions to measure desktop preparation; a means to verify and measure training results; and a globally recognized credential which both employers and job applicants can use for successful placement.

### Alignment

This course is aligned to the State of California CTE Model Curriculum Standards and is the Capstone course for the Information and Support Services Sequence.



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## High School Course Description Microsoft PowerPoint/Publisher

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### Instructional Materials

#### Required Textbook(s)

*Microsoft Office 2007, Introductory Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Windows XP Edition, Thomsen Course Technology, 2008, ISBN-13: 978-1-4188-4327-4

*Microsoft Office 2007, Advanced Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007; ISBN-: 978-1-4188-4332-8

*Microsoft Office 2007: Post-Advanced Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 978-1-4188-4334-2

#### Supplemental Materials

1. "Microsoft Office 2007, Introductory Concepts & Techniques Instructor Resources," Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 1-4239-1225-X.
2. "Microsoft Office 2007, Advanced Concepts & Techniques Instructor Resources," Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 1-4239-1226-8.
3. "Microsoft Office 2007: Post-Advanced Concepts and Techniques Instructor Resources," Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 1-4239-1226-8.
4. "Sam 2007 Assessment 2.0," Course Technology, 2007, ISBN: 978-1-4239-1346-7 \$2200/3yr 2 site license.
5. "Sam 2007 Assessment 2.0, Instructor Resources," Course Technology, 2007, ISBN: 1-4239-1346-9.
6. "Casegrader Office 2007," Course Technology, 2007, ISBN: 978-1-4239-9856-3. (don't purchase)
7. "Casegrader Office 2007, Instructor Resources," Course Technology, 2007, ISBN: 1-4239-9856-1.
8. "Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Introductory," Course Technology, 2007, ISBN: 978-1-4239-2528-6.
9. "Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Introductory Instructor Resources," Course Technology, 2007, ISBN: 1-4239-2528-9. \$22.00
10. "Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Advanced," Course Technology, 2008, ISBN: 978-1-4239-2527-9. \$22.00
11. "Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Advanced Instructor Resources," Course Technology, 2008, ISBN: 1-4239-2527-0.
12. "Microsoft Certified Application Specialist Exam Reference for Microsoft Office 2007," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2007, ISBN: 978-1-4239-0555-4. \$18.25
13. "Microsoft Certified Application Specialist Exam Reference for Microsoft Office 2007 Instructor Resources," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2007, ISBN: 1-4239-0555-5.
14. "MCAS Office 2007 Certification Workbook," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2008, ISBN: 978-1-4239-0439-7. \$24.25
15. "MCAS Office 2007 Certification Workbook Instructor Resources," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2008, ISBN: 1-4239-0439-7.

#### Software

*Microsoft Office 2007 Professional*, Microsoft Corporation, 2007

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## High School Course Description Microsoft PowerPoint/Publisher

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**Exit Criteria** Evaluation will be based on tests covering the material in the textbook, written assignments (in class and homework), class attendance/participation, and formal report/oral presentations as follows:

<u>Activities</u>	<u>Percentage</u>
Examinations.....	30%
Lab Assignments / Homework.....	40%
Class Participation/Attendance .....	10%
Integration Project and Final Exam .....	<u>20%</u>
Total:	100%

### **Development Team**

This Course of Study was updated in 2009 by Stephen Boone, Tina Petersen and Jennifer Wymer.

## Units Guides for **Microsoft PowerPoint/Publisher**

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### UNIT PLANS

#### **Unit 1: Introduction to PowerPoint and Presentation Skills**

Week 1-3

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

- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.
- 10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.
- 10.6 Understand the interrelationships between hardware components and supportive software.

##### **Pathway Standard**

##### **A. Information Support and Services Pathway:**

- A7.0 Students understand software applications and life-cycle phases.
- A7.1 Know common industry standard software and its applications.

#### **Unit 2: Creating and Editing a Presentation**

Weeks 4-5

- 4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

#### **Unit 3: Creating a Presentation with Illustrations and Shapes**

Weeks: 6-7

- 4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- 4.3 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

## Units Guides for **Microsoft PowerPoint/Publisher**

### Unit 4: Creating Web Pages Using PowerPoint

Weeks: 8-9

#### 2.0 Communications

2.1 Reading: (2.6) Demonstrate use of sophisticated learning tools by following technical directions.

4.0 **Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.4 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

5.0 **Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

9.0 **Leadership and Teamwork** – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

### Unit 5: Integration Project

Weeks: 10-12

#### 2.0 Communications

2.2 Writing: (2.6) Deliver Multimedia Presentations  
(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

2.4 Listening & Speaking: (2.6) Deliver descriptive presentations

5.0 **Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

11.0 **Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

### Unit 6: Microsoft Publisher

Weeks: 13-15

#### 2.0 Communications

2.2 Writing: (1.8) Design and publish documents by using advanced publishing software and graphic programs.

4.0 **Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.5 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

## Units Guides for Microsoft PowerPoint/Publisher

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**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

### Unit 7: Career Exploration/Project

Weeks: 16-17

**3.0 Career Planning and Management:** Students understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**7.0 Responsibility and Flexibility** – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

### Unit 8: Final Review/Exam

Week: 18

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

### Learning Experiences and Instruction:

#### Support for English Language Learners:

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or provide a language assistant, if available.

#### Support for Special Education Students:

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or provide an instructional aide, if available. Special needs students can be enrolled in collaboration class along with Work Ability students.

#### Stretching the Lesson for GATE Students:

Lessons can be stretched by adding additional tasks to assignments or creating advanced level projects.

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## High School Course Description Microsoft Word

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**Course Title:** Microsoft Word

**Course Number:** CTE1143

**Grade Level:** 9-12

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

**CTE Course Sequence:**

Information & Support Services

**Meets High School Graduation Requirement for:**

Computer Literacy

**Curricular Area:** Business Education

**Length:** One Semester (repeatable up to 15 credits)

**Prerequisites:** Repeats must have a “C” or better or teacher permission

**Meets NCAA Requirement:** No

### Course Description

The Microsoft Word course is designed to expose students to basic components of the Microsoft Word program contained in the Microsoft Office Suite. With word, student will learn to create professional looking documents and revise them easily. Students will learn to customize paragraphs, design tables, work with menus, and taskbars; format documents, create and modify graphics, develop macros, workgroup collaboration, and use mail merge. Document examples include flyers, letters, memos, resumes, reports, fax cover sheets, mailing labels, and newsletters.

This course exposes students to Industry standards aligned with the Microsoft Certified Application Specialist (MCAS) for Microsoft Word. Students will work individually, and in small groups, developing the hands on skills needed to be successful in understanding the core and advanced features of Microsoft Word. The emphasis of this course will align with the competencies identified in the MCAS certification process. This course satisfies the District computer literacy requirements.

The MCAS certification is a global program, which recognizes individuals who have achieved a certain level of mastery with Microsoft Office products. It provides a framework for measuring end-user proficiency with these applications and their ability to integrate them with other software applications. A Microsoft Certified Application Specialist is an individual who has certified their skills in one or more of the Microsoft Office desktop applications of Microsoft Word, Excel, PowerPoint, Outlook, or Access. These certification examinations utilize leading edge computer-based techniques to verify knowledge and productivity in a series of “practical” desktop activities at the “Core”, “Expert” and “Master” skill levels.

MOS certification offers a means for students to demonstrate their knowledge of the world’s most recognized and utilized suite of communication, data collection, and presentation computer applications; a standards by which employers can recruit candidates with the most current desktop skills; a baseline for academic institutions to measure desktop preparation; a means to verify and measure training results; and a globally recognized credential which both employers and job applicants can use for successful placement.

### Alignment

This course is aligned to the State of California CTE Model Curriculum Standards and is the Capstone course for the Information and Support Services Sequence.

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## High School Course Description Microsoft Word

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### Instructional Materials

#### Required Textbook(s)

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*Microsoft Office 2007, Advanced Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007; ISBN-: 978-1-4188-4332-8

*Microsoft Office 2007: Post-Advanced Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 978-1-4188-4334-2

#### Supplemental Materials

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11. "Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Advanced Instructor Resources," Course Technology, 2008, ISBN: 1-4239-2527-0.
12. "Microsoft Certified Application Specialist Exam Reference for Microsoft Office 2007," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2007, ISBN: 978-1-4239-0555-4. \$18.25
13. "Microsoft Certified Application Specialist Exam Reference for Microsoft Office 2007 Instructor Resources," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2007, ISBN: 1-4239-0555-5.
14. "MCAS Office 2007 Certification Workbook," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2008, ISBN: 978-1-4239-0439-7. \$24.25
15. "MCAS Office 2007 Certification Workbook Instructor Resources," Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2008, ISBN: 1-4239-0439-7.

