

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, May 27, 2010
at 5:30 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

- Bernice Venegas, *Classified*
- Rachael Taylor, *Certificated*
- Syed Hyder, *Management*

2.2 Student of the Year Award – Ruth O. Harris Middle School 2008-09

Presented by Board Member Haro and Board Member Mendoza-Ware

- Sandra Huynh, *Female Student of the Year*
- Arturo Rodriguez, *Male Student of the Year*

2.3 2010 Academic Pentathlon

- Cooley Ranch Elementary School
- Paul J. Rogers Elementary School
- Woodrow Wilson Elementary School

3.0 SCHOOL SHOWCASE

3.1 Slover Mountain High School

3.2 Colton High School – FHA/HERO – Mrs. Dickerson, Advisor

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 – 8.

- Page 7 A-1 Approval of the May 13, 2010 Meeting Minutes
- Page 23 A-2 Approval of Student Field Trips
- Page 25 A-3 Approval of the Course Description and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *Psychology*, Grades 9-12 (Beginning June 2010)
- Page 35 A-4 Approval of the Course Description and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *The American Society: Multicultural Perspectives*, Grades 9-12 (Beginning June 2010)
- Page 49 A-5 Approval of the Application for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (2010–11)
- Page 69 A-6 Acceptance of Gifts
- Page 71 A-7 Approval of Sale and/or Disposal of Obsolete District Property
- Page 73 A-8 Authorization to Piggyback the Val Verde Unified School District Bid 09/10-001 for Just-In-Time Classroom and Office Supply System

B. Action Items

- Page 75 B-1 Approval of Amendment to the Superintendent’s Contract
- Page 77 B-2 Adoption of Resolution No. 10-17, Rescinding the Release and Reassignment Notices and Restoring All Certificated Administrators to a Full Work Year Without Furlough Days for the 2010-11 School Year

- Page 79 B-3 Adoption of Resolution No. 10-18, Rescinding the Elimination and/or Reduction and Restoring All Classified Management, Supervisory and Confidential Employees to a Full Work Year Without Furlough Days for the 2010-11 School Year
- Page 81 B-4 Approval of Personnel Employment
- Page 83 B-5 Approval of Conference Attendance
- Page 85 B-6 Authorization to Assign Secondary Teachers to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution, Education Code Sections 44258.7 (b) for the 2010-11 School Year
- Page 87 B-7 Authorization to Assign Secondary Teachers to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution, Education Code Sections 44258.7 (c) and (d) for the 2010-11 School Year
- Page 89 B-8 Approval of Agreement for Optional Pre-Retirement Reduced Workload Program for Certificated Unit Member for Period July 1, 2010 through June 30, 2015
- Page 93 B-9 Approval of Purchase Orders
- Page 95 B-10 Approval of Disbursements
- Page 97 B-11 Award of Bid #10-03 to AMPCO Contracting, Inc. for the Bloomington High School New Math and Science Building Increment One: Demolition and Rough Grading Project
- Page 99 B-12 Adoption of Resolution 10-16 to Authorize Temporary Borrowing Between Funds of the District (2010-11)
- Page 103 B-13 Approval for Jones, Roach & Caringella, Inc. to Provide an Updated Appraisal for the Meridian Avenue Property
- Page 107 B-14 Approval of Contract with Educational Consulting Services Inc., for the Implementation of a District Saturday Attendance Recovery Program (2010-11)
- Page 111 B-15 Award Veterans Diploma to Richard Fred Sewell in Accordance with Board Policy 6146.12 (2010-11)

C. Action Items – Board Policy – None

D. Action Items – Resolutions – None

8.0 ADMINISTRATIVE REPORTS

AR-8.1 Resignations

Page 113

AR-8.2 Budget Update – Jaime Ayala

AR-8.3 Facilities Update – Jaime Ayala

AR-8.4 Budget Subcommittee Update

AR-8.5 Curriculum Subcommittee Update

AR-8.6 Facilities Subcommittee Update

AR-8.7 ACE Representative

AR-8.8 CSEA Representative

AR-8.9 MAC Representative

AR-8.10 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/Employment/Release/Reassignment (Gov. Code 54957)
- ◆ Public Employee: Contract – Superintendent

11.3 Conference with Legal Counsel—Anticipated Litigation

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

11.4 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
May 27, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: James A. Downs, Superintendent

SUBJECT: **Approval of May 13, 2010 Meeting Minutes**

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 May 13, 2010 meeting minutes.

Colton Joint Unified School District

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



Minutes May 13, 2010 5:30 p.m.

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, May 13, 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 Gaaney-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. Board Member Taylor led in the renewal of the pledge of allegiance to the flag of the United States of America.

2.0 SPECIAL PRESENTATIONS

2.1 Education Medal Of Honor Recipient and Nominees

The San Bernardino County Superintendent of Schools along with the San Bernardino County School Boards Association and County Communicators Network, annually recognize the immeasurable efforts of community volunteers, business partners and educators for the incredible work they do on behalf of public education in San Bernardino County.

Board President Albiso, on behalf of the CJUSD Board of Education, recognized Education Medal of Honor recipient Harold Strauss, CHS Athletic Director. Mr. Strauss received the *Excellence in Education/Student Alumni Award* at 19th Annual Education Medal Of Honor Award Celebration on April 26, 2010.

Board President Albiso also recognized the following nominees from within the Colton Joint Unified School District:

- Dan Morse, Teacher, *Bloomington Middle School*
- Helen Connoly, *Curriculum Program Specialist, Alice Birney Elementary School*
- Jon Yeyna, *Teacher, Grant Elementary School*
- Jaime Riedell, *Basic Skills Tutor, Washington High School*
- Griselda Covarrubias, *Office Assistant, Alice Birney Elementary School*
- Karen Darnell, *Coordinator/Volunteer, Rogers Elementary School*

2.2 Multilingual Recognition

The Multilingual Recognition Program honors the achievements and efforts of individuals who exceed expectations by the contributions they have made for the benefit of San Bernardino County's English learners. Six individuals from the CJUSD were honored by the Multilingual Recognition Program for their outstanding achievements. Board Vice President Ibarra presented the following with a certificate of appreciation on behalf of the board:

- James A. Downs, *Superintendent*
- Bertha Arreguin, *Director, Language Support Services*
- Patricia Kelley, *Counselor, Terrace Hills Middle School*
- Ana Arteaga, *Teacher, Abraham Lincoln Elementary School*
- Maria Velasco, *Parent, U.S. Grant Elementary School*
- Luis Galicia, *Student, Colton High School*

2.3 California Distinguished School 2010

For the past 24 years, the California School Recognition Program has honored the state's most exemplary and inspiring public schools with the California Distinguished School Award. Board Clerk Zamora congratulated Grand Terrace Elementary School as they were awarded the California Distinguished School Award for 2010.

The board acknowledged the great honor bestowed upon Grand Terrace Elementary School. They further praised Principal Coello, GTE students, staff and community for their teamwork and dedication to education and the overall success of all students.

Principal Coello thanked the board for recognizing the success of Grand Terrace Elementary. She also invited the public to attend Grand Terrace Elementary School's carnival on Friday, May 21, 2010. One of the highlights of the evening will be the award ceremony for the California Distinguished School award.

At the request of the board, Action Item, Resolution – D-1 was moved forward for action.

Action Item – Resolution

#220 On motion of Board Member Mendoza-Ware and Board Member Zamora, and carried on a 7-0 vote, the board approved Action Items D-1 as presented.

#220.1 D-1 Adoption of Resolution, *Celebrating Grand Terrace Elementary School as a California Distinguished School*

3.0 SCHOOL SHOWCASE

3.1 Colton High School

Colton High School students Maria Briones, ASB President, Jorge Vazquez, ASB Vice President, Giselle Beltran, Renaissance President and Kelly Nguyen, Renaissance Vice President presented the final CHS school report for 2009-10.

Their report included an update on activities since their last presentation. Recent activities include: the February WASC visit, incoming freshman parent meeting, 2010 AVID road trip, Spring Spirit Week, Sadie Hawkins dance, class ring ceremony, spring musical *Little Women*, academic assemblies, Mr. and Miss Yellowjacket pageant; STAR testing (97% of students tested), senior activities week and advanced placement exams. On the athletic front, they were honored to report that all spring sports teams advanced to CIF-SS playoffs.

Upcoming events for CHS include: the junior-senior prom on May 15th at Eagle Glen Country Club, Colton – Relay for Life, choir concert, blood drive, Express Yourself, Clumsy Custard Horror Show and ice cream review, Locks of Love, AVID demonstration site evaluation and Hispanic heritage month assemblies. As the 2009-10 school year comes to a close, CHS has the following student recognition activities planned: academic letter & medal awards night, all school awards night, senior awards night, senior finals, underclassmen finals, senior brunch and finally graduation on June 14, 2010.

The board thanked Colton High School students for an informative presentation and congratulated them on their high school graduation.

4.0 ADMINISTRATIVE PRESENTATIONS ~None~

5.0 PUBLIC HEARING ~None~

6.0 PUBLIC COMMENT

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

- **Karen Houck, ACE President**, spoke in support of Action Item B-2, *Approval of Order of Adoption of the Reduction in Workforce, Involving 142 Permanent and Probationary Certificated Employees*, asking the board to adopt and approve the action item.
- **Elsa Aguilar, Agua Mansa PTA**, also spoke in support of Action Item B-2 requesting that the board adopt the action item.

At the request of the board, Action Item, B-2 was moved forward for action.

Action Item

#221 On motion of Board Member Mendoza-Ware and Board Member Taylor, and carried on a 7-0 vote, the board approved Action Item B-2 as presented.

#221.1 B-2 Approved Order of Adoption of the Reduction in Workforce, Involving 142 Permanent and Probationary Certificated Employees

At 6:08 p.m., Board President Albiso announced that the board would break for a brief recess. The board meeting reconvened at 6:15 p.m. and continued with public comment.

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

- **Harold Strauss, Athletic Director, CHS**, thanked the board (district) for recognizing his achievement and recognition as a San Bernardino County Medal of Honor recipient. He gave special thanks to Diane Calles, Communications, for her thoughtfulness and nomination. Mr. Strauss commented that Colton Joint Unified School District employees are continuously thinking outside the box. He is proud to work for a district that has always encouraged him to be the best. Lastly, he congratulated all CHS spring sports teams for advancing to CIF playoffs.
- **Laura Lopez, parent**, expressed dissatisfaction in response to a written complaint she filed with the district. She requested a prompt response to her written complaint. The board directed staff to follow up with Mrs. Lopez.
- **Randall Cenicerros, Agua Mansa Council, treasurer**, announced the upcoming Agua Mansa Council Honorary Service Awards dinner on May 26th at Lincoln Elementary School. He thanked the board and district employees in advance for their attendance. Mr. Cenicerros further noted that the proceeds from the dinner benefit scholarships for CJUSD students.
- **Karen Houck and members of ACE**, expressed their continued concern for the management of Pupil Personnel Services, asking the board for their consideration and attention to the matter.
- **Maria Alba, Bloomington resident**, requested support from the board (district) in opposition of the Rialto construction project. Ms. Alba expressed concern for the safety of CJUSD students and increased traffic between the hours of 6:00 a.m. and 10:00 p.m. The board, by consensus, directed staff to research the Rialto construction project and present a resolution at the May 27th board meeting.
- **Nick Ramirez, CSEA**, thanked directors Helen Rodriguez, PPS and Ingrid Munsterman, Human Resources, for their professionalism and willingness to work with and address the concerns of CSEA.
- **Jennifer Roman, parent**, spoke in support of the special day class at Reche Canyon Elementary School where her daughter is enrolled. She asked the board to review the procedure for accommodating the numbers, which relocates special day students every two to three years. The board directed staff to follow up with Mrs. Roman.
- **Andrew Holmes, BHS student and Kayos Kidz President**, announced the positive events hosted and organized by the Kayos Kidz organization. He, along with other members, expressed concern that they may not be allowed to continue activities on all CJUSD campuses.
- **Michael Benner, CHS NJROTC**, publicized the outcome of the Colton HS v Bloomington HS NJROTC competition in which CHS was victorious. He asked for board approval for the upcoming Camp Pendleton Orientation field trip. Over the Memorial Day weekend, CHS NJROTC students plan to tour Camp Pendleton facilities and receive an orientation.