#### Software

*Microsoft Office 2007 Professional*, Microsoft Corporation, 2007

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## High School Course Description Microsoft Word

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**Exit Criteria** Evaluation will be based on tests covering the material in the textbook, written assignments (in class and homework), class attendance/participation, and formal report/oral presentations as follows:

<u>Activities</u>	<u>Percentage</u>
Examinations.....	30%
Lab Assignments / Homework.....	40%
Class Participation/Attendance .....	10%
Integration Project and Final Exam .....	20%
Total:	100%

### **Development Team**

This Course of Study was updated in 2009 by Stephen Boone, Tina Petersen and Jennifer Wymer.



## UNIT PLANS

### Unit 1: Introduction to Computers and Ethical Behavior

Week 1-2

Content Standards Covered:

**State Content Standards Covered:**

- 3.0 Career Planning and Management:** Students understand how to make effective decisions, use career information, and manage personal career plans.
- 3.1 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.5 Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy
- 7.0 Responsibility and Flexibility** – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings.
- 7.4 Understand that individual actions can affect the larger community.
- 8.0 Ethics and Legal Responsibilities** - Students understand professional, ethical and legal behavior consistent with applicable laws, regulations, and organizational norms.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.
- 10.6 Understand the interrelationships between hardware components and supportive software.

### Unit 2: Introduction to Word, Keyboarding Review, and

Weeks 3-6

#### Working with Windows

**State Content Standards Covered:**

- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.
- 10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.
- 10.6 Understand the interrelationships between hardware components and supportive software.

**Pathway Standards**

**A. Information Support and Services Pathway**

- A7.0 Students understand software applications and life-cycle phases.
- A7.1 Know common industry standard software and its applications.

## Units Guides for Microsoft Word

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### Unit 3: Creating and Editing Word Documents

Weeks: 7-8

#### **2.0 Communications**

2.2 Writing: (2.5) Writing Business Letters

**4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

### Unit 4: Creating a Research Paper

Weeks: 9-10

#### **2.0 Communications**

2.1 Reading: (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**9.0 Leadership and Teamwork** – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

### Unit 5: Career Exploration and Documents

Weeks: 11-13

#### **2.0 Communications**

2.2 Writing (2.5) Write job applications and resumes.

**3.0 Career Planning and Management:** Students understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.5 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills and preparation of a portfolio.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

## Units Guides for **Microsoft Word**

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**7.0 Responsibility and Flexibility** – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace and community settings.

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

### **Unit 6: Creating a Web Page Using Word**

Weeks: 14-15

**4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.3 Understand effective technologies used in website development and the Internet.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**9.0 Leadership and Teamwork** – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

### **Unit 7: Integration Project**

Weeks: 16-17

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

**11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

### **Unit 8: Final Review/Exam**

Week: 18

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

**11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

## Units Guides for **Microsoft Word**

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### **Learning Experiences and Instruction**

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

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or provide a language assistant, if available.

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

Extra time or modified versions of assignments can be given. Other strategies include assigning students to work with a partner or provide an instructional aide, if available. Special needs students can be enrolled in collaboration class along with Work Ability students.

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

Lessons can be stretched by adding additional tasks to assignments or creating advanced level projects.

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## High School Course Description Microsoft Excel

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**Course Title:** Microsoft Excel

**Course Number:** CTE1145

**Grade Level:** 9-12

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

**CTE Course Sequence:**

Information & Support Services

**Meets High School Graduation Requirement for:**

Computer Literacy

**Curricular Area:** Business Education

**Length:** One Semester (repeatable up to 15 credits)

**Prerequisites:** Repeats must have a “C” or better or teacher permission

**Meets NCAA Requirement:** No

### Course Description

The Microsoft Excel course is designed to expose students to basic components of the Microsoft Excel program contained in the Microsoft Office Suite. With excel, student will learn to organize data, complete calculations, make decisions, graph data, develop professional looking reports and publish organized data to the web, and access real time data from websites. Students will be exposed to the four major parts of excel which include workbooks and worksheets, charts, tables and web support.

This course exposes students to Industry standards aligned with the Microsoft Certified Application Specialist (MCAS) for Microsoft Excel. Students will work individually, and in small groups, developing the hands on skills needed to be successful in understanding the core and advanced features of Microsoft Excel. The emphasis of this course will align with the competencies identified in the MCAS certification process. This course satisfies the District computer literacy requirement.

The MCAS certification is a global program, which recognizes individuals who have achieved a certain level of mastery with Microsoft Office products. It provides a framework for measuring end-user proficiency with these applications and their ability to integrate them with other software applications. A Microsoft Certified Application Specialist is an individual who has certified their skills in one or more of the Microsoft Office desktop applications of Microsoft Word, Excel, PowerPoint, Outlook, or Access. These certification examinations utilize leading edge computer-based techniques to verify knowledge and productivity in a series of “practical” desktop activities at the “Core”, “Expert” and “Master” skill levels.

MCAS certification offers a means for students to demonstrate their knowledge of the world’s most recognized and utilized suite of communication, data collection, and presentation computer applications; a standards by which employers can recruit candidates with the most current desktop skills; a baseline for academic institutions to measure desktop preparation; a means to verify and measure training results; and a globally recognized credential which both employers and job applicants can use for successful placement.

### Alignment

This course is aligned to the State of California CTE Model Curriculum Standards and is the Capstone course for the Information and Support Services Sequence.

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## High School Course Description Microsoft Excel

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### Instructional Materials

#### Required Textbook(s)

*Microsoft Office 2007, Introductory Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Windows XP Edition, Thomsen Course Technology, 2008, ISBN-13: 978-1-4188-4327-4

*Microsoft Office 2007, Advanced Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007; ISBN-: 978-1-4188-4332-8

*Microsoft Office 2007: Post-Advanced Concepts and Techniques*; Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 978-1-4188-4334-2

#### Supplemental Materials

1. “Microsoft Office 2007, Introductory Concepts & Techniques Instructor Resources,” Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 1-4239-1225-X.
2. “Microsoft Office 2007, Advanced Concepts & Techniques Instructor Resources,” Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 1-4239-1226-8.
3. “Microsoft Office 2007: Post-Advanced Concepts and Techniques Instructor Resources,” Shelly, Cashman, Vermaat, et al, Thomsen Course Technology, 2007, ISBN: 1-4239-1226-8.
4. “Sam 2007 Assessment 2.0,” Course Technology, 2007, ISBN: 978-1-4239-1346-7 \$2200/3yr 2 site license.
5. “Sam 2007 Assessment 2.0, Instructor Resources,” Course Technology, 2007, ISBN: 1-4239-1346-9.
6. “Casegrader Office 2007,” Course Technology, 2007, ISBN: 978-1-4239-9856-3. (don’t purchase)
7. “Casegrader Office 2007, Instructor Resources,” Course Technology, 2007, ISBN: 1-4239-9856-1.
8. “Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Introductory,” Course Technology, 2007, ISBN: 978-1-4239-2528-6.
9. “Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Introductory Instructor Resources,” Course Technology, 2007, ISBN: 1-4239-2528-9. \$22.00
10. “Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Advanced,” Course Technology, 2008, ISBN: 978-1-4239-2527-9. \$22.00
11. “Mastering Applications in the Real World: Discipline-Specific Projects for Microsoft Office 2007, Advanced Instructor Resources,” Course Technology, 2008, ISBN: 1-4239-2527-0.
12. “Microsoft Certified Application Specialist Exam Reference for Microsoft Office 2007,” Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2007, ISBN: 978-1-4239-0555-4. \$18.25
13. “Microsoft Certified Application Specialist Exam Reference for Microsoft Office 2007 Instructor Resources,” Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2007, ISBN: 1-4239-0555-5.
14. “MCAS Office 2007 Certification Workbook,” Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2008, ISBN: 978-1-4239-0439-7. \$24.25
15. “MCAS Office 2007 Certification Workbook Instructor Resources,” Bunin, Campbell, Clemens, Conrad, Ruffolo, Thomsen Course Technology, 2008, ISBN: 1-4239-0439-7.