7.0 ACTION SESSION

A. Consent Items

#222 On motion of Board Member Zamora and Board Member Mendoza-Ware, and carried on a 7-0 vote, the Board approved Consent Items A-1 through A-16 as presented (Item A-14 was pulled from the agenda).

#222.1 A-1 Approved the April 8, 2010 and April 15, 2010 Meeting Minutes

#222.2 A-2 Approved Student Field Trips (**EXHIBIT A**)

#222.3 A-3 Approved Consultants for Staff Development (**EXHIBIT B**)

#222.4 A-4 Approved Consultant for Assembly Presentation (**EXHIBIT C**)

#222.5 A-5 Approved One-Year Contract Renewal with Edusoft (2010-11)

#222.6 A-6 Approved Agreement with University of California, Riverside Extension for Teaching the Gifted and Talented: *Recognizing Individual Differences* (May/June 2010)

#222.7 A-7 Approved Authorization for the District to Enter into Agreements with Colleges and Universities for Student Teaching and/or Internship Programs for the 2010-11 School Year

#222.8 A-8 Approved Amended Agreement with Clover Enterprises, Inc., to Provide Athletic Training Services at Colton and Bloomington High Schools (2010-11)

#222.9 A-9 Approved Appointment of District Representatives from Bloomington and Colton High Schools to California Interscholastic Federation (CIF) Leagues (2010-11)

#222.10 A-10 Approved Amended Agreement (Contract No. 03-734 A-8) with the County of San Bernardino Probation Department for a School Probation Officer (2010-11)

#222.11 A-11 Approved Amendment to the Agreement with All City Management Services, Incorporated, to Provide School Crossing Guard Services for the 2010-11 Fiscal Year

#222.12 A-12 Approved Agreement with Jacqueline Solorzano, Auditory Verbal Therapist to Provide Auditory Verbal Therapy to a Special Education Student at Bloomington High School (2010-11)

#222.13 A-13 Approved Renewal of Two-Year Contract for California School Management Group to Provide Consulting Services for E-Rate Years 14 and 15 (2011-12 and 2012-13)

(item pulled) ~~A-14 Approved Renewal of TeleParent Educational Systems, LLC Contract for 2010-11 through 2012-13~~

#222.14 A-15 Accepted Gifts (**EXHIBIT D**)

#222.15 A-16 Approved Reimbursement for Damage to Employee Vehicle

B. Action Items

#223 On motion of Board Member Taylor and Board Member Mendoza-Ware, and carried on a 6-1 vote (Board Member Haro opposed), the board approved Action Items B-2 through B-17 as presented. No action was taken on Action Item B-1.

~~B-1 Approval of Amendment to the Superintendents' Contract~~
(no action taken)

#223.1 B-3 Approved Authorization to Assign "Mild/Moderate-Level" Teachers to Teach Students with Autism Under Board Resolution During the 2010-11 School Year and During 2010 Summer School

- #223.2 B-4 Approved Authorization to Assign Secondary Teachers to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution During the 2010-11 School Year and During 2010 Summer School
- #223.3 B-5 Adopted District Declaration of Need for Fully Qualified Educators 2010-11
- #223.4 B-6 Adopted Shared Contract for 2010-11 School Year
- #223.5 B-7 Adopted Personnel Employment (**EXHIBIT E**)
- #223.6 B-8 Approved Conference Attendance (**EXHIBIT F**)
- #223.7 B-9 Approved Purchase Orders
- #223.8 B-10 Approved Disbursements
- #223.9 B-11 Approved Contract Amendment with Harley Ellis Devereaux for the Colton High School New Math and Science Building and Interim Housing Projects
- #223.10 B-12 Approved Reduction in or Partial Release of Retainage for AMPCO Contracting, Inc. (Bid Package No. 1) for the Grand Terrace High School Project
- #223.11 B-13 Approved Subcontractor Substitution for Hanan Construction Company, Inc. (Category 10) for the Grand Terrace High School Project, Bid #08-14
- #223.12 B-14 Approved Open a New Escrow Account for Deposit of Earned Retention for JPI Development Group, Inc. (Bid Package #15) for the Grand Terrace High School Project
- #223.13 B-15 Approved Authorization to Re-bid the District Office Phone System Upgrade and Failover Installation Project
- #223.14 B-16 Approved to Proceed with Parcel Tax Measure Feasibility Study
- #223.15 B-17 Approved Contract with Gresham Savage Nolan and Tilden, APC for Legal Services (May 14, 2010 through December 31, 2010)

C. Action Items – Board Policy *Second Reading*

#224 On motion of Board Member Zamora and Board Member Armenta, and carried on a 7-0 vote, the board approved Action Items C–1 through C–3 as presented.

- #224.1 C-1 Approved Amendment to Administrative Regulations:
AR 6146.1 (b) Graduation Requirements – Math
- #224.2 C-2 Approved Proposed Adoption of Board Policy and Administrative Regulations:
BP6173.1 Education for Foster Youth
AR6173.1 Education for Foster Youth
- #224.3 C-3 Approved Proposed Adoption of Board Policy and Administrative Regulations:
BP 5126.1 Seal of Biliteracy
AR 5126.1 Seal of Biliteracy

D. Action Items – Resolution

#225 On motion of Board Member Zamora and Board Member Mendoza Ware, and carried on a 7-0 vote, the board approved Action Items D-2 as presented.

#225.1 D-2 Adopted Resolution, *National Foster Care Month*, May 2010

8.0 ADMINISTRATIVE REPORTS

AR-8.1 Results of San Bernardino County Superintendent of Schools (SBCSS) Williams Settlement Visit for the Third Quarter 2009-10 – Jaime Ayala

AR-8.2 Budget Update

Assistant Superintendent Ayala provided an update on the budget. He announced that Governor Schwarzenegger is scheduled to release the May Revise on May 14. The general opinion is that the May Revise will not be any better than the budget released in January; in April, state income tax revenues were 30% less than projected. On May 21 several board members, district administrators and staff will attend the School Services of California detailed analysis of the May Revise. Meanwhile, Staff continues to build the 2010-11 Budget, which is due to San Bernardino County Office of Education no later than July 1, 2010. Assuming no lay-offs for 2010-11 and no bargaining unit concessions, preliminary projections indicate ending fund balances will be as follows:

- 2010-11 - \$ 14.5 million
- 2011-12 - \$ (7.6) million
- 2012-13 - \$ (31.0) million

Mr. Ayala continued, stating that based on the warning issued by the county concerning our 2nd Interim Report, there is a high probability our 2010-11 Budget will not be approved. The budget relies primarily on use of one-time money and drawing on reserves instead of implementing on-going cost reductions. The county may reject the budget, or at best, give a conditional approval because of eroding reserves and lack of on-going cost reductions.

Without lay-offs or bargaining unit concessions, other sources of revenue are needed. For this reason the board has just adopted Action Item B-16, *Parcel Tax Measure Feasibility Study*. The Parcel Tax Measure creates a source of local revenue that will help offset declining state revenue. The district can specify how the revenue is to be used, such as to save jobs and preserve critical programs. The district can further specify how long the parcel tax is to run.

In addition to the district's budget challenges, the cash flow balance continues to be a real and immediate concern. As previously reported, decreased state revenue and deferrals have caused serious General Fund cash flow problems. Aside from applying for a \$6.5 million Constitutional Advance, CJUSD has borrowed \$19 million from Fund 21. Without this borrowing, the district would be unable to meet its June 2010 payroll and other obligations.

In closing, Mr. Ayala states that inadequate cash flow is a direct result of expenditures that are out of line with our revenue, further, if inadequate cash flow persists the district will have to implement additional on-going cost reductions.

Board President Albiso requested an update on the foundation project.

AR-8.3 Facilities Update

Assistant Superintendent Ayala provided a brief update on the Grand Terrace High School project, Bloomington and Colton High School math/science and middle school #5 building projects. He also apprised the board of the County of San Bernardino Public Works street improvement project on Santa Ana and Alder Avenues.

WLC Architects, Inc. presented facility master plans for both Bloomington and Colton High Schools. The facility master plan for Bloomington High School included a summary of the master plan process, proposed phasing plan, and cost estimates and schedules.

Following the presentation the board requested further consideration is given to adequate and secured parking for students and staff.

WLC continued with an overview of the facility master plan for Colton High School. The campus overview covered the neighborhood and history of CHS, use of facilities, and portables. They also reviewed the adequacy of the site, concentrating on access into CHS, fire life safety, and DSA close out. The latter part of the presentation focused on the minimum essential facilities, consultant review, program design standards, funding sources, master plan input, and finally the development plan.

AR-8.4 Budget Subcommittee Update ~No Report~

AR-8.5 Curriculum Subcommittee Update ~No Report~

AR-8.6 Facilities Subcommittee Update ~No Report~

AR-8.7 ACE President Karen Houck announced that Ms. Arlene Roper will assume the office of ACE Treasurer upon retirement of the incumbent. Mrs. Houck also announced that ACE members have agreed to Support San Bernardino County Superintendent of Schools Gary Thomas as he seeks re-election.

AR-8.8 CSEA President Nick Ramirez announced Classified Staff Appreciation Week, reminding sites to recognize their classified staff members. He also extended an invitation to the CSEA BBQ at Rogers Elementary School on May 22nd from 11:00 a.m. – 5:00 p.m. Mr. Ramirez congratulated Board Members Albiso, Mendoza-Ware, Armenta and Mr. Roger Kowalski as CSEA's endorsees for the upcoming school board member election.

AR-8.9 MAC Representative ~No Report~

AR-8.10 ROP Update ~No Report~

9.0 SUPERINTENDENT'S COMMUNICATION

Superintendent Downs provided the board with a copy of the latest *Communiqué* which highlighted several recent and upcoming student activities. He announced that the *Communiqué* can be accessed on the district website <http://www.colton.k12.ca.us/>

10.0 BOARD MEMBER COMMENTS

Board Member Armenta reminded staff and the public about the Colton - Relay for Life event May 15-16th at the Colton High School football stadium. He thanked the district staff for their continued participation in the annual event.

Board Member Mendoza-Ware ~No comment~

Board Member Zamora ~No comment~

Board Member Ibarra attended the Pencil, Pen and Brush event at Zimmerman Elementary School with Board Member Haro. He commented on the well-attended event which displayed the amazing art and writing skills of CJUSD students. Mr. Ibarra announced that he would be attending the Colton High School Prom over the weekend.

Board Member Haro congratulated Grant Elementary students on a successful end-of-year Reading Buddies celebration. She attended the Rogers Elementary School carnival and commended the many artists who participated in the Pencil, Pen and Brush event at Zimmerman Elementary School. Lastly, Mrs. Haro thanked Rick Feinstein and the Risk/Benefits Department for organizing this year's Health Expo at Sycamore Hills Elementary School.

Board Member Taylor commented on Terrace View Elementary School's exquisite *Aladdin Jr.* performance at Colton High School's Whitmer Auditorium. Mr. Taylor attended the 29th Annual Festival of Bands performance where Superintendent Downs was the guest conductor. Mr. Taylor congratulated all students, staff, and administrators for a job well done.