#### Software

*Microsoft Office 2007 Professional*, Microsoft Corporation, 2007

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## High School Course Description Microsoft Excel

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**Exit Criteria** Evaluation will be based on tests covering the material in the textbook, written assignments (in class and homework), class attendance/participation, and formal report/oral presentations as follows:

<u>Activities</u>	<u>Percentage</u>
Examinations.....	30%
Lab Assignments / Homework.....	40%
Class Participation/Attendance .....	10%
Integration Project and Final Exam .....	<u>20%</u>
Total:	100%

### **Development Team**

This Course of Study was updated in 2009 by Stephen Boone, Tina Petersen and Jennifer Wymer.

## UNIT PLANS

### Unit 1: Introduction to Excel, Spreadsheets and Keypad

Week 1-3

#### State Content Standards Covered:

##### **1.0 Academics**

1.1 Mathematics: (1.7) Solve problems that involve discounts, mark-ups, commissions, and profits and compute simple and compound interest.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

**10.0 Technical Knowledge and Skills** – Students understand the essential knowledge and skills common to all pathways in the Information Technology sector.

10.6 Understand the interrelationships between hardware components and supportive software.

#### Pathway Standard

##### A. Information Support and Services Pathway

A7.0 Students understand software applications and life-cycle phases.

A7.1 Know common industry standard software and its applications.

### Unit 2: Creating a Worksheet and Embedded Chart

Weeks 4-5

**4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

### Unit 3: Formulas, Functions, Formatting & Web Queries

Weeks: 6-8

**4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

4.3 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.



## Units Guides for Microsoft Excel

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- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

### Accounting Services Pathway

#### A2.6 Know payroll Procedures

### Unit 4: What-If Analysis, Charting, & Working with Large

Weeks: 9-11

#### Worksheets

- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

### Unit 5: Creating a Web Page Using Excel

Weeks: 12-13

- 4.0 Technology** – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- 4.4 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 9.0 Leadership and Teamwork** – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

### Unit 6: Integration Project

Weeks: 14-15

- 5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.
- 5.1 Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

## Units Guides for **Microsoft Excel**

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### **Business Financial Management Pathway**

C1.1 Create a budget to calculate long-term projections.

C2.6 Analyze investment and finance options available to prepare a cost-benefit analysis.

### **Unit 7: Career Exploration/Project**

Weeks: 16-17

**3.0 Career Planning and Management:** Students understand how to make effective decisions, use career information, and manage personal career plans.

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

**5.0 Problem Solving and Critical Thinking** – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking and problem solving techniques.

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7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

### **Unit 8: Final Review/Exam**

Week: 18

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**11.0 Demonstration and Application:** Students demonstrate and apply the concepts contained in the foundation and pathway standards.

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

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

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

Lessons can be stretched by adding additional tasks to assignments or creating advanced level projects.

**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**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.

<b>Site</b>	<b>Donor</b>	<b>Donation/Purpose</b>	<b>Amount</b>
Bloomington High School	Catherine Sterne, Teacher c/o Bloomington High School 10750 Laurel Avenue, Bloomington, CA 92316	Check #1060 To support AVID	\$50.00
Bloomington High School	Scott Hamre, Teacher c/o Bloomington High School 10750 Laurel Avenue, Bloomington, CA 92316	Cash to support AVID	\$10.00
D'Arcy Elementary	Michael D'Arcy Elementary P.T.A. 11645 Elm Avenue Fontana, CA 92337-0974	Check #300 For student awards	\$1,000.00
Lincoln Elementary	James A. Downs, Superintendent c/o 1212 Valencia Drive Colton, CA 92324-1798	Check #1279 Site discretionary	\$100.00
Smith Elementary	Gerald A. Smith Elementary PTA 9551 Linden Avenue Bloomington, CA 92316	Check #1454 For Science Boards	\$995.63
Terrace View Elementary	Target Field Trip Grants Program One Scholarship Way P. O. Box 297 St. Peter, MN 5602	Check #404719 To help fund a field trip for 3 <sup>rd</sup> grade teacher Melissa Tatman	\$800.00
Wilson Elementary	Christine Sheppeard P. O. Box 1734 Colton, CA 92324	Check #627 Site discretionary	\$200.00

## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

### CONSENT ITEM

**TO:** Board of Education

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

**SUBJECT:** Approval to Accept the School Breakfast Program and Summer Food Service Program Start-up and Expansion Grant (2009-10)

**GOAL:** Support Services/Budget Planning

**STRATEGIC PLAN:** Strategic Parameter #7 – Fiscal Responsibility

**BACKGROUND:** In November 2009, the Nutrition Services Division of the California Department of Education (CDE) notified School Food Authorities (SFA) of the availability grant funds for the start-up or expansion of school breakfast programs and summer food service programs.

Districts were limited to applying for grants up to \$15,000 per site for no more than 5% of its schools. These restrictions meant that only one school in the Colton Joint Unified School District could receive funds up to the \$15,000 limit.

CJUSD's Nutrition Services Department submitted a grant application for Bloomington High School to fund a speed line enclosure and partially fund the speed line equipment to increase breakfast meal participation. Award of the grant was based on scoring criteria with only the highest scoring applications being awarded. Nutrition Services was notified on February 25, 2010, that the grant application for Bloomington High School in the amount of \$15,000 had been approved.

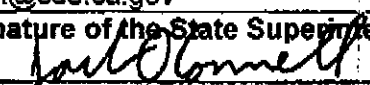
**BUDGET IMPLICATIONS:** \$15,000 Increase to Fund 13, Resource Code 5380, Object Code 8520

The remaining cost of \$9,988 for the speed line equipment and enclosure to be paid from the Nutrition Services fund.

**RECOMMENDATION:** That the Board approve acceptance of the School Breakfast Program and Summer Food Service Program Start-up and Expansion Grant (2009-10)

California Department of Education  
 Fiscal Policy Division  
 AO-400 (REV. 11/2009)

**Grant Award Notification**

<b>GRANTEE NAME AND ADDRESS</b> James A. Downs, Superintendent Colton Joint Unified School District 1212 Valencia Drive Colton, CA 92324-1731		<b>CDE GRANT NUMBER</b>				
		<b>FY</b> 0910	<b>PCA</b> 23668	<b>Vendor Number</b> 6768	<b>Suffix</b> 00	
<b>Attention</b> District Superintendent		<b>COUNTY</b> 36	<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			
<b>Program Office</b> Nutrition Services Division		36	<b>Resource</b> 5380	<b>Revenue Object</b> 8520		
<b>Telephone</b> 909-580-6650						
<b>Name of Grant Program</b> School Breakfast Program and Summer Food Service Program Startup and Expansion Grants						
<b>GRANT AMOUNT</b>	<b>Original/Prior Amendments</b>	<b>Amendment Number</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Index</b>	<b>Federal Catalog Number</b>
	\$15,000.00			\$15,000.00	0190	
<b>AWARD DATES</b>		<b>Starting</b> 07/01/09	<b>Ending</b> 06/30/12			
Dear Superintendent James A. Downs:  Congratulations! I am pleased to inform you that you have been funded for a School Breakfast Program or Summer Food Service Program Startup and/or Expansion Grant.  This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.  To accept this grant, please return the original, signed Grant Award Notification (AO-400) within 30 days of receipt to:  Rae Vant, School Nutrition Programs Specialist Special Services and Support Branch/Nutrition Services Division California Department of Education 1430 N Street, Suite 1500 Sacramento, CA 95814-5901						
<b>California Department of Education Contact</b> Rae Vant			<b>Title</b> School Nutrition Programs Specialist			
<b>E-mail Address</b> rvant@cde.ca.gov				<b>Telephone</b>		
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 				<b>Date</b> February 10, 2010		
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS:</b>						
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.						
<b>Printed Name of Authorized Agent</b>			<b>Title</b>			
<b>E-mail Address</b>				<b>Telephone</b>		
<b>Signature</b> ▶				<b>Date</b>		

Colton Joint Unified School District  
36-67686

2009-10 SUMMER FOOD GRANT APPROVED BUDGET AND EXPENDITURE REPORT

2/23/2010  
23668  
RD 20

**SITE NAME**  
**Bloomington High School**

EQUIPMENT	REQUESTED	APPROVED	AMOUNT SPENT	1ST REIMBURSE	2ND REIMBURSE
Speed Line Enclosure	\$10,549.00	\$10,061.00			
Hot/Cold Cabinet	\$4,451.00	\$4,451.00			
Paper/Printing	\$68.00	\$68.00			
Posters/Banners	\$320.00	\$320.00			
Dry Erase Boards	\$100.00	\$100.00			

**SITE TOTAL** \$15,488.00 \$15,000.00 \$0.00 \$0.00 \$0.00

Unspent Funds \$16,000.00

**DISTRICT TOTAL**

1st Reimburse \$0.00

Unspent Funds \$15,000.00

2nd Reimburse \$0.00

Unspent Funds \$15,000.00





**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**CONSENT ITEM**

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

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

**SUBJECT:** **Approval of Reimbursement for Damage to Employee Vehicles  
(EIN #5350 - Sycamore Hills Elementary)**

**GOAL:** School Safety & Attendance

**STRATEGIC PLAN:** Strategic Parameter #7 – Fiscal Responsibility

**RECOMMENDATION:** That the Board approve the reimbursements for damage to employee vehicles as listed, in accordance with Policy #4356.3.