Board Member Albiso directed staff to place an action item on the agenda for the May 27th board meeting to restore all management positions and management furlough days.

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 7:56 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 Legal Counsel—Anticipated Litigation
- 11.4 • Conference with Labor Negotiator

12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION

The Board meeting reconvened at 9:14 p.m. Board President Albiso reported on action taken in closed session.

12.1 Student Discipline, Revocation, and Re-entry (EXHIBIT G)

On a motion by Board Member Zamora and seconded by Board Member Mendoza-Ware, and passed on a 7-0 vote, the board approved staff's recommendation for student discipline items 1-8 as presented.

Student Identification #:

- | | |
|------------|-----------|
| 1. 82733 | 5. 95342 |
| 2. 152641 | 6. 160354 |
| 3. 1032304 | 7. 93387 |
| 4. 112159 | 8. 157828 |

12.2 Personnel ~No Report~

- ♦ Public Employee: Discipline/Dismissal/Employment/Release/Reassignment (Gov. Code 54957)
- ♦ Public Employee: Contract – Superintendent

12.3 Conference with Legal Counsel—Anticipated Litigation ~No Report~

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

12.4 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 9:16 p.m., the Board adjourned to the next Special Board of Education Meeting on May 27, 2010, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

Regular Meeting May 13, 2010
EXHIBIT A, FIELD TRIPS:

<u>Site</u>	<u>Date</u>	<u>Depart</u>	<u>Return</u>	<u>Destination</u>	<u>Activity/Background</u>	<u>Grade</u>	<u>Teacher</u>	<u>Cost</u>	<u>Funding</u>	<u>Strategic Plan*</u>
District	5/17/10 to 5/18/10 (M/T)	6:00 a.m.	9:00 p.m.	California Science Center Los Angeles, CA (Parents)	<i>California State Science Fair</i> Students will compete in the state academic science competition.	7-8	Daniel Morse (1) + 2 Parent chaperones	\$1,353 Discretionary		Strategy #1
BHS	5/18/10 (Tues)	7:30 a.m.	4:30 p.m.	San Diego Zoo San Diego, CA (District)	<i>San Diego Zoo</i> Students will study animals in their natural habitat.	10-12	Leticia Herrera (50) + 4 Parent chaperones	\$1,550	ASB	Strategy #1
BMS	5/23/10 (Sun)	8:30 a.m.	4:00 p.m.	Ronald Reagan Presidential Library Simi Valley, CA (District)	<i>Ronald Reagan Presidential Library Tour</i> Students will view exhibits and prepare an overview presentation of the era for their respective classrooms.	7-8	Michael Bayless Daniel Morse (14) + 1 Parent chaperone	\$270 (\$150 GATE Club) (\$120 Donated)		Strategy #1
BHS	5/21/10 to 5/23/10 (F/S/S)	2:30 p.m.	5:00 p.m.	Mission Oak High School Tulare, CA (District)	<i>Cadet Junior Greco State Tournament</i> Wrestling team will participate in State tournament.	9-12	Gabe Schaefer Steve Padilla (12) + 1 Parent chaperone	\$1,197.60 (\$747.60 Students) (\$450 Discretionary)		Strategy #1
CHS	5/21/10 to 5/23/10 (F/S/S)	3:30 p.m.	6:00 p.m.	Camp Pendleton Oceanside, CA (District)	<i>Camp Pendleton Orientation</i> ROTC students will tour facilities and receive an orientation.	11-12	David Brunkhorst (20) + 2 Parent chaperones	\$1,800 (\$1,500 CHS/ROTC) (\$300 Students)		Strategy #1
CHS	5/22/10 (Sat)	7:00 a.m.	6:00 p.m.	Camp Pendleton Oceanside, CA (District)	<i>Camp Pendleton Orientation</i> ROTC students will tour facilities and receive an orientation.	9-11	Joe Porter (50) + 5 Parent chaperones	\$1,050 (\$750 CHS/ROTC) (\$300 Students)		Strategy #1
CHS	5/29/10 (Sat)	8:00 a.m.	6:00 p.m.	San Diego Zoo San Diego, CA (District)	<i>San Diego Zoo</i> GATE students will observe animals during behind-the- scenes encounters and investigate various occupations as part of the enrichment program.	9-12	Lucy Leyva Laura Kennedy (60) + 3 Parent chaperones	\$1,230	SLI	Strategy #1
Grant	6/2/10 (Wed)	7:30 a.m.	8:30 p.m.	Disneyland Anaheim, CA (District)	<i>Disney's Youth Education Series</i> GATE students will receive enrichment to core curriculum and differentiation.	4-6	James Marshall Linda Meacham Sandra Soares (33) + 2 Parent chaperones	\$2,430 (\$1,750 Discretionary) (\$80 Title I) (\$600 Boosters)		Strategy #1

**Regular Meeting May 13, 2010
EXHIBIT A, FIELD TRIPS:**

<u>Site</u>	<u>Date</u>	<u>Depart</u>	<u>Return</u>	<u>Destination</u>	<u>Activity/Background</u>	<u>Grade</u>	<u>Teacher</u>	<u>Cost</u>	<u>Funding</u>	<u>Strategic Plan*</u>
Grand Terrace	6/4/10 (Fri)	6:45 a.m.	7:00 p.m.	SeaWorld San Diego, CA (District)	<i>6th Grade End-of-the-Year Activity</i> Students will participate in a field trip based on academic achievement and excellent behavior and attendance.	6	Maria Rios Jennifer Patriquin Susan High Martha Eaton (114) + 8 Parent chaperones	\$6,410 (\$4,410 ASB) (\$2,000 Donations)		Strategy #1
Reche Canyon	6/7/10 to 6/10/10 M/T/W/Th	9:15 a.m.	12:30 p.m.	Thousand Pines Outdoor School Crestline, CA (District)	<i>6th Grade Science Camp</i> Students will participate in a hands-on life science education in the natural environment.	6	Jonelle Risse Kelly Hoekstra Jennifer Pedroza (47) + 2 Parent chaperones	\$10,076.56	ASB	Strategy #1
BHS	6/21/10 to 6/26/10 M/T/W/ Th/F/S	8:00 a.m.	4:00 p.m.	H. Roe Bartle Hall & Municipal Auditorium Kansas City, MO (air)	<i>National SkillsUSA Leadership and SkillsUSA Championships</i> Students will compete at the national level SkillsUSA championship.	11	William Reedy (1)	\$2,597.95 (\$2,472.95 VEA) (\$125 ASB)		Strategy #1
BHS	7/24/10 To 7/31/10 S/S/MT/ W/Th/F/S	6:00 a.m.	4:00 p.m.	Val D'Isere Mammoth Lakes, CA (District)	<i>Running Camp</i> Bloomington High School Boys' and Girls' Cross Country Team will participate in high altitude cross country training.	9-12	Jean Wierenga Julie Aguilera (28) + 2 Parent/ chaperones	\$5,600	ASB	Strategy #1

EXHIBIT B, CONSULTANTS FOR STAFF DEVELOPMENT:

<u>Site</u>	<u>Date</u>	<u>Time</u>	<u>Program/Purpose</u>	<u>Location</u>	<u>Consultant(s)</u>	<u>Cost</u>	<u>Funding</u>	<u>Strategic Plan*</u>
Grant	5/18, 5/25, 6/2,6/8, 6/15 & 6/22, 2010	2 hrs per session; 2 per week for each series	<i>Learning is Magic!</i> English and Spanish parent workshop series to provide essential strategies to motivate, communicate with, and support their children.	Grant	Learning is Magic! Glendale, CA	\$7,680	Title I	Strategy #1
District Office and All Elementary Site	Total of 22 days (TBD)	8:00 a.m. to 4:00 p.m.	<i>Scores Up</i> Training for administrators to build internal capacity related to knowledge, information, skills, and resources to thoroughly understand data and how to use it to inform and motivate teachers in order to improve student achievement.	All Elementary Schools	Gregg Nelsen Data Gurus Grand Terrace, CA	\$30,800	Title I	Strategy #1

Regular Meeting May 13, 2010
 EXHIBIT C, CONSULTANTS FOR ASSEMBLY PRESENTATION:

<u>Site</u>	<u>Date</u>	<u>Time</u>	<u>Program/Purpose</u>	<u>Location</u>	<u>Consultant(s)</u>	<u>Cost</u>	<u>Funds</u>	<u>Strategic Plan*</u>
Smith	5/21/2010 (Fri)	8:45 am - 9:45 am	<i>Steel Drum Assembly for Grades 1-6</i> To introduce students to the many forms of musical instruments. The program will encompass cultural, historical and musical developments.	Multipurpose room	Ray McNamara - Music Services, Claremont, CA	\$350 PTA		Strategy #1
CHS	5/24/2010 (Mon)	7:00 pm - 9:00 pm	<i>Recruiting Realities Seminar for Grades 9-12/Parents</i> A 66 minute motivational and educational presentation.	Whitmer Auditorium	Jack Renkens – Recruiting Realities, Scottsdale, AZ	\$150	ASB Athletics	Strategy #1
THMS	5/26/2010 (Wed)	1:30 pm - 3:30 pm	<i>Fun Services for Grades 7-8</i> Reward carnival for student body after CST testing is complete.	THMS Field	Fun Services Fundraising Event Specialists Yorba Linda, CA	\$2,990 (\$1,990 (\$1,000 Mandated Costs)	ASB)	Strategy #1
Grant	6/2/2010 (Wed)	9:30 am - 11:30 am	<i>Giddy Up Ranch – Petting Zoo for Kindergarten</i> Reinforcement of grade level standards in science observing and describing similarities and differences in the appearance and behavior of animals.	Kindergarten Playground	Marie Girouard-Giddy Up Ranch in Acton, Palmdale, CA	\$450	Boosters	Strategy #1
Crestmore	6/9/2010 (Wed)	7:45 am 8:30 am 8:45 am 9:30 am 9:45 am 10:30am	<i>The Imagination Machine for Grades K-6</i> The writings of students will be performed by actors from the Imagination Machine. Observing their own words being performed on the stage will inspire students to write.	Multi-purpose Room	The Imagination Machine, Villa Park, CA	\$1,290 PTA		Strategy #1

Regular Meeting May 13, 2010

EXHIBIT D, GIFTS:

<u>Site</u>	<u>Donor</u>	<u>Donation/Purpose</u>	<u>Amount</u>
Alice Birney Elementary	CEC Entertainment Chuck E. Cheese 4441 West Airport Freeway Irving, TX 75062	Check #818239 Fundraiser for field trips, incentives, etc.	\$438.38
Bloomington High School	Alexandra Alonzo 10281 MacDuff Street Stanton, CA 90680	Check #4330 ASB –Support a singer – Choir Club	\$65
Bloomington High School	Bel-Air Swap Meet, Inc. 17565 Valley Blvd. Bloomington, CA 92316	Check #14856 ASB - Support Cross Country	\$3,000
Bloomington High School	Brandon's Diner 17132 Slover Avenue Fontana, CA 92337	Check #1037 ASB – Support Wrestling CIF Rings	\$75
Bloomington High School	Elite Road Service & Tire P.O. Box 1347 Bloomington, C 92316	Check #3175 ASB – Support Girls' Soccer Club	\$200
Bloomington High School	Cheryl Henderson, Teacher c/o BHS - 10750 Laurel Avenue Bloomington, CA 92316	Check #2385 ASB - Support AVID	\$50
Bloomington High School	Robert Meyers, Teacher c/o BHS – 10750 Laurel Avenue Bloomington, CA 92316	Check #2803 ASB – Support AVID	\$200
Bloomington High School	Lisa Padilla, Resource Specialist c/o BHS – 10750 Laurel Avenue Bloomington, CA 92316	Check #1850 ASB – Support AVID	\$25
Bloomington High School	Lynn Park, Counselor c/o BHS – 10750 Laurel Avenue Bloomington, CA 92316	Check #0800 ASB – Support AVID	\$150
Bloomington High School	Marlene Teliska 10281 MacDuff Street Stanton, CA 90680	Check #894 ASB Choir Club	\$300
Bloomington High School	Tsiramanes Inc. 17042 Slover Avenue Fontana, CA 92337	Check #2163 ASB – Support Wrestling CIF Rings	\$50
Cooley Ranch Elementary	Cooley Ranch PTA 1020 South Cooley Drive Colton, CA 92324	Check #2164 Field Trips	\$3,000
Cooley Ranch Elementary	Kiwanis Kids Club 1000 South Cooley Drive Colton, CA 92324	To purchase health office bag (cash)	\$9.62
D'Arcy Elementary	James Edward Harris Edison International P.O. Box 3288 Princeton, NJ 08543-3288	Check #123498 Site discretionary	\$369.45
Grand Terrace Elementary	Grand Terrace Elementary PTA 12066 Vivienda Avenue Grand Terrace, CA 92313	Check #1396 \$8,000 for Field Trips \$1,000 for Library	\$9,000
Grant Elementary	Shannon L. Arnce 1045 North 7 th Street Colton, CA 92324	Check #1557 Library books	\$150
Grant Elementary	Carlos Villalba 283 West D Street, Colton, CA 92324 Edison International Annual Campaign Match P.O. Box 3288, Princeton, NJ 08543-3288	Check #154035 Site discretionary	\$120
Grimes Elementary	Anonymous Donor(s) Edison International Annual Campaign Match P.O. Box 3288 Princeton, NJ 08543-3288	Check #154539 - \$30.00 Check #123954 - \$30.00 To follow child Alyssa Riddle	\$60

Regular Meeting May 13, 2010

EXHIBIT D, GIFTS:

<u>Site</u>	<u>Donor</u>	<u>Donation/Purpose</u>	<u>Amount</u>
Jurupa Vista Elementary	Jurupa Vista Elementary PTA 15920 Village Drive Fontana, CA 92337	Check #1166 First Grade Field Trip	\$1,000
Jurupa Vista Elementary	General Mills Box Top for Education P.O. Box 200 Young America, CA 55553-0200	Check #000665441 Fifth Grade Field Trip	\$336.50
Reche Canyon Elementary	TEAM Coyote Inc. 3101 Canyon Vista Drive Colton, CA 92324	Check #1187 Kinder Field Trip.	\$200
Reche Canyon Elementary	Jacqueline & T.P. Preciado 205 Lido Street Redlands, CA 92374	Check #4791 Sixth Grade (Chase Preciado)	\$25
Terrace Hills Middle School	The Community Foundation 4280 Latham Street, Suite C Riverside, CA 92501	Check #28150 AVID College Field Trip	\$1,000
Terrace View Elementary	Grand Terrace Woman's Club 22421 Barton Road #398 Grand Terrace, CA 92313	Check #2192 Sixth Grade Science Camp	\$500
Terrace View Elementary	James A. Downs c/o 1212 Valencia Drive Colton, CA 92324	Check 166 Site discretionary	\$100
Terrace View Elementary	Joshua & Jennifer Parthemore 1933 Cherry Wood Lane Colton, CA 92324	Check #2706 Harris' Class Field Trip	\$1,000

EXHIBIT E, PERSONNEL:

<u>I-A</u>	<u>Certificated – Regular Staff</u>	<u>Subject</u>	<u>Site</u>
1.	Lillestrand, Sara	Elementary Teacher (Temp)	Crestmore
<u>I-B</u>	<u>Certificated – Activity/Coaching Assignments</u>	<u>Position</u>	<u>Site</u>
	None		
<u>I-C</u>	<u>Certificated – Hourly</u>	<u>Position</u>	<u>Site</u>
	None		
<u>I-D</u>	<u>Certificated – Substitute Teacher</u>		
1.	Lepe, Angela		
<u>II-A</u>	<u>Classified – Regular Staff</u>	<u>Position</u>	<u>Site</u>
1.	Anthony, Elizabeth	Special Ed Inst. Asst.	Wilson
<u>II-B</u>	<u>Classified – Activity/Coaching Assignments</u>	<u>Position</u>	<u>Site</u>
1.	Rivera, Thomas	Softball-HD Frosh/Soph (walk-on)	CHS
2.	Williams, Cecelia	Track-HD JV (walk-on)	CHS
<u>II-C</u>	<u>Classified – Classified Hourly</u>	<u>Position</u>	<u>Site</u>
1.	Jacques, Maribel	Sub Noon Aide	Grand Terrace
<u>II-D</u>	<u>Classified Substitute</u>	<u>Position</u>	
1.	Garcia, Carolina	Sub Noon Aide	
2.	Vargas-Gonzalez, Daisy	Sub Noon Aide	

Regular Meeting May 13, 2010

EXHIBIT F, CONFERENCE:

<u>Employee</u>	<u>Title</u>	<u>Site</u>	<u>Conference</u>	<u>Date/Location</u>	<u>Funds</u>
Janice Aldrich Kimberly Guadagnoli	Teacher	CHS	Drama Teachers Weekend at Camp Bravo	May 28-31, 2010 Northridge, CA	Lottery Funs \$1,000
Celia Gonzales	Special Proj. Coordinator	DO	CAASFEP 2010 Spring Institute	June 20-24, 2010 Monterey, CA	Title II Funds \$2,796.15
Elaine Fresco	Teacher	CHS	AP By the Sea	June 21-25, 2010 San Diego, CA	GATE Fund \$695
Ignacio Muniz Sara Anchondo Cecelia Arroyo Silvia Correa Brenda DeLaVega Eva Heras Lucy Unda	Assistant Principal Teacher	Grimes	2010 TWBI (Two-Way Bilingual Immersion) Conference	July 5-8, 2010 San Diego, CA	Title I Fund \$8,355.63
Marisa Bline Lauren Rumpf Rita Combs Elaine Brinker Jeannie Colunga Maryellen Herbert	Counselor Teacher	THMS	AVID Summer Institute	July 26-30, 2010 San Diego, CA	Lottery Fund \$4,819

DRAFT

BOARD AGENDA

REGULAR MEETING
May 27, 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 May 27, 2010

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
ROHMS	6/6/2010 (Sun)	7:00am	8:00pm	Disneyland Anaheim, CA	End of the Year Trip Students will participate in a field trip based on academic achievement, excellent behavior and attendance.	7-8	Veronica Carnes Raquel Lopez Matt Crispin (113) + 5 parent chaperones	\$7,247.00 \$2,080.00	AVID Club Discretionary	1
BHS	7/19/10 to 7/22/10 (S/M/T/W/T)	8:00am	2:00pm	Disneyland Resort Anaheim, CA	California Association FFA Leadership Chapter 2010-11 Retreat Participants will focus on skills identified as an essential part of being successful officers.	10-12	Desiree Trapp (7) + 1 parent chaperone	\$2,368	AG Voc Edu	1
CHS	5-23-10 to 5-24-10 (S/M)	12:00pm	6:00pm	La Purisima Golf Club Lompoc, CA	C/F Golf Championship CHS Golf team advanced to the playoffs. (School was notified of eligibility on 5-18-10)	11	Issac Reid (1) + 2 parent chaperones	\$267.30	ASB Athletics	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

May 27, 2010

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of the Course Description and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *Psychology*, Grades 9-12 (Beginning June 2010)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** The existing course description and textbook were approved in 1986. The revised course has been designed to include current standards and practices from the American Psychology Association, California Social Science framework, and current textbooks and instructional materials.
- The course description and textbooks were approved by the Secondary Curriculum Council on May 11, 2010.
- Psychology-Principles in Practice**
Holt, Rinehart and Winston (2007)
- BUDGET**
- IMPLICATIONS:** Approximately \$3,200 per high school class section offered, initially, to purchase updated textbooks. CHS and BHS are expected to offer 1-3 sections each next year in their elective programs for a cost of \$6,400 to \$19,200. IMFRP and site/district general funds will be used to purchase adopted instructional materials.
- RECOMMENDATION:** That the Board approve the course description and adoption of textbooks and ancillary and supplemental instructional materials for *Psychology*, Grades 9-12 (Beginning June 2010).

High School Course Description for Survey of Psychology

Course Title: Survey of Psychology**Curricular Area:** Social Studies**Course Number:** TBA**Length:** One year (Students may take Semester I or Semester II Independently as well)**Grade Level:** 10-12
9th w/ teacher recommendation**Prerequisites:** English 1 or concurrently enrolled in Honors English I**Meets a UC a-g Requirement:** *G- Elective***Meets NCAA Requirement:** None**Meets High School Graduation Requirement for:** Elective Credit

Course Description

The course is designed to take students through each of the major areas of Psychology as described by the American Psychological Association. Beginning with “Why Study Psychology” and how it became a topic of scientific study, students will read, study, and write about the methods of acquiring psychological knowledge (Research Methods), the major components of the brain--relating components to behavior; sensation and perception, showing how they differ, motivation and emotion, stress and health, biological and psychological development from birth to death, different ways of learning, the process of memory; language and thinking, consciousness and the function of sleep, theories of personality, psychological disorders and their treatment, and social interaction-group dynamics.

Alignment

This course is aligned to the *History-Social Science Framework for California Public Schools* (adopted 2005 Edition with New Criteria for Instructional Materials) The course is identified in ‘Elective courses in History--Social Science Framework; Psychology’ (pages 122 – 123). The course also covers each of the Standards within the five broad content domains of the American Psychological Association’s National Standards for High School Psychology and includes Career Technical Education standards for those interested in pursuing careers involving a psychology background.

Instructional Materials

1. Required Textbook:

Rathus, Spencer A., *Psychology, Principles in Practice*, Holt, Rinehart, and Winston (2007)
ISBN-10:0030646383 **ISBN-13:** 978-0030646386

2. Readings and other materials:

Parent Effectiveness Training, Gordon
Passions of the Mind, Stone
Psycho-cybernetics, Maltz
Walden Two, Skinner

Discovering Psychology Video Series, The Annenberg/CPB Collection **ISBN** 1-55946-133-0

BBC Documentary, The Human Senses

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork	20%
Homework	20%
Assessments	20%
Group Project	10%
Participation	10%
Final Examination	20%
Total:	100%

Development Team

This Course of Study was revised/updated by Elliot Glass, CHS and John Conboy, Career Technical Coordinator.

Pacing Guide for Survey of Psychology

First Quarter

Weeks 1-2 Chapter 1, pp. 2–23

Why Study Psychology: What is the study of Psychology? How and when did this study begin? What do psychologists do? What are the perspectives that make up the study of Psychology?

Weeks 3-4 Chapter 2, pp. 24-50

Psychological Methods: How does scientific research contribute to Psychology? What is the experimental method? How are surveys done? What is a correlation? How is an experiment planned? What are ethical issues in psychological research?

Science Content Standards - Investigation & Experimentation - Grades 9 To 12

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

CTE Standards - Education, Child Development, and Family Services

Foundation Standards

5.0 Problem Solving and Critical Thinking

-
- standard 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- standard 5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
- standard 5.3 Use critical thinking skills to make informed decisions and solve problems.
- standard 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

Weeks 5-6 Chapter 3, pp. 52-75

Biology and Behavior: How are messages transmitted by neurons? What are the functions of the major structures of the brain? How does the spinal cord and the peripheral nervous system function? What is the role of chromosomes and genes in heredity?

Biology Grade 9-12 Standards -Physiology

9 - As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

- a. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- b. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- c. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- d. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.