**CJUSD - Board Policy #4356.3**

**Employee Vehicle Damage Reimbursement**

**Board Meeting --- March 11, 2010**

<b>EMPLOYEE (EIN)</b>	<b>LOCATION</b>	<b>DATE/TIME</b>	<b>DETAIL/INCIDENT</b>	<b>RPR. EST.</b>	<b>INS. DED.</b>	<b>POLICE REPORT</b>
EIN #5630	Sycamore Hills Elementary	February 24, 2010 at approximately 5:35 p.m.	Front driver's side windshield smashed	\$165.80	\$500.00	100211795

## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Authorization to Piggyback the Waterford Unified School District Bid 01/09 for School Buses
- GOAL:** Support Services/Budget Planning
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** The Waterford Unified School District has awarded a bid for school buses. In July 2010, the district will take over the transportation of some CJUSD special education students that were previously transported to class by the San Bernardino County Superintendent of Schools office. Federal Special Needs IDEA Part B/ARRA funds and alternative fuel grant money are available to the Colton Joint Unified School District to cover the cost of the buses needed. The prices and terms of the Waterford USD bid are favorable and it would be in the district's best interest to "piggyback" this bid in accordance with Public Contract Code 20118.
- BUDGET IMPLICATIONS:** None – The cost of the buses purchased from this piggyback bid will be offset by Federal Special Needs IDEA Part B/ARRA funds and alternative fuel grant money.
- RECOMMENDATION:** That the Board authorize the District to piggyback the Waterford Unified School District Bid 01/09 for school buses, as presented.
- ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board authorized the District to piggyback the Waterford Unified School District Bid 01/09 for school buses, as presented.



## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Authorization to Piggyback the Hemet Unified School District Bid 2009/10-0720 for School Buses
- GOAL:** Support Services/Budget Planning
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** The Hemet Unified School District has awarded a bid for school buses. In July 2010, the District will take over the transportation of some CJUSD special education students that were previously transported to class by the San Bernardino County Superintendent of Schools office. Federal Special Needs IDEA Part B/ARRA funds and alternative fuel grant money are available to the Colton Joint Unified School District to cover the cost of the buses needed. The prices and terms of the Hemet USD bid are favorable and it would be in the District’s best interest to “piggyback” this bid in accordance with Public Contract Code 20118.
- BUDGET IMPLICATIONS:** None – The cost of the buses purchased from this piggyback bid will be offset by Federal Special Needs IDEA Part B/ARRA funds and alternative fuel grant money.
- RECOMMENDATION:** That the Board authorize the District to piggyback the Hemet Unified School District Bid 2009/10-0720 for school buses, as presented.
- ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board authorized the District to piggyback the Hemet Unified School District Bid 2009/10-0720 for school buses, as presented.



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**ACTION ITEM**

**TO:** Board of Education  
**PRESENTED BY:** James A. Downs, Superintendent  
**SUBJECT:** Accept Nominations for CSBA's Delegate Assembly (March 2010 Election)  
**GOAL:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement

**BACKGROUND:** The California School Boards' Association's Delegate Assembly is a vital link in the organization's governance structure. The Delegate Assembly sets the general policy direction for the association. They work with local districts, county offices, the board of directors and the executive committee to ensure that the association reflects the interests of school districts and county offices throughout the state.

The Delegate Assembly is made up of approximately 270 delegates who are elected by local board members in 21 geographic regions. They serve two-year terms and generally meet twice a year to conduct business. They also may meet with other delegates and the director within their region.

Nominations have been accepted for the seven openings in Region 16B (San Bernardino). The Colton JUSD Board of Trustees shall vote for no more than seven candidates. Delegates will serve two-year terms beginning April 1, 2010 through March 31, 2012.

- |  |  |
|--|--|
| <input type="checkbox"/> Barbara Dew (Victor Valley Union HSD)   | <input type="checkbox"/> Carlos Mendoza (Adelanto ESD)   |
| <input type="checkbox"/> Judy M. Munoz (Victor Valley Union HSD) | <input type="checkbox"/> Holly Eckes (Adelanto ESD)      |
| <input type="checkbox"/> Cathline Fort (Etiwanda ESD)            | <input type="checkbox"/> Caryn Payzant (Alta Loma ESD)   |
| <input type="checkbox"/> Elaine Gonzales (Adelanto ESD)          | <input type="checkbox"/> Wilson F. So (Apple Valley USD) |
| <input type="checkbox"/> Shari Megaw (Chaffey Jt. Union HSD)     | <input type="checkbox"/> Donna West (Redlands USD)       |

**RECOMMENDATION:** That the Board accept \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ as nominees for CSBA's Delegate Assembly for Region 16B (San Bernardino) for the upcoming election in March 2010.

**ACTION:** On a motion by Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board accepted the nominations for the CSBA's Delegate Assembly for Region 16B (San Bernardino) for the upcoming election in March 2010, as presented.





# BOARD AGENDA

REGULAR MEETING  
March 11, 2010

## 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 - None

I-B Certificated – Activity/Coaching Assignments

- |                      |                           |
|----------------------|---------------------------|
| 1. Branham, Mason    | Baseball-HD Varsity – BHS |
| 2. Butscher, William | Swimming-HD Varsity – BHS |
| 3. Gray, Ruth        | Swimming-HD Varsity – BHS |
| 4. Schaefer, Gabriel | Track-HD Varsity – BHS    |
| 5. Wierenga, Jean    | Track-HD Varsity – BHS    |

I-C Certificated – Hourly – None

I-D Certificated – Substitute Teacher

1. Bland, Nerissa
2. Jones, Adam
3. McKown, Lysander
4. Moore, Pamela
5. Morales, Terence
6. Munoz, Elena

II-A Classified – Regular Staff – None

II-B Classified – Activity/Coaching Assignments

- |                        |                              |
|------------------------|------------------------------|
| 1. Aguilera, Julie     | Track-HD JV – BHS            |
| 2. Beteta, Erwing Rudy | Baseball-HD Frosh/Soph – BHS |
| 3. Castro, Angel       | Baseball-HD JV – BHS         |
| 4. Flores, Robert      | Softball-HD Varsity – BHS    |
| 5. Loreda, William     | Softball-JD Frosh/Soph – BHS |
| 6. Ov, Renee           | Tennis-HD Varsity – BHS      |
| 7. Wierenga Jr., Jacob | Track-HD JV - BHS            |

II-C Classified – Hourly

1. Moore, Nichole Sub Noon Aide – Cooley Ranch

II-D Classified – Substitute

- |                    |                            |
|--------------------|----------------------------|
| 1. Burler, Nolan   | Sub Special Ed Inst. Asst. |
| 2. Riddle, Jessica | Sub Bus Driver             |
| 3. Rocha, Julie    | General Clerical           |

**RECOMMENDATION:** That the Board approve personnel employment as presented.

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



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**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

Patrick Traynor – Curriculum 7-8; Assessment and Evaluation Director	California State Board of Education Meeting March 10, 2010 (Ratification) Sacramento, CA Site funds: \$490.40
Kathleen Dickerson – <b>CHS</b> Teacher	Home Economics Careers & Technology Leadership & Management Conference June 23-25, 2010 Irvine, CA Perkins Funds: \$500.06
Christine Whitmyer – <b>PPS</b> Registered Nurse	National Association of School Nurses 2010 June 28-July 3, 2010 Chicago, IL MAA funds: \$482.69 (original request Board approved on 2/18/10)
<b>Total: \$1,473.15</b>	

**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  
March 11, 2010**

**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 \$230,522.41 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>
013189	Practi-Cal Inc.	Admin. Fees/PPS	9005	\$19,225.00
013191	Troxell	New Equip./Crestmore	3010	\$13,740.15
013221	Poma Distributing Co. Inc.	Gas/Diesel/Transportation	7230	\$60,000.00
013247	Standards Plus	Inst. Matls./Birney	3010	\$11,005.75
013260	The Gas Co.	Vehicle Fuel/Transportation	7230	\$50,000.00
013284	Dell Inc.	Computers/Rogers	3010	\$40,397.60
013307	Xerox Corp.	Paper/ Purchasing	0000	\$23,129.82
013311	People's Education	Inst. Matls./Lincoln	7090/3010	\$13,024.09
<b>TOTAL</b>				<b>\$230,522.41</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/Disctrn
0360	RS6760 Arts & Music BG	5080	CD-Dep Care-Pub Law-Child Care
0367	RS6267 NB Certification	5095	CD Infant/Tddler Capacity Bldg
0370	RS7294 Stff Dev: Mth 7 Read SB472	5210	Head Start
0371	RS7271 PAR	5310	Child Nutrition-School Program
0380	RS7080 7-12 Counselors	5315	Child Nutrition: ARRA Equip
0385	RS6285 CBET	5630	NCLB: Title X Mck-Vnto Homeless
0390	RS7390 AB825 Pupl Rentention BG	5640	Medi-Cal Billing Option
0391	RS6091 CAL-SAFE Supp Svs	5850	Smaller Learning Community
0392	RS6092 CAL-SAFE Child Care	6010	After Schl Ed & Safety (Ases)
0393	RS7393 AB825 Staff Dev BG	6055	Child Care & Dev- State Preschool
0394	RS7394 AB825 Targeted Inst. Imp	6060	Child Care and Dev.-Alt Pymnt Prg.
0395	RS7395 AB825 Schl & Lib Imp BG	6130	Child Care Center-Based Resrve
0396	RS7396 Schl Site Disc Blk Grnt	6275	Teacher Recruitment & Retention
0750	Mandated Costs Incentive	6286	English Lang. Learner Train
0790	Donations, Misc.	6300	Lottery: Instructional Matl
1100	State Lottery Revenue	6360	ROP/C-Handicapped Pupils
1300	Class Size Reduction K-3	6405	School Violence - School Safety
3010	NCLB: Title 1, Pt A Grnt Low Inc.	6500	Special Ed.
3011	NCLB: ARRA Title I, Pt A Basic	6520	Sp Ed-Project Workability
3025	NCLB: Title 1, Pt D SBPRT2 N&D	6530	Sp Ed-Low Incidence
3185	NCLB: Title 1, Pt A, PI Corr Actn	6535	Sp Ed Personnel Development
3200	St Fi St Fiscal StabilZtn Fund (ARRA)	6660	CIG/TBCO PDTS SRTX Fnd-Entl Gr
3310	Sp Ed-Idea Bas Grnt Entl	7010	Agricultural Vocational Ed
3311	Sp Ed-Idea B, Sec611, Prvt Schls	7090	Economic Impact Aid- SCE
3313	ARRA Idea Pt B, Sec611 Local	7091	Economic Impact Aid-LEP
3314	ARRA Idea Pt B,Sec611 Prvt Sch	7230	Transport.- Home to School
7240	Transportation Spec. Ed.	9005	Medi-Cal Admin. Activities (MAA)
7400	QEIA-Quality Educ. Invstmnt Act	9010	Other Local
8150	RMA-Ongoing Major Maint.	9015	APIP (Advncd Plcmt Incntv Prg)

**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**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 #1126 through Batch #1242 for the sum of **\$4,787,961.60**

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  
March 11, 2010**

**ACTION ITEM**

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Award of Bid #09-04 to First Fire Systems, Inc. for Fire Alarm and Low Voltage Upgrades at Jurupa Vista, Reche Canyon, Wilson Elementary Schools and Bloomington Middle School
- GOAL:** Facilities/Budget Planning
- STRATEGIC PLAN:** Strategy #1 – Communication  
Strategy #4 – Facilities
- BACKGROUND:** Bids for fire alarm and low voltage upgrades at Jurupa Vista, Reche Canyon, Wilson Elementary Schools and Bloomington Middle School were opened on February 23, 2010. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112. Bids were received from seven contractors. This bid is being used to replace existing fire alarm and intercom systems that are no longer repairable. A schedule showing the bids received and their amounts follows:
- |                                  |                                     |
|----------------------------------|-------------------------------------|
| First Fire Systems, Inc.         | \$1,590,000                         |
| Rancho Pacific Electric, Inc.    | \$1,677,300                         |
| Floyd Auten Electric, Inc.       | \$1,787,000                         |
| JAM Fire Protection, Inc.        | \$1,839,000                         |
| National Fire Systems, Inc.      | \$2,049,000                         |
| RIS Electrical Contractors, Inc. | \$2,065,000                         |
| Simplex Grinnell LP              | non-responsive to the bid documents |
- BUDGET IMPLICATIONS:** \$1,590,000 from the Building Fund – Fund 21
- RECOMMENDATION:** That the Board award Bid #09-04 to the lowest responsible bidder, First Fire Systems, Inc. for fire alarm and low voltage upgrades at Jurupa Vista, Reche Canyon, Wilson Elementary Schools and Bloomington Middle School, in the amount of \$1,590,000 as presented.
- ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board awarded Bid #09-04, to the lowest responsible bidder, First Fire Systems, Inc. for fire alarm and low voltage upgrades at Jurupa Vista, Reche Canyon, Wilson Elementary Schools and Bloomington Middle School, in the amount of \$1,590,000, as presented.



## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

### ACTION ITEM

**TO:** Board of Education

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

**SUBJECT:** Award of Bid #09-02 to AT&T DataComm, Inc. for District Office Phone System Upgrade and Failover Installation

**GOAL:** Facilities/Support Services

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

**BACKGROUND:** Bids for the District office phone system upgrade and failover installation were opened on December 8, 2009. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112. Bids were solicited from three contractors; two responded with bids.

The District currently has an older, outdated version of both Cisco Call Manager and Cisco Unity. To meet the current needs of the District, the existing phone system and emergency 911 services need to be upgraded. Additionally, the bid calls for installation of a failover device that will ensure that the phone system will not go down in case of hardware or software failure. A schedule showing the bids received and their amounts follows:

AT&T DataComm, Inc.	\$137,270.27
Thompson Engineering	\$182,710.96

**BUDGET IMPLICATIONS:** \$137,270.27 from the General Fund

**RECOMMENDATION:** That the Board award Bid #09-02 to the lowest responsible bidder, At&T DataComm, Inc. for the District office phone system upgrade and failover installation, in the amount of \$137,270.27, as presented.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the board awarded Bid #09-02, to the lowest responsible bidder, AT&TY Data Comm, Inc. for District office phone system upgrade and failover installation, in the amount of \$137,270.27, as presented.



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**ACTION ITEM  
Second Reading**

- TO:** Board of Education
- PRESENTED BY:** Mike Snellings, Assistant Superintendent, Student Services Division
- SUBJECT:** **Approval of Proposed Amendment and Substitution of Board Policies and Administrative Regulations:**  
*BP 5116.1 Intra-District Open Enrollment* (replaces 8060 and 5144.5)  
*AR5116.1 Intra-District Open Enrollment* (replaces 8060 and 5144.5)  
*BP 5117 Inter-District Attendance Agreements* (substitution)  
*AR 5117 Inter-District Attendance Agreements* (substitution)
- GOAL:** Student Safety, Community Relations and Parent Involvement
- STRATEGIC PLAN:** Strategy #5 – College and Career
- BACKGROUND:** The Administration is updating Board Policies and Administrative Regulations under the guidelines of the California School Boards’ Association.
- RECOMMENDATION:** That the Board amend the Board Policies and Administrative Regulations:  
*BP 5116.1 Intra-District Open Enrollment* (replaces 8060 and 5144.5)  
*AR5116.1 Intra-District Open Enrollment* (replaces 8060 and 5144.5)  
*BP 5117 Inter-District Attendance Agreements* (substitution)  
*AR 5117 Inter-District Attendance Agreements* (substitution)
- ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_ the Board approve the proposed amendment and substitution of the Board Policies and Administrative Regulations as presented.

**INTRA-DISTRICT OPEN ENROLLMENT**

**BP 5116.1**

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

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (*Education Code 35160.5*)

The Board shall annually review this policy. (*Education Code 35160.5, 48980*)

Intra-district attendance agreements will be accepted by the District from March 1 through April 15. Applications received after April 15 may be added to the waiting list in the order in which they are received.

If the number of applications received exceeds the spaces available, a lottery will be held to determine which applications will be approved and the order in which the remaining students will be placed on a waiting list.