Pacing Guide for **Survey of Psychology**

Weeks 7-8 Chapter 4, pp.76-101

Sensation and Perception: What is the difference between sensation and perception? How does the eye work? How does the ear work? How do the chemical, skin, and body senses work? What are the laws of sensory perception?

Weeks 9-10 Chapter 6, pp. 126-151

Learning: What are the principles of classical conditioning? What are the principles of operant conditioning and what are some of its applications? What is observational learning? What is latent learning?

CTE Standards -Education, Child Development, and Family Services

C.Education

•
C5.0Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents:

- standard C5.1Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
- standard C5.2Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescents.
- standard C5.3Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- standard C5.4Know the best practices for inclusion in the education of children and adolescents with special needs

Writing Exercise: Using the Internet and other research sources, write a term paper explaining how classical conditioning and operant conditioning can be used to help individuals overcome fears and bad habits. Show how these methods of learning can be used to shape desired behavior. Explain the ethical concerns of one person controlling another through using varied types of reinforcement to generate desired behavior. What if the receiving person approves ahead of time?

Pacing Guide for Survey of Psychology

Second Quarter

Weeks 11-12 Chapter 7, pp. 152-174

Memory: What are the three kinds of memory? What are the three processes of memory? How are the three stages of memory related to each other? How do we forget and how can we improve our memory?

Weeks 13-14 Chapter 8, pp. 176-203

Thinking and Language: What role do symbols, concepts, and prototypes have in forming our thoughts? What are several methods people use to solve problems? What is the difference between deductive reasoning and inductive reasoning? What are the basic elements of language?

Weeks 15-16 Chapter 13, pp. 298-319

Motivation and Emotion: What are the four theories of motivation? What causes hunger? What causes obesity? What are stimulus motives? What is the theory of cognitive dissonance? What are the four theories of emotion?

Health Content Standards Grades 9-12 - Nutrition & Physical Activity - Essential Concepts

1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.

1.3.N Explain the importance of variety and moderation in food selection and consumption.

1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.

1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.

1.9.N Analyze the relationship between physical activity and overall health.

1.10.N Evaluate various approaches to maintaining a healthy weight.

Health Content Standards Grades 9-12 - Mental, Emotional - Essential Concepts

1.1.M Describe the benefits of having positive relationships with trusted adults.

1.2.M Analyze the qualities of healthy peer and family relationships.

1.3.M Describe healthy ways to express caring, friendship, affection, and love.

1.4.M Describe qualities that contribute to a positive self-image.

1.5.M Describe how social environments affect health and well-being.

1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.

Weeks 17-18 Chapter 17, pp. 384-407

Stress and Health: What is stress? How do we consciously respond to stress? What are the physical effects of stress? How can we cope with stress and preserve our health?

Health Content Standards Grades 9-12 - Mental, Emotional - Essential Concepts

1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.

1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

1.9.M Classify personal stressors at home, in school, and with peers.

1.10.M Identify warning signs for suicide.

1.11.M Identify loss and grief.

Pacing Guide for Survey of Psychology

Third Quarter

Weeks 1-2 Chapter 10, pp. 226-249

Infancy and Childhood Development: What are the major theories of development? What physical changes occur during infancy? What is the social development of infants and children? What are the stages of cognitive development in Piaget's theory? What is Kohlberg's theory of moral development?

CTE Standards - Education, Child Development, and Family Services

A.Child Development

A5.0Students understand important elements of a child's physical, intellectual, emotional, and social growth and development:

- standard A5.1Understand the biological and environmental factors that influence the development of infants, toddlers, and children.
- standard A5.2Know the developmental stages of infants, toddlers, and children.
- standard A5.3Understand the ways in which diversity, family, and culture influence the development of children.
- standard A5.4Relate the importance of learning environments, experiences, and interactions and how they connect to each stage of physical, intellectual, social, and emotional development.
- standard A5.6Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

Weeks 3-4 Chapter 11, pp. 250-271

Adolescent Development: What are the physical and psychological changes that occur during adolescence? What role do peers and parents play during adolescence? What are the four categories of identity status? What are the major challenges faced by adolescents in today's world?

Health Content Standards Grades 9-12 - Growth, Development - Essential Concepts

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.¹
- 1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.²

Weeks 5-6 Chapter 12, pp. 272-295

Adult Development: What are the major characteristics of young adulthood? What are the issues that must be faced in middle adulthood? What are the changes that occur in late adulthood? What are issues related to death and dying?

CTE Standards - Education, Child Development, and Family Services

C.Education

C5.0Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents:

- standard C5.1Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
- standard C5.2Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescents.

¹See *Education Code (EC)* sections 51933(b)(7), (b)(11), and 51934(b)(6).

²EC Section 51930(b)(2).

Pacing Guide for **Survey of Psychology**

- standard C5.3 Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- standard C5.4 Know the best practices for inclusion in the education of children and adolescents with special needs

Weeks 7-8 Chapter 5, pp. 102-125

Consciousness: What is consciousness? What are the stages of sleep and what are possible sleep problems? What are meditation, biofeedback, and hypnosis as they relate to consciousness? What are the effects of various drugs on consciousness and personality?

Weeks 9-10 Chapter 14, pp. 320-341

Theories of Personality: What are the main features of the trait theory? What is the psychoanalytic theory and how has it impacted the study of personality? What is the learning approach to personality? What are the humanistic views of personality? What is the sociocultural approach to personality?

Writing Exercise: Using the Internet and other research sources, and after reading either Passions of the Mind or Psycho-cybernetics write a term paper explaining either the impact of Sigmund Freud on the study of human behavior or a term paper explaining how to develop self-esteem and how its development can affect one's physical and psychological health.

Pacing Guide for **Survey of Psychology**

Fourth Quarter

Weeks 11-12 Chapter 18, pp. 408-433

Psychological Disorders: What are psychological disorders? What are the different forms of anxiety disorders and their causes? What are somatoform disorders? What are dissociative disorders? What are mood disorders and how do we explain them? What is schizophrenia and what is its cause? What are the differences between personality disorders and psychological disorders?

Weeks 13-14 Chapter 19, pp. 434-456

Methods of Therapy: What are the major methods of psychotherapy? What is the psychoanalytic approach? What are the goals of humanistic therapy? What are the techniques of cognitive therapy? When is behavioral therapy most effective? What is biological therapy?

Weeks 15-16 Chapter 20, pp. 458-477

Social Cognition: How do attitudes develop? How do attitudes relate to behavior? What is the influence of persuasion on attitudes and behaviors? What causes prejudice and how may it be overcome? How do non-verbal factors influence our perception of others?

Weeks 17-18 Chapter 21, pp. 478-495

Social Interaction: How do groups affect an individual's behavior? How can an individual influence a group? What did Stanley Milgram show us about obedience? What are pressures we face to conform to societal norms? What are several views of why we are aggressive?

Term/Research Paper Q4 – Using the concepts related to this course, the Internet, and other sources utilized in research, students choose an ethnic group that immigrated to the United States and trace their experience in America. Students write an essay explaining why, as a group, they did or did not realize the “American Dream.” What are the positives and negatives that are associated with their immigration and assimilation to the American culture? How have they contributed to a multicultural America?

Essential components of the term/research project:

- Research
- Term paper utilizing MLA Format
- Oral presentation of material

Pacing Guide for **Survey of Psychology**

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

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

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

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

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

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

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of the Course Description and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *The American Society: Multicultural Perspectives, Grades 9-12 (Beginning June 2010)***
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2-Curriculum
- BACKGROUND:** The existing course description and textbook were approved in 1986. The revised course has been designed to include current practices from the California Social Science framework, more current topics and to reflect current textbooks and instructional materials.
- The course description and textbooks were approved by the Secondary Curriculum Council on May 11, 2010.
- Strangers to These Shores:**
Race and Ethnic Relations in the United States, 9th Edition
Pearson Education (2009)
- BUDGET
IMPLICATIONS:** Approximately \$3,200 per high school class section offered, initially, to purchase updated textbooks. CHS and BHS are expected to offer 1-3 sections each next year in their elective programs for a cost of \$6,400 to \$19,200. IMFRP and site/district general funds will be used to purchase adopted instructional materials.
- RECOMMENDATION:** That the Board approve the course description and adoption of textbooks and ancillary and supplemental instructional materials for *The American Society: Multicultural Perspectives, Grades 9-12 (Beginning June 2010)*.

High School Course Description for **The American Society: Multicultural Perspectives**

Course Title: The American Society: Multicultural Perspectives

Curricular Area: Social Studies

Course Number:

Length: One Year- Students may take individual semesters for 5 credits each.

Grade Level: 9-12

Prerequisites: English 1 or concurrently enrolled in Honors English I

Meets a UC a-g Requirement: *G- Elective*

Meets NCAA Requirement: *None*

Meets High School Graduation Requirement for: Elective Credit

Course Description

Students in this course will be introduced to the study of racial and ethnic relations in the United States. This course will also provide students with the knowledge of our nation's past and present multicultural realities. The diversity of the United States will be emphasized to examine a variety of populations found in the United States. This includes, but is not limited to: Latino, African-American, Asian, European, and Native Americans. Students will also examine multiculturalism in the United States through a socio-historical context which includes an analysis of contemporary issues of many timely topic; discrimination against Muslim Americans in the post-9/11 era; minority relations; the changing role of the media and influence on culture; the civil rights movement as it continues today; and current status of the original people, Native Americans.

Alignment

This course is aligned to the *History-Social Science Framework for California Public Schools* (adopted 2005 Edition with New Criteria for Instructional Materials) and Career Technical Education Standards. The course is identified in Elective courses in History--Social Science, Area Studies: Culture, Sociology, and Ethnic Studies (pages 116 - 124).

Instructional Materials

1. Required Textbooks:

Parrillo, Vincent N., (2009)
Strangers to These Shores: Race and ethnic Relations in the United States (9th edition).
Boston: Pearson Education, Inc.
ISBN-13: 978-0-205-58557-1
ISBN-10: 0-205-58557-4

2. Novels and Other Readings:

Reading list of available novels focused on multiculturalism will be provided.

3. Supplemental Materials:

Primary Source Literature-

Rico, Barbara and Mano, Sandra., (Aug 2000) *American Mosaic: Multicultural Readings in Context (3rd edition).*
Wadsworth Publishing
ISBN-13: 978-0-395-88661-8
ISBN-10: 0-395-88661-9

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Assessments (quizzes/tests).....	15%
Homework.....	20%
Research Activities.....	20%
Group Activities.....	20%
Literature Review.....	10%
Final Examination.....	<u>15%</u>
Total:	<u>100%</u>

Development Team

This Course of Study was revised/updated by Stephan Silveira, CHS, Robert Moses, BHS, John Conboy; CTE Coordinator

Pacing Guide for P-The American Society: Multicultural Perspectives

First Quarter

Week 1 Chapter 1, pp. 3 – 22 (*Strangers to these Shores*)

Introduction to Minority Groups: Introduction to the study of minorities to understand intergroup relations and to recognize difference and similarities. Understanding minority groups by analyzing the development of the term, minority-group characteristics, racial and ethnic groups, ethnocentrism, objectivity and the difficulty associated with it, and the complexity of judging the advancement of minority groups while considering the Dillingham flaw.

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.1 Know multiple ways of extracting ideas and materials from research and library resources.
- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

- Standard B4.2 Understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.

Week 2 Chapter 1, pp. 22-29 (*Strangers to these Shores*)

Understanding macro and micro social theories: Introduction to the role of sociology as means to understand multicultural perspectives. What is functional theory and how is it a macrosocial view? What is conflict theory and how is it a macrosocial view? What is integrationist theory and how is it a microsocial view? What are morals and ethics? How do the changes in our society, the advancements in technology, and the clash of cultures influence ethics/morals/norms of individuals and groups?