**Enrollment Priorities**

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

1. If a district school receiving Title I funds is identified for program improvement, corrective action, or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (*20 USC 6316*)
2. If while on school grounds a student becomes the victim of a violent criminal offense, he/she shall be provided an option to transfer to another district school or charter school. (*20 USC 7912*)
3. If a student attends a school designated by the California Department of Education as "persistently dangerous," he/she shall be provided an option to transfer to another district school or charter school. (*20 USC 7912; 5 CCR 11992*)
4. Priority may be given to siblings of students already in attendance in that school.
5. Priority may be given to any student whose parent/guardian is assigned to that school as his/her primary place of employment.

For all other applications for enrollment from outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. A school's capacity shall be calculated in a nonarbitrary manner using student enrollment and available space. (*Education Code 35160.5*)

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

INTRA-DISTRICT OPEN ENROLLMENT, continued

BP 5116.1

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

Transportation

Except as required by 20 USC 6316 for transfers out of Title I program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area. However, upon request, the Superintendent or designee may authorize transportation contingent upon available space and funds.

*Legal Reference:*

*EDUCATION CODE*

*35160.5 District policies; rules and regulations*

*35291 Rules*

*35351 Assignment of students to particular schools*

*48980 Notice at beginning of term*

*CODE OF REGULATIONS, TITLE 5*

*11992-11994 Definition of persistently dangerous schools*

*UNITED STATES CODE, TITLE 20*

*6316 Transfers from program improvement schools*

*7912 Transfers from persistently dangerous schools*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*200.36 Dissemination of information*

*200.37 Notice of program improvement status, option to transfer*

*200.39 Program improvement, transfer option*

*200.42 Corrective action, transfer option*

*200.43 Restructuring, transfer option*

*200.44 Public school choice, program improvement schools*

*200.48 Transportation funding for public school choice*

*COURT DECISIONS*

*Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275*

*ATTORNEY GENERAL OPINIONS*

*85 Ops.Cal.Atty.Gen. 95 (2002)*

Proposed 02/04/2010

ADMINISTRATIVE REGULATION

5116.1

**INTRA-DISTRICT OPEN ENROLLMENT**

Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In determining whether a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident on a case-by-case basis and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

Transfers from a "Persistently Dangerous" School

Within 10 school days after receiving notification from the California Department of Education (CDE) that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 10 school days after this notification has been provided to parents/guardians, the Superintendent or designee shall notify parents/guardians of their option to transfer their child.

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

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. For students who accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

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

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

Other Intradistrict Open Enrollment

To implement intradistrict open enrollment pursuant to Education Code 35160.5:



ADMINISTRATIVE REGULATION

5116.1

**INTRA-DISTRICT OPEN ENROLLMENT**, continued

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices.
2. Students of parents/guardians who submit applications to the district during the open enrollment period shall be eligible for admission to their school of choice the following school year under the district's open enrollment policy.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

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

**Notifications**

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include all options for meeting residency requirements for school attendance. (*Education Code 48980*)

1. Program options offered within local attendance areas.
2. A description of any special program options available on both an interdistrict and intradistrict basis.
3. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
4. A district application form for requesting a change of attendance.
5. The explanation of attendance options under California law as provided by the CDE.

**Revoked or Not Renewed Agreements**

If a site administrator wishes to recommend the revocation or non-renewal or an inter-district attendance agreement, the recommendation, signed by the principal or designee will be sent to the Director of Administrative Services or designee for consideration.

The parents and the school district of residence will be officially notified by the Director of Administrative Services or designee, if the inter-district attendance agreement is to be revoked or not be renewed.

INTRA-DISTRICT ATTENDANCE TRANSFERS - OPEN ENROLLMENT

8060

The Board supports options that meet diverse needs, potential and interest of District students and shall review enrollment options.

Students who reside within District boundaries may apply for enrollment in any District school. The Superintendent or designee shall determine the capacity of each District school and establish a random, unbiased selection process for the admission of students from outside a school's attendance area.

The District will not provide transportation outside the school's attendance area. Upon request, the Superintendent or designee may authorize transportation for students living outside this attendance area to and from a designated bus stop within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.

Legal Reference:

Education Code

35160.5 - District policies: rules and regulation

35291 - Rules

35351 - Assignment of students to specific schools

48980 - Notice at beginning of term

Crawford v Board of Education (1976) 17 Cal. 3d 280

ADMINISTRATIVE REGULATION

8060(a)

INTRA-DISTRICT ATTENDANCE TRANSFERS - EXPULSION REQUESTS

If a student attending a school on the basis of an Intra-District Transfer violates one or more of the sections of Education Code 48900, the school of actual attendance (not residence) will initiate the expulsion request.

ADMINISTRATIVE REGULATIONS

8060(b)

INTRA-DISTRICT ATTENDANCE TRANSFERS - OPEN ENROLLMENT

The following guidelines and procedures will be used for the intra-district open enrollment:

1. Enrollment Priorities:
  - a. No student currently residing within a school's attendance area shall be displaced by another student.
  - b. The Board retains the authority to maintain appropriate racial and ethnic balances among District schools.
  - c. Once enrolled, a student must renew on a yearly basis. The student may be subject to displacement due to excessive enrollment.
2. Selection Procedure:
  - a. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices.
  - b. If the number of applications exceed the space available in a school or in a grade within a school, a lottery will determine which students are to be admitted from the total applicants, and will also establish a waiting list, indicating the order in which students will be admitted as openings occur. Late applicants may be added to the waiting list in the order in which they apply.
  - c. The Superintendent or designee shall inform applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, reasons for denial shall be stated.
  - d. Applicants who receive approval must confirm their enrollment within two weeks.
3. Termination Criteria
  - a. Student will be dropped when attendance is irregular and interferes with academic growth.
  - b. Student will be dropped when behavior becomes detrimental to the classroom or the instructional program.
  - c. Students will be dropped when there is no academic progress.
  - d. The principals shall notify the Superintendent's designee and the parents, in writing, stating the reason for termination.

Amended 5/5/94

ADMINISTRATIVE REGULATIONS

8060(b)

INTRA-DISTRICT ATTENDANCE TRANSFERS - OPEN ENROLLMENT - Continued

4. Appeal Process
  - a. When an applicant is denied enrollment, he/she may submit a written appeal to the Superintendent's designee, stating the reason for the appeal.
  - b. When an intra-district transfer is terminated for irregular attendance, behavior or no academic progress, there is no appeal.
5. Magnet Schools - Open Enrollment
  - a. The District will maintain existing entrance criteria for magnet schools. (Board Policy #4195)
6. Notification of Parents
  - a. The District will notify parents/guardians at the beginning of the school year, describing all current statutory attendance options and local attendance options available in the District.

**PERSISTENTLY DANGEROUS SCHOOL AND VICTIM OF VIOLENT CRIME**

BP 5144.5

In accordance with the *No Child Left Behind Act of 2001*, the Colton Joint Unified School District ensures that students attending persistently dangerous schools (as determined by the State's definition of a persistently dangerous school) or students who are victims of violent criminal offenses (as determined by the California Education Code), while on school grounds, will be entitled to transfer to another school within the District.

**Definition of Victim of Violent Criminal Offense:**

In regard to "Victim of a Violent Criminal Offense", criminal offense must be based on at least one of the following California Education Code violations:

- 48915a-1 – Caused serious physical injury
- 48915a-4 – Committed or attempted to commit robbery or extortion
- 48915c-2 – Brandishing a knife
- 48915c-4 – Commit or attempt to commit sexual assault or sexual battery
- 48900.3 – Act of hate violence (severe)

**Transfer Criteria**

1. Transfer requests must be in writing, and on the proper form that may be obtained at the Office of Administrative Services.
2. Transfer site will be determined by proximity to the original site and space availability. The District will not be responsible for transportation or alternative site. (Parents will be responsible for transportation and alternative site)
3. All parents will be notified of the transfer provision.
4. Parents of victims of violent crimes will be provided with a transfer form, and will have the option to transfer to another site.
5. Transfer requests will be filed in the student's cumulative file and at the Office of Administrative Services for at least three years.

**Definition of Persistently Dangerous School**

The law states: "A California public elementary or secondary school is "persistently dangerous" if in each of three consecutive years one of the following criteria has been met for a school fewer than 300 enrolled students, the number of student expulsions delineated below, is greater than three (3). For a larger school, the number of student expulsions is greater than one per 100 enrolled students." Expulsion means an expulsion ordered by the local educational agency's governing board, regardless of whether it is suspended or modified.