Week 3-6 Chapter 2 and 4, pp. 31-42 and pp119-123, (*Strangers to these Shores*), Chapter 1, pp. 63-73, (*American Mosaic*)

Understanding the Concept of Culture and Multiculturalism: Introduction to the concept of culture, what is it, and how is it defined. What are the differences between material culture, nonmaterial culture, and the process of acculturation? Also, recognizing cultural diffusion and subcultures in order to understand it and how the interaction of “ideas, inventions, and practices spread from one culture to another.” What is multiculturalism and how are all cultures interrelated? What is the American culture? Where did the term American Culture originate? What does it mean to be American? What is the role of the media in the United States and what is its influence on American Culture? How do other cultures view American culture?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

Pacing Guide for P-The American Society: Multicultural Perspectives

Week 7 Chapter 2, pp. 43 - 59 (*Strangers to these Shores*)

Understanding Structural Conditions: Introduction to structural conditions and the nature of migrating group adapting from the old society to the new. What is stratification? What is social class; including class consciousness, ethnicity and social class? What is ethnic stratification and its origin? What are the difficulties of assimilation and intergroup relations?

Career Technical Education Content Standards

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

Week 8-9 Chapter 3, pp. 61-91 (*Strangers to these Shores*)

Understanding Prejudice, Discrimination, and Racism: What are the roots of the word “prejudice?” What are the different psychological levels of prejudice? What is the sociological approach of prejudice? What is stereotyping and the role of the media of perpetuating and challenging stereotypical norms? Can prejudice be reduced? What is the relationship between prejudice and discrimination? What is discrimination and what are some of its manifestations? What is racism? Where did the term originate and why is there racism? What are the social and institutional roles of discrimination including; affirmative action and racial profiling?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges.

B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:

- Standard B2.1 Understand sources of conflict among constituents, constituent groups, and governing-body peers.
- Standard B2.2 Understand the importance of respect for ethical principles to encourage mutual regard.

Term/Research Paper Q1 - Using the Internet, other sources utilized in research, and concepts related to this course, students research American Culture and define American culture. Students will address, what it is to be American, what is the influence of the media on American culture, how do other cultures view American Culture, and how do you want American cultures to be perceived?

Essential components of the term/research project:

- Research
- Term paper utilizing MLA Format

Pacing Guide for P-The American Society: Multicultural Perspectives

Career Technical Education Content Standards

A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

- Standard A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

Second Quarter

Weeks 10-11 Chapter 7, pp. 211-257 (*Strangers to these Shores*), Chapter 2, pp. 75-84 and pp.103-104 (*American Mosaic*)

Native Americans: Why do some social scientists call the Native Americans the first victims of racism? Why is racism an integral part of their experiences? How are some examples of the ethnocentrism of the Europeans and/or the Native Americans? Why have most government efforts to “help” the Native Americans failed? Do Native American groups have sovereignty on their lands? Whose land is it? What is the cultural impact of Native Americans of their experience in “America” and what influences are there on American culture?

Career Technical Education Content Standards

A3.0 Students develop the specific, effective communication skills essential for working in the human services field:

- Standard A3.1 Understand how to engage people in conversation by using active listening skills, empathy, compassion, and self-awareness.
- Standard A3.2 Understand the concepts of objectivity, subjectivity, collaboration, delayed gratification, and tolerance of frustration in dealing with others.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure

- Standard B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- Standard B9.3 Understand various historical legal defenses and prosecutions.
- Standard B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Weeks 11-12 Chapter 3, pp. 160-167, pp 205-211 (*American Mosaic*)

Introduction to Early Immigrants: Why did immigrants flock to North America, what were their reasons for doing so? What was life like for them? How do these reasons compare to the immigrants that come to the United States today? What is the Bill of Rights? What ideologies are they rooted in? Why would different cultures of the world support the ideologies of the Bill of Rights? Which rights do you think were most important for early immigrants? What were the realities of early immigrant groups and civil liberties guaranteed by the Bill of Rights?

Pacing Guide for P-The American Society: Multicultural Perspectives

Career Technical Education Content Standards

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure

- Standard B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- Standard B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Weeks 13–15 Chapter 11, pp. 382-423 (*Strangers to these Shores*), Chapter 8, pp. 560-565, pp.566-574, 606-609, 619-628 (*American Mosaic*)

Hispanic Americans and the American Experience: What does it mean to be Hispanic? What different groups are included in the term “Hispanic?” What Hispanic groups have migrated to the United States? What changes in structural conditions make upward mobility difficult for many of the newcomers to the United States? What is a border, how do you define it, and what does it do? What problems/benefits are associated with it? How does a border affect the culture of people? What is the Treaty of Guadalupe Hidalgo? What was/is life like for a migrant worker? Why do people still break the law and immigrate here illegally? What is Cesar Chavez’s role with migrant workers? What is the history of civil rights for Hispanic people?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges.

A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

- Standard A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

- Standard B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- Standard B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Pacing Guide for P-The American Society: Multicultural Perspectives

Weeks 16-18 Chapter 10, pp. 337-381 (*Strangers to these Shores*), Chapter 5, pp. 334-342, pp. 345 (*American Mosaic*), and supplemental handouts

African Americans and their journey towards civil rights: What was the result of the civil war and civil war amendments including the incorporation of the 14th amendment? What is the difference of “equality under the law” and “equality of condition?” What is the civil rights movement and the message of the movement through key leader including but not limited to Martin Luther King and Malcolm X? Define the separate but equal legal reasoning that established the precedent? Interpret and understand the difference between “de jure” and “de facto” segregation? What is the US Supreme Court ruling of *Brown v. The Board of Education of Topeka Kansas* and how is it related to CA Supreme Court case of *Mendez v. Westminster School District*? In what ways is African-American experience in the United States unique? What factors have delayed African-Americans political power in gaining economic and political power as European and Asian immigrants did? What are the effects of institutionalized racism on African-American communities? What is the present status of African-Americans in the United States? How has the fight for the civil rights of African-Americans benefited Americans as whole (i.e. *Brown v. Board* and *Loving v. Virginia*)?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

- Standard B4.2 Understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.
- Standard B4.3 Understand laws, legal interpretations, rules, or standards that apply to given situations in the specialty area of interest in legal and governmental

Term/Research Paper Q2 - Using the Internet, other sources utilized in research, and concepts related to this course, students research the development of miscegenation laws in the United States. Students focus on the relation of the law with Federal and States rights with regards to the issue of Federalism. Students will address the rights of citizens to actively challenge and change the law and norms of society with regards to civil liberties. Students will address how they are related, and what rights citizens have in defining civil liberties.

Essential components of the term/research project:

- Research
- Term paper utilizing MLA Format

Pacing Guide for P-The American Society: Multicultural Perspectives

Career Technical Education Content Standards

A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

- Standard A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

Third Quarter

Weeks 1–2 Chapter 5, pp. 126-165, (*Strangers to these Shores*)

Northwestern Europeans: Why and how is it significant that British Americans comprised 63 percent of US population at the nations beginning? What are some examples of cultural pluralism among the Dutch, French, German, and Irish peoples in the United States? Did Northwestern Europeans experience xenophobic or ethnocentric attitudes toward their immigrant groups? How did they respond to assimilation and prejudice? What similarities in dominant-minority patterns did most immigrants throughout history in the US share?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

Weeks 3–4 Chapter 6, pp. 178-207, (*Strangers to these Shores*)

Southern, Central, and Eastern Europeans: How had structural conditions in the United States changed for southern, central, and eastern Europeans? What factors aroused dominant-group antagonism? In what ways were the various ethnic groups' adaptations to the US society similar/different? What types of stereotypes or discriminations did they encounter and have they overcome them?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

Pacing Guide for P-The American Society: Multicultural Perspectives

Weeks 5-6 Chapter 7, pp. 259-301 (*Strangers to these Shores*), Chapter 4, pp. 256-258, pp. 307-315

East and Southeast Asian Americans: What is the interrelationship between labor conflict and racism with regard to the Chinese, Japanese, and Filipinos? How did Chinese immigrants of the late 19th century respond to hostility and discrimination? What explains the different treatment of Japanese Americans in Hawaii and on the mainland during World War II? What are some cultural characteristics of Korean Americans and Vietnamese Americans? Discuss the legislation and court rulings historically directed against Asian Americans, primarily the Chinese Exclusion Act of 1882.

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

- Standard B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

- Standard B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- Standard B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Weeks 7-8 Chapter, pp. 303-335, (*Strangers to these Shores*)

Middle Eastern Americans: What is the difference between religious identity and ethnic identity with regards to culture and assumptions? What is the religion of Islam and how it is related to Christianity and Judaism and the different practices of the religion? Why do differences in economic power between non-western immigrants and earlier immigrants make assimilation less necessary now than before? What parallels exist between Asian Indian and East and Southeast Asian immigrant experiences, both past and present? How have structural conditions in the home countries reshaped ethnic identity and attitudes among Arab immigrants to the United States? Discuss problems in stereotyping and prejudice encountered by non-Western because of out-group perceptions and the media.

Career Technical Education Content Standards

B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:

- Standard B2.1 Understand sources of conflict among constituents, constituent groups, and governing-body peers.
- Standard B2.2 Understand the importance of respect for ethical principles to encourage mutual regard

Pacing Guide for P-The American Society: Multicultural Perspectives

Weeks 9 Supplemental handouts

Understanding Terrorism and Current Political Struggles: Students discuss the events of September 11th and misconceptions and the tendency to stereotype or to discriminate against groups? How has September 11th impacted the lives of Americans and our communities? How has September 11th impacted American culture? How has September 11th affected the concepts of freedom, liberty, and religious tolerance in America? As a culture, what can we learn from the events of September 11th?

Career Technical Education Content Standards

B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

- Standard B4.2 Understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

Term/Research Paper Q3 - Using the Internet, other sources utilized in research, and concepts related to this course, students research the events of September 11th to answer the essential question; Has America changed since September 11th? Students will compare and contrast the perspective on the importance of September 11th on American society. Students will address how they are related, and what rights citizens have in civil liberties and how they have changed since September 11th.

Essential components of the term/research project:

- Research
- Term paper utilizing MLA Format

Career Technical Education Content Standards

A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

- Standard A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

Fourth Quarter

Weeks 10-13 Chapter 12, pp. 426-466, (*Strangers to these Shores*)

Religious Minorities: Discuss the role of religion in present-day US culture. How did the past experience of Catholic Americans match the experiences of members of many immigrant nationality groups? What was the Jewish experience in the United States in regards to prejudice, stereotyping, marginality, and xenophobia? What is the societal response to the religious practices of Mormons? What similarities and differences can be found between Islam and other major religions in the United States? What unique features of Hinduism and Buddhism allow its followers to adapt to US society?

Pacing Guide for P-The American Society: Multicultural Perspectives

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

Weeks 14-15 Chapter 13, pp. 468-499, (*Strangers to these Shores*)

Women as a Minority Group: How can we consider women a minority group? What are some past examples of past male discrimination against women? Discuss the biological and sociological explanations of gender and role-behavior? What are some of the problems of sexism among first and second generation US residents? What are some examples of sexual discrimination in education, work, income, and law?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

- Standard B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- Standard B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Week 16 Chapter 14, pp. 500-535, (*Strangers to these Shores*)

Gays, People with Disabilities, and the Elderly: How do members of groups categorized as gay or lesbian, disabled, or elderly fit the sociological concept of stranger as a social phenomenon? What dominant and minority patterns can offer some sociological insights into the experiences of gays, the disabled, and the aged in comparison to the other groups we studied? How do conflicting values about morality impact on the issue of homosexuality? On the subject of the disabled, what are the differences between entitlement programs and civil rights issues, and how might they differently affect societal attitudes? What are the stereotypes of older Americans, and why do they persist? If age discrimination is illegal, why does it continue?

Pacing Guide for P-The American Society: Multicultural Perspectives

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

- Standard B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- Standard B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

Weeks 17 – 18 Chapter 15, pp. 538-573, (*Strangers to these Shores*)

Contemporary Patterns and Issues with the Ever-Changing US Mosaic: What are some of the explanations of ethnic consciousness, which seems most plausible, and why? Discuss ethnicity as a social process, applying the concepts of assimilation and pluralism. What do current immigration patterns indicate? Is immigration a problem for native-born US residents? What are the pros and cons of bilingual education? What are the varying viewpoints of multiculturalism and why is it or not a benefit to study?

Career Technical Education Content Standards

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- Standard A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- Standard A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

Term/Research Paper Q4 – Using the concepts related to this course, the Internet, and other sources utilized in research, students choose and ethnic group that immigrated to the United States and trace their experience in America. Students write an essay explaining why, as a group, they did or did not realize the “American Dream.” What are the positives and negatives that are associated with their immigration and assimilation to the American culture? How have they contributed to a multicultural America?

Essential components of the term/research project:

- Research
- Term paper utilizing MLA Format
- Oral presentation of material

Pacing Guide for P-The American Society: Multicultural Perspectives

Career Technical Education Content Standards

A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

- Standard A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

- Standard B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

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

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

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

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

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

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

BOARD AGENDA

Regular Meeting
May 27, 2010

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of the Application for Carl D. Perkins Career and
Technical Education Improvement Act of 2006 (2010–11)

GOAL: Improved Student Performance

STRATEGIC PALN: Strategy #5 – Career/College

BACKGROUND: The district has been notified by CDE that the allocation for the 2010-11 Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant will be for \$167,498. The annual grant provides support to career and technical education courses on the comprehensive high school campuses. The district annual application identifies the Business Department at Colton High School and the Agricultural Department at Bloomington High School as areas of focus for the 2010 - 2011 school year. Funds may be spent for the purchase of equipment and staff development and supporting Career Technical Student Organizations (CTSO).

BUDGET

IMPLICATIONS: \$167,498 -- This is an increase to restricted general funds.

RECOMMENDATION: That the board approve the application for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (2010-2011).

DUE DATE: May 1, 2010

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
 APPLICATION FOR 2010–11 FUNDING**

Local Educational Agency (LEA): Colton Joint Unified School District		County-District (CD) Code: 3667686
Address of LEA: Colton Joint Unified School District 1212 Valencia Ave Colton, CA 92324		Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions X Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator: James A. Downs		
Allocation Amount: \$167,498		Board Approval Date: May 27, 2010
Name of Perkins Coordinator: John Conboy Title: Coordinator of CTE / AE	Telephone Number: 909-580-6544 Extension: Fax Number: 909-872-6403 E-mail Address: john_conboy@cjUSD.net	
Perkins Coordinator's Address (If different from LEA address above):		

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee: James A. Downs	Title (If not superintendent):
Signature of Superintendent or Designee: <u>On the originals</u>	Date: April 28, 2010

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

SECTION I SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006. A signature on this page confirms that the documents listed below are complete and on file in the agency and that the superintendent or an authorized designee has reviewed the documents and agrees to comply with the assurances, certifications, terms, and conditions.

The general assurances and certification are available on the CDE Web site. See page 12 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application* for the specific link to each assurance and certification. The complete text of program specific assurance, certification, terms and conditions can be found on pages 25–32 in the *Request for Application*.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2010–11 Grant Conditions

CERTIFICATION: As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 funding, I have read the assurances, certifications, terms and conditions associated with this grant and I agree to comply with all requirements as a condition of funding.

Printed Name James A. Downs Title Superintendent

Signature On the originals Date April 28, 2010

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2010–11 Perkins IV application for funds. Each special population category **must** be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Celia Gonzales Title Cord. Special Projects
Signature On the originals Date 4-27-2010

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Bertha Arrequin Title Director Language Services
Signature On the originals Date 4-27-2010

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Helen Rodriguez Title Director Pupil Personnel
Signature On the originals Date 4-27-2010

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Mike Snellings Title Asst. Supt Student Services
Signature On the originals Date 4-27-2010

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Mike Snellings Title Asst. Supt Student Services
Signature On the originals Date 4-27-2010

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name _____ Title _____
Signature _____ Date _____

**SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS)
SECONDARY**

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Secondary (continues on page 5)

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1S1 Academic Attainment-Reading/ Language Arts	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE). Denominator: Number of 12 th grade CTE concentrators.	<u>24.79%</u>	<u>34.51%</u>	23.0%	20.7% X Yes <input type="checkbox"/> No
1S2 Academic Attainment-Mathematics	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12 th grade CTE concentrators.	<u>19.58%</u>	<u>28.50%</u>	22.0%	19.8% X Yes <input type="checkbox"/> No
2S1 Technical Skill Attainment	Numerator: Number of CTE concentrators enrolled in a capstone CTE course who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. Denominator: Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.	<u>83.89%</u>	<u>72.16%</u>	53.0%	47.7% X Yes <input type="checkbox"/> No
3S1 Secondary School Completion	Numerator: Number of 12 th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities). Denominator: Number of 12 th grade CTE concentrators who left secondary education during the reporting year.	<u>63.24%</u>	<u>77.49%</u>	85.5%	76.95% X Yes <input type="checkbox"/> No

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
4S1 Student Graduation Rate	<p>Numerator: Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.</p> <p>Denominator: Number of 12th grade CTE concentrators.</p>	NA%	77.49%	83.2%	74.88%
5S1 Secondary Placement	<p>Numerator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.</p> <p>Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.</p>	88.94%	84.64%	78.0%	70.2%
6S1 Non-traditional Participation	<p>Numerator: Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.</p>	36.30%	43.99%	23.0%	20.7%
6S2 Non-traditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.</p> <p>Denominator: Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.</p>	80.80%	29.20	18.0%	16.2%

**SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS)
ADULT**

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1A1 Technical Skill Attainment	<p>Numerator: Number of adult CTE concentrators enrolled in a CTE capstone course who passed an end-of-program assessment or earned a competency certificate during the reporting year.</p> <p>Denominator: Number of adult CTE concentrators enrolled in a CTE capstone course who took an end of program assessment or who were eligible to earn a competency certificate in a CTE program.</p>	NA%	NA%	70.0%	63.0% <input type="checkbox"/> Yes <input type="checkbox"/> No
2A1 Credential, Certificate, or Degree	<p>Numerator: Number of adult CTE concentrators enrolled in a CTE capstone course who earned an industry-recognized credential, certificate, degree, or completed a transfer program.</p> <p>Denominator: Number of adult CTE concentrators who were enrolled in a CTE capstone course.</p>	NA%	NA%	47.5%	42.75% <input type="checkbox"/> Yes <input type="checkbox"/> No
4A1 Student Placement	<p>Numerator: Number of adult CTE concentrators who left adult education and enrolled in postsecondary education or advanced training, entered military service, or employment as reported on a survey six months following the program year.</p> <p>Denominator: Number of adult CTE capstone concentrators who left adult education during the reporting year and responded to a follow-up survey.</p>	NA%	NA%	65.3%	58.73% <input type="checkbox"/> Yes <input type="checkbox"/> No
5A1 Non-traditional Participation	<p>Numerator: Number of adult CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all adult CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	NA%	NA%	23.0%	20.7% <input type="checkbox"/> Yes <input type="checkbox"/> No
5A2 Non-traditional Completion	<p>Numerator: Number of adult CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in nontraditional fields who passed an end-of-program assessment or earned a competency certificate.</p> <p>Denominator: Number of adult CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields who took an end of program assessment or who were eligible to earn a competency certificate.</p>	NA%	NA%	18.0%	16.2% <input type="checkbox"/> Yes <input type="checkbox"/> No

Program Improvement Form

An LEA that does not reach 90 percent of the state-established performance level for any core indicator must submit this form. Instructions are on page 21 of the *Carl D. Perkins Career and Technical Education Improvement Act 2006, 2010–11 Request for Application*.

EXAMPLE			
Core Indicator:	Explanation (Why did the LEA not meet the state-established performance level for this core indicator?):	Funding Source to be used to cover expenses:	Amount of funding:
<p>(not meeting 90% level)</p> <p>6S1</p>	<p>Low numbers of female students enrolled in automotive and building trades programs.</p> <p>Strategy to improve performance level (Describe the strategy that will be used to improve the performance level for this core indicator.):</p> <p>Raise awareness among students and staff about non-traditional student participation.</p>	<p>Planned activities (Describe the specific activities that will be employed to achieve the improvement strategy.):</p> <ol style="list-style-type: none"> 1. Meet with school counselors about non-traditional careers and student enrollment. 2. Produce handouts/brochures for students. 	<p>Perkins IV</p> <p style="text-align: right;">\$200</p>
Core Indicator	Explanation:	Funding source to be used to cover expenses:	Amount of funding:
	<p>Strategy to improve performance level:</p>	<p>Planned activities:</p>	
	<p>Explanation:</p>	<p>Funding source to be used to cover expenses:</p>	<p>Amount of funding:</p>
	<p>Strategy to improve performance level:</p>	<p>Planned activities:</p>	

SECTION IV: PROGRESS REPORT TOWARD IMPLEMENTING THE LOCAL CTE PLAN

The implementation of every LEA's local CTE plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the 2009–10 school year.

Additionally, the LEA should set measurable CTE outcomes for the 2010–11 school year based on what has been learned and the core indicator data reported in Section III.

LEA personnel must respond to the following prompts or questions:

1. In the 2009–10 application (Section IV, question 3), the LEA identified three goals from the local CTE plan on which it would focus during the 2009–10 school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2009–10?

In the 2009-10 school year the district made some major improvements in the goals established for grant. Our CJUSD Strategic Plan continues to guide our activities and we have been able to propose for board consideration a change in the graduation requirements of the district to include the completion of a CTE pathway for all non college prep students. This change would not take effect for a few years, since Board approved.

Goal 2: Develop small learning communities/pathways on the comprehensive high school campuses to be implemented on a phase-in basis.

Working with our local community colleges, we have provided our staff with the opportunity to participate in a 3 day Articulation and Curriculum Development Workshop in Ranch Mirage with Health Information and Law Enforcement Pathways planning and curriculum alignment activities. Included were core academic teachers from Social Science, Science and Mathematics, with CTE and ROP teachers. The community colleges provided college instructors and private industry representatives. SB 1133 funding was used in addition to Perkins funding. Both high schools were able to send teams.

The 2010-11 master schedule has been modified to provide a focused offering of electives that should strengthen our pathways. The District and CRY-ROP staffs have meet to review and revise of pathway offerings. A major revision will be in place for the start of the 2011-12 year. This will coincide with the opening of our third comprehensive high school. The changes include the elimination of most keyboarding classes and replacing then with MS Word, MS Excel or other classes. These changes will be reflected on our course sequencing. Marketing also had a major revision to the course and curriculum, which should strengthen the Marketing, Sales and Service pathway.

Goal 3: Embed career information throughout the middle schools and elementary campuses.

- 12 Elementary school held career days. We have work to do, but we are proud that by including Read Across America activities and our high school students helped from our CTSOs.
- 4 middle schools held career fairs and classroom speakers for multiple days.
- 2 middle school worked with San Bernardino Community College and using their SB1133 funding brought robotics and mobile labs to their campuses for over three weeks in total time.
- SB1133 funding provided middle school parents with career and college information in the evenings.
- Exploratory Work Experience was approved by the Board and we placed over 25 students in internships this year.
- Bloomington High students in the ROP Careers in Education classes taught lessons in 3 elementary schools over the course of second semester.
- Colton High School Child Development students have more than double their hours of job shadowing and hands on experience in off campus child care facilities.
- The CHS Infant Center continues to provide for Cal-Safe students and Child Development students to gain daily experiences working with infant.