The applicable violations include:

1. Assault or battery upon a school employee – California Education Code 48915a-5
2. Brandishing a knife – California Education Code 48915c-2
3. Causing serious physical injury to another person, except in self-defense – California Education Code 48915a-1
4. Hate violence – California Education Code 48900.3
5. Possession, selling, or furnishing a firearm – California Education Code a48915c-1
6. Possession of an explosive – California Education Code 48915c-5
7. Robbery or extortion – California Education Code 48915a-4
8. Selling a controlled substance – California Education Code 48915c-3
9. Sexual assault or sexual battery – California Education Code 48915c-4

Adopted 1/18/07

INTER-DISTRICT ATTENDANCE AGREEMENTS

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The governing board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. The Superintendent shall develop such Administrative Regulations as are necessary for the implementation of this policy.

1. Inter-district transfer permits will be approved when a Board-approved inter-district agreement is in force with the other district. The Superintendent, or designee, is authorized to sign inter-district attendance agreements on behalf of the Board and to accept or transfer students. (*EC 46600a*)
2. The District may release students with approved reasons who desire to attend school elsewhere. However, the District will not pay tuition or provide transportation for attendance of such students. An exception will be made for special needs students whose Individual Education Plan (IEP) specifically states a change of placement at a designated state special school, or state-certified nonpublic school, is required to address the needs of the student.
  - a) Outgoing inter-district attendance agreements will be limited to 3% of the total district enrollment.
  - b) Outgoing inter-district attendance agreements will be accepted on a first come, first served basis.
3. Inter-district attendance agreements will terminate each year at the close of the school year and must be renegotiated before students will be released or accepted for the following school year.
4. Inter-district attendance agreements will be accepted by the District from March 1 through April 15. Applications received after April 15 may be added to the waiting list in the order in which they are received.
  - a) If the number of applications received exceeds the spaces available, a lottery will be held to determine which applications will be approved and the order in which the remaining students will be placed on a waiting list.
5. Inter-district transfer agreements shall not be required for students enrolling an ROC or ROP program (*EC 52317*).

The Superintendent or designee may deny or revoke inter-district transfer permits because of overcrowding within district schools, limited district resources, in the event the specified requirements are not maintained, or it is found that any of the information in the inter-district transfer application has been falsified.

Denial of Inter-District Attendance Agreement

1. The Parent or guardian of a student who is denied a transfer pursuant to *Education Code 46600-46611*, may appeal to the Colton Joint Unified School District Board or Education within 30 days, in writing.
2. The parent or guardian of a student who is denied a transfer requested pursuant to *Education Code 46600-46611* shall receive timely notice, in accordance with law, regarding the process for appeal to the County Board of Education. This notice shall be provided by the District denying the request, or, in the absence of an agreement between the districts, by the district of residence.
3. Students who are under consideration for expulsion or who have been expelled may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending, or during the term of expulsion. (*EC 46601*)

**INTER-DISTRICT ATTENDANCE AGREEMENTS** *(continued)*

5117

*Legal Reference:*

**EDUCATION CODE**

46600-46611 *Interdistrict attendance agreements*

48204 *Residency requirements for school attendance*

48300-48315 *Student attendance alternatives*

48915 *Expulsion; particular circumstances*

48915.1 *Expelled individuals: enrollment in another district*

48918 *Rules governing expulsion procedures*

48980 *Notice at beginning of term*

52317 *ROP, enrollment of students, interdistrict attendance*

**GOVERNMENT CODE**

6250-6270 *Public Records Act*

**ATTORNEY GENERAL OPINIONS**

84 *Ops.Cal.Atty.Gen. 198 (2001)*

87 *Ops.Cal.Atty.Gen. 132 (2004)*

**COURT DECISIONS**

*Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275*

(2/95 7/04) 11/07



ADMINISTRATIVE REGULATION

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INTER-DISTRICT ATTENDANCE AGREEMENTS

The Superintendent or designee may approve inter-district agreements for the following reasons:

1. When a student has been admitted to a district school, on the basis of child care needs, continued attendance may be denied only when based on restrictions specified in EC 48204 (*EC 46601.5*). Approval of agreements for child care needs are only applicable to students in grades kindergarten through sixth. Residence of child care facility or provider must fall within the attendance boundary of the school requested.
2. When a student's special mental or physical health needs are verified by a certified physician, school psychologist or other appropriate school personnel.
3. When a student has a brother(s) or sister(s) attending school in a receiving district, to avoid splitting the family's attendance.
4. To complete a school year when parents'/guardians have moved out of the district during the year.
5. When students wish to remain in a class promoting that year from elementary or middle school, or graduating from high school.
6. When families move out of the district during the student's junior year to allow seniors to attend the same school they attended as juniors.
7. When the parent/guardian provides written evidence (i.e. escrow papers, rental agreement with receipt of deposit) that the family will be moving into the district within 60 days and would like the student to start the year.
8. When the student will be living out of the district for one year or less.
9. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
10. When there is a valid interest in a particular educational program not offered in the district of residence.
11. When a change in school environment for reasons of personal and social adjustment is needed.
12. When a statement is provided by a psychiatrist or medical doctor with an acceptable recommendation that the transfer would be in the best interests of the student and his district.

Notifications

The Superintendent or designee has up to 90 days to issue a response regarding the approval or denial of an inter-district attendance agreement.

Renewal Inter-District Attendance Agreements

Renewal inter-district transfer permits are granted based on the following conditions:

1. Parent/guardian assumes responsibility for providing transportation.
2. Student must make satisfactory academic progress. Satisfactory is defined as a minimum grade point average of 2.0 and credits equivalent to grade level being requested. In addition, students entering their senior year must be eligible for graduation.
3. Student must maintain regular and punctual attendance.
4. Student must maintain proper conduct at school and at school-related functions and activities.

Students transferring or withdrawing from school shall return all school books and materials and settle any

**INTER-DISTRICT ATTENDANCE AGREEMENTS**, continued

AR 5117

unpaid fines on or before their last day of attendance.

Revoked or Not Renewed Agreements

If a site administrator wishes to recommend the revocation or non-renewal of an inter-district attendance agreement, the recommendation, signed by the principal or designee will be sent to the Director of Administrative Services or designee for consideration.

The parents and the school district of residence will be officially notified by the Director of Administrative Services or designee, if the inter-district attendance agreement is to be revoked or not be renewed.

INTER-DISTRICT ATTENDANCE AGREEMENTS

BP 5117

1. Inter-district transfer permits will be approved when a Board-approved inter-district agreement is in force with the other district. The Superintendent, or designee, is authorized to sign inter-district attendance agreements on behalf of the Board and to accept or transfer students. (EC 46600 (a))

The Superintendent shall develop such Administrative Regulations as are necessary to the implementation of this policy.

2. “The District may release students with approved reasons who desire to attend school elsewhere. However, the District will not pay tuition or provide transportation for attendance of such students. An exception will be made for special needs students who’s Individual Education Plan (IEP) specifically states a change of placement at a designated state special school, or state-certified nonpublic school, is required to address the needs of the student.”
3. Inter-district attendance agreements will terminate each year at the close of the school year and must be renegotiated before students will be released or accepted for the following school year.
4. Inter-district attendance agreements will be accepted by the District from March 1 through April 15. Applications received after April 15 may be added to the waiting list in the order in which they are received.
5. Inter-district transfer agreements shall not be required for students enrolling an ROC or ROP program (EC 52317).
6. Initial and renewal inter-district transfer permits are granted based on the following conditions:
  - a. Parent/guardian assumes responsibility for providing transportation.
  - b. Student must make satisfactory academic progress. Satisfactory is defined as a minimum grade point average of 2.0 and credits equivalent to grade level being requested. In addition, students entering their senior year must be eligible for graduation.
  - c. Student must maintain regular and punctual attendance
  - d. Student must maintain proper conduct at school and at school-related functions and activities.
7. Students transferring or withdrawing from school shall return all school books and materials and settle any unpaid fines on or before their last day of attendance.

The Superintendent or designee may deny or revoke inter-district transfer permits because of overcrowding within district schools, limited district resources, in the event the above requirements are not maintained, or it is found that any of the information in the inter-district transfer application has been falsified.