We continue to work with staff to address ways and strategies to incorporate courses that meet the needs of the students in these difficult budgetary times. We wrote and got approved a new course for middle school students that includes finance and marketing content. This course is computer based and no new expenses were incurred by the sites. We will continue to look for ways to build our middle school program to open the doors for students when they enter high school.

Goal 5: Provide on and off campus opportunities for students to experience real world connections between core curriculum and CTE pathways

- Exploratory Work Experience was approved by the Board and we placed over 25 students in internships this year.
- Bloomington High students in the ROP Careers in Education classes taught lessons in 3 elementary schools over the course of second semester.
- Colton High School Child Development students have more than double their hours of job shadowing and hands on experience in off campus child care facilities.
- The CHS Infant Center continues to provide for Cal-Safe students and Child

Progress has been limited to the unusually high unemployment rates and the number of local business that have closed in the Colton/San Bernardino area. Our district is applying for funding through the Workforce Investment Board to develop a year round program that will allow us to pay for extra duty to staff to help locate and supervise more off campus placements of students.

Overall we made some progress in all three areas. We have the greatest need to increase our time on educating staff at the high schools on pathways. We did increase academic performance at all our school based on the API scores from last year.

Bloomington High School met AYP graduation rates, but Colton High School did not. We continue to be a Program Improvement district. As we emerge from the restrictions of DAIT, we have revised our Math program to limit double block math for students a year or more behind. This should help our CTE courses secure enough enrollments to keep them. We did layoff teachers in the 2009-10 school year and are anticipating for the 2010-11 year. In the 2009-10 we lost our drafting teacher, and woodshop teachers.

2. During the 2009–10 school year, how has the LEA’s CTE Advisory Committee been involved in the ongoing development, implementation, and evaluation of CTE programs?
 - We have under taken a complete review of our Career Technical Education program to align with our district Strategic Plan and Board directives related to the opening of our new high school in 2011. We have also had to take a look at current budget issues and how to maximize resources in lieu of possible layoff of CTE and other teachers.
 - The CTE Advisory has also made the recommendation to increase our students’ visibility to community organizations and to provide students with more internship opportunities. We continue to work with ways to place students in exploratory work experience programs.
 - We have utilized more than just our CTE Advisory Committee to review our programs and to make changes to course curriculum and district plans to career pathway development during the school year.
 - The High School Graduation Committee to make a clearly defined what it means to be Career Ready and how to integrated a minimum three course pathway into our graduation options.
 - The High School Health Committee has reviewed and made suggestions to be integrated into our Health Career Pathways that are in development for implementation in 2011.
 - The Inland Coalition, a Health Careers Pipeline, is working with our district to assist in the implementation of new Health Pathways for 2011.
 - Our Monthly High School Counselor meetings have provided feedback and guidance in the development of our 4 year plans for each pathway that we currently have our plan to have in place in 2011.
 - Our CTE staff development days have been used to review, revise and write changes that have come from industry sector meeting. An example is in Microsoft Office User Specialist Certification (MOUS) that changes recommend last fall are being written into the course revision for MOUS. These changes include changing from a single year long course which touched on Word, Excel, PowerPoint and Publisher into three separate courses that will each be a semester in length and allow for them to be repeated to better prepare students to pass the certification testing. It has also been recommended to purchase a site license for online testing and we plan to do so with 2010-11 Perkins funding.
3. What is the status of Career Technical Student Organizations (CTSOs) in the LEA’s CTE programs? How has the LEA embedded leadership development in all CTE courses?

Colton Joint Unified continues to support student leadership opportunities through CTSO and during has been working with staff to develop more internship or exploratory work experience opportunities for our students. We have training agreements in place with organizations such as San Bernardino County Sheriff's Department and are currently working with Arrowhead Regional Medical Center on a training agreement for exploratory work experience opportunities for our students.

We will be providing stipends to our CTSO advisors for the first time this year, through Perkins funding.

We have brought to the high school level a FHA-HERO program this year. The advisor has taken her students to local, regional and plans to attend state level competitions. A DECA chapter has been reactivated at Bloomington High School. We anticipate the establishment of a HOSA chapter during the 2010-11 or 2011-2012 year at our new high school.

Colton High School has established a Robotics Club which competes in local and regional competition, but is not Perkins supported.

We continue to participate in SkillUSA events. Our students have competed in regional, state and national levels in recent years.

We have a reactivated the FFA chapter and advisory committee at Bloomington High School. We used parents and students as parent of the selection process for the new Agriculture teacher.

In addition to these activities we continue to work in conjunction with Colton Redlands Yucaipa ROP (CRY-ROP) to have students serve as Ambassadors for special events, such as the Bloomington High School Futures Night, which is a college and career fair held in the evening.

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2010–11.

Goal 4: Establish District-wide procedures to inform students of college and career opportunities at all sites.

- EO1: Negotiate with local community colleges to implement articulation and concurrent enrollment programs.
- EO2: Provide activities to educate parents and students about college and career opportunities at all grade levels.
- EO3: Establish a consistent college/career assessment program throughout the district.

- EO4: Invite post-secondary schools to interact with all campuses.
- EO5: Expose students to activities located on local post-secondary campuses.

The District Strategic Plan aligns with this goal. The district has not focused on this goal in the last two years and we will need to integrate student learning activities in CTE classes to help design and print information created. CTSO have volunteered to help communicate career and college information on a monthly basis in the 2010-11 school year. Counselors will assist in providing college speakers and information on timelines and entrance requirements. Our local community colleges have indicated they will provide SB1138 material for students to use in making classroom or community presentations.

Goal 2: Develop small learning communities/academies/pathways on the comprehensive high school campuses to be implemented on a phase-in basis.

- EO1: Explore model programs on high school campuses.
- EO2: Develop pathways that support district and community needs and labor market demands.
- EO3: Collaborate with ROP to offer courses to support district pathways.
- EO4: Provide professional development to all teachers to ensure highly qualified staff in order to fully implement pathways curriculum.
- EO5: Schedule collaboration time for core and CTE teachers to incorporate both rigor and relevance across the curriculum utilizing state standards.
- EO6: Provide scheduling options that allow all students to participate in pathway courses during the regular period day.
- EO7: Provide counselors resources and training to effectively support campus pathways.
- EO8: Provide off campus opportunities for students to experience real-world connections between core curriculum and CTE pathways.

Increased the number of teachers and administrators who visit successful pathway programs and include middle school staff to provide for pathway education in middle school. Include Career Pathways in all counselor meeting including middle school counselors in the 2010-11 school year.

Sent 2 teams of district and ROP staff to participate in regional 3 day workshop with community colleges to develop pathways and provide articulation with college faculty on curriculum development. Perkins funding paid for substitutes and the community college SB1133 grant paid for hotels, and meals. Working with over 6 community colleges and over 10 school district provided staffs with many ideas and strategies for enhancing our programs.

Provide a middle school CTE parent night on CTE programs and pathways and careers. Parents received information on high school, community colleges and university requirements and job entrance skills. Students interested in health careers were also invited them to the first Inland Empire Health Careers Day at California State University, San Bernardino on May 7th.

Master scheduling at the high schools is becoming more creative with zero and 7th period academic classes. Students will also have the opportunity to CTE classes in the regular day, because of the changing in how we delivery Math support classes. Most freshman will have 1 more period of electives in 2010-11 than in 2009-10.

Goal 6: Establish a program for tracking CJUSD students after they leave our schools to determine the success of their transition to further their education and career.

- EO1: Utilize the CALPADS system to track numbers of students entering post-secondary education.
- EO2: Develop an alumni association website.
- EO3: Develop an exit-survey for seniors in order to gather educational/career information.
- EO4: Develop an e-mail and phone database for alumni.

The district Information Technology department has been training more staff at sites on how to correctly match students using CALPADS. A focus of the 2010-11 school year will be to continue to improve how we extract data reports from CALPADS. Currently all reports are pulled by IT staff and sent to schools. As the CALPADS system becomes more user friendly, IT will provide professional development in this area.

Working with our IT department and outside agencies, we will begin to add Perkins reporting links for students on our alumni websites. We will also be introducing a major change in our district website to provide information for teachers, students and parents in a usable format.

We will develop a senior exit survey in electronic format use this to collect emails and other information. The district change its student information database to Zangle this year and our parents and student now must provide this type of information to gain access to their attendance and class grades. This is a major change that we hope to be able to build on.

The district continues to support CTE programs and we are utilizing other resources to help support program development and staff trainings. Sites have been supporting release time and meetings with entire staffs and departments through our Professional Development Days (minimum days) at high school level.

Each high school has designated an assistant principal to oversee CTE and Career Pathway development. The individuals are both former CTE teachers. The district graduation requirements committee has recommended the completion of a CTE pathway program as part of the graduation requirements for students who are not UC/CSU bond.

The 2010-11 Perkins funding will also supplement the district priority of improving our Agriculture program at BHS. This is an area of focus. Additional areas of focus for the year, include the CHS Business Department and Child Development.

CJUSD will be piloting a limited number of SkillUSA certifications exams this year. We also be purchasing Microsoft certification materials.

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA’s approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Agriculture & Natural Resources	Agricultural Mechanics	Bloomington High School	-0-	Page 68
Agriculture & Natural Resources	Ornamental Horticulture	Bloomington High School Colton High School	-0-	Page 67
Agriculture & Natural Resources	Agriscience	Bloomington High School	25,506	Page 66
Education, Child Development & Family Services	Child Development	Harris Middle School Bloomington High School Colton High School	-0- \$19,500	Page 59
Engineering & Design	Computer Hardware, Electrical, and Networking Engineering	Colton High School	-0-	Page 64
Fashion & Interior Design	Fashion Design, Manufacturing & Merchandising	Harris Middle School Bloomington High School Colton High School	-0-	Page 58
Financial & Business	Business Financial Management	Bloomington Middle School Colton Middle School Harris Middle School Bloomington High School Colton High School Slover Mountain High School Washington Alt. HS	0	Page 51
Information Technology	Media & Support Services	Bloomington Middle School Colton Middle School Harris Middle School Bloomington High School Colton High School Slover Mountain High School	0	Page 57

Industry Sector	Career Pathway	School Site Where the Sequence Is Offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Information Technology	Information & Support Services	Bloomington Middle School Colton Middle School Harris Middle School Bloomington High School Colton High School Slover Mountain High School Washington Alt HS	67,250	Page 52 Revised
Manufacturing & Product Development	Welding Technology	Colton High School	200	Page 62
Manufacturing & Product Development	Graphic Arts Technology	Bloomington High School Colton High School CRY-ROP	2,000-	Page 56
Marketing, Sales & Service	Professional Sales and Marketing	Bloomington High School Colton High School	4,500-	new
Marketing, Sales & Service	Entrepreneurship	Bloomington High School Colton High School	4,200	Page 53 revised
Marketing, Sales & Service	Professional Sales and Marketing	Bloomington High School Colton High School CRY-ROP	3,000	Page 55
Transportation	Vehicle Maintenance, Service and Repair	Bloomington High School Colton High School	300	Page 63
Health Science & Medical Technology	Health Services	Bloomington High School Colton High School	9,000	New
Public Service	Law, Public Safety, Corrections and Security	Bloomington High School Colton High School	500	New 09-10
Engineering & Design	Electronics Technology	Colton High School	-0-	Page 65
Hospitality, Tourism, and Recreation	Food Service and Hospitality	Bloomington High School Colton High School	5,200	New
Public Services	Legal