Denial of Inter-District Attendance Agreement

1. The Parent or guardian of a student who is denied a transfer pursuant to Education Code 46600-46611, may appeal to the Colton Joint Unified School District Board or Education within 30 days, in writing shall be provided by the District denying the request, or, in the absence of an agreement between the districts, by the district of residence.
2. The parent of guardian of a students who is denied a transfer requested pursuant to Education Code 46600-46611 shall receive timely notice, in accordance with law, regarding the process for

**INTER-DISTRICT ATTENDANCE AGREEMENTS**

BP 5117

**Denial of Inter-District Attendance Agreement (cont)**

appeal to the County Board of Education. This notice

3. Students who are under consideration for expulsion or who have been expelled may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending, or during the term of expulsion. (EC 46601)

**Adopted 2/7/08**

## Legal Reference:

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(2/95 7/04) 11/07

## ADMINISTRATIVE REGULATION

AR 5117

INTER-DISTRICT ATTENDANCE AGREEMENTS

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8. When the student will be living out of the district for one year or less.
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10. When there is a valid interest in a particular educational program not offered in the district of residence.
11. When a change in school environment for reasons of personal and social adjustment is needed.
12. When a statement is provided by a psychiatrist or medical doctor with an acceptable recommendation that the transfer would be in the best interests of the student and his district.

INTER-DISTRICT ATTENDANCE AGREEMENTS – REVOKED OR NOT RENEWED

If a site administrator wishes to recommend the revocation or non-renewal or an inter-district attendance agreement, the recommendation, signed by the principal or designee will be sent to the Director of Administrative Services or designee for consideration.

The parents and the school district of residence will be officially notified by the Director of Administrative Services or designee, if the inter-district attendance agreement is to be revoked or not be renewed.

**Adopted 2/7/08**



## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

ACTION ITEM  
Resolution

**TO:** Board of Education

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

**SUBJECT:** Adoption of Resolution, *César E. Chavez Day*, March 31, 2010

**GOAL:** Student Performance and Community Relations

**STRATEGY** Strategy #6 – Character

**BACKGROUND:** César E. Chavez (1927-1993), founder of the United Farm Workers, has been called “one of the heroic figures of our time.” His efforts helped improve the plight of farm workers, and his belief in non-violent principles won him the respect of leaders around the world. This resolution recognizes his birthday on March 31st and encourages students, staff, and community members to honor this leader with appropriate educational activities.

**BUDGET IMPLICATIONS:** None

**RECOMMENDATION:** That the Board of Education adopt the Resolution, *César E. Chavez Day*, March 31, 2010.

**ACTION:** On motion of Board Member \_\_\_\_\_ and \_\_\_\_\_, the Board adopted the Resolution, *César E. Chavez Day*, March 31, 2010.

# Resolution

*César E. Chavez Day*

March 31, 2010

WHEREAS, César Estrada Chavez was born in 1927 near Yuma Arizona and moved to California with his family to work as migrant farm workers; and

WHEREAS, from 1952 to 1962 he worked with the Community Services Organization, registering voters and assisting with community relations, eventually becoming the organization's general director in 1958; and

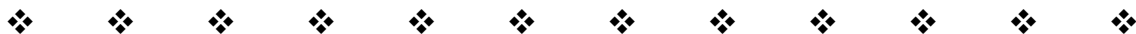
WHEREAS, Chavez began organizing farm workers in 1962 and founded the United Farm Workers, leading nationwide boycotts of grapes, wine, and lettuce in an effort to pressure California growers to sign contracts with the UFW; and

WHEREAS, his belief in non-violence and the teachings of Dr. Martin Luther King, Jr. earned him the admiration and respect of leaders around the world and helped improve the employment conditions of American farm workers; and

WHEREAS, the Colton Joint Unified School District Board of Education joins the California Teachers Association and other groups nationwide to designate March 31<sup>st</sup> as *César E. Chavez Day* to honor this leader on his birthday; and

WHEREAS, the Colton Joint Unified School District held its annual César E. Chavez Essay and Art contest for students in grades K-12 and had 394 participants; now

THEREFORE, BE IT RESOLVED, that the Board of Education of the Colton Joint Unified School District urges students, staff, and community members to reflect on the principles of César E. Chavez and commemorate him with appropriate educational activities.



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, signed by the president and attested by the secretary this 11<sup>th</sup> day of March, 2010.

\_\_\_\_\_  
Mel Albiso  
President, Board of Education

Attest:

\_\_\_\_\_  
James A. Downs  
Secretary, Board of Education



**BOARD AGENDA**

**REGULAR MEETING  
March 11, 2010**

**ADMINISTRATIVE REPORTS**

**TO:** Board of Education  
**PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division  
**SUBJECT:** Resignations  
**STRATEGIC PLAN:** Strategy #1 – Communication

**I. Certificated**

1. Brown, Edward PE Teacher - BHS  
Employed September 5, 1973;  
resignation effective June 17, 2010.  
For retirement.
2. Elliott, Andrew Resource Specialist – CMS  
Employed August 27, 2008;  
resignation effective June 17, 2010.  
For personal reasons.
3. Garber, Theresa Math Teacher – ROHMS  
Employed August 27, 2008;  
resignation effective June 17, 2010.  
For personal reasons.
4. Johnson, Judy Elementary Teacher – Reche Canyon  
Employed September 7, 1988;  
resignation effective June 17, 2010.  
For retirement.

**II. Classified**

1. Wickman, Renea Community Liaison – SSC/Admin. Svcs.  
Employed October 27, 2000;  
resignation effective March 1, 2010.

**AR-8.1**



## BOARD AGENDA

REGULAR MEETING  
March 11, 2010

### ADMINISTRATIVE REPORTS

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** **Western Municipal Water District Offer to Purchase Colton Joint Unified School District's Meeks and Daley Water Company Shares**
- GOAL:** Facilities/Support Services
- STRATEGIC PLAN:** Strategic Parameter #7 – Fiscal Responsibility
- BACKGROUND:** Colton Joint Unified School District owns 1,948 shares in the Meeks and Daley Water Company, a mutual water company. The company formerly served customers in the Colton area until the water delivery facilities were abandoned in 2005. The school district has not taken water deliveries from the company for many years, essentially making the shares a stranded asset.
- By letter dated January 10, 2010 the Western Municipal Water District has offered to purchase the shares for \$16.60 each or \$32,336.80 in total. Western is a public agency responsible for wholesale and retail water deliveries in Riverside County. By purchasing the shares Western will be able to utilize local groundwater to reduce its dependence on imported water.
- On January 11, 2010 representative from Western met with the Assistant Superintendent, Business Services Division to discuss Western's proposal. The attached Summary of Deal Points summarizes that discussion.
- BUDGET IMPLICATIONS:** Provides CJUSD a one-time revenue inflow of \$32,336.80 that was not anticipated in this Fiscal Year Budget. This transaction, if approved and completed, will eliminate an annual assessment levied by the Meeks and Daley Water Company of \$0.80/share, totaling \$1,558.40 for 2009.

AR - 8.2

## **WESTERN MUNICIPAL WATER DISTRICT**

### **COLTON JOINT UNIFIED SCHOOL DISTRICT**

#### **SUMMARY OF DEAL POINTS**

##### **PURCHASE OF MEEKS AND DALEY WATER COMPANY SHARES**

- Western Municipal Water District (Western) and Colton Joint Unified School District (Colton) are public agencies created in accordance with the laws of the State of California.
- Colton owns 1,948 shares in the Meeks and Daley Water Company (Company); a private, mutual water company regulated by the State of California, Department of Corporations. Each share entitles the shareholder to 1/100<sup>th</sup> of an acre-foot of water annually. An acre-foot of water is 325,850 gallons or about the amount needed to serve two families for a year. Thus the Colton shares equate to 19.48 acre-feet, the annual water supply for approximately 39 families.
- Colton has not taken deliveries of Company water for many years.
- The Company levies a per share assessment annually to cover operating expenses. In 2009 the annual assessment was \$0.80 per share payable in two installments, or a total of \$1,558.40 for Colton.
- In 2005, the Company's canal system that once served customers within the City of Colton was abandoned and backfilled due to safety and liability concerns.
- As a wholesale and retail water purveyor in Riverside County, Western wishes to purchase the Company shares owned by Colton. By letter dated January 10, 2010 Western offered to pay \$16.60 per share to Colton or \$32,336.80 in total. The \$16.60 is a historical market rate provided by the Company.
- By contract, Western has access to other Company shares enabling it to use local groundwater to supplement its imported water supplies. Purchase of the Colton shares will increase the amount of local groundwater available to Western.
- By selling Colton would not only realize the sale price, but would also avoid paying the assessments in the future.
- Western also offers to reimburse any 2010 assessments paid by Colton subject to consummation of a purchase in 2010.
- Colton will need to produce the original stock certificates to complete the transaction. If the certificates cannot be located, Western will assist in obtaining replacements.
- Western is willing to have their legal counsel prepare a draft Buy/Sell agreement for review by Colton and its legal counsel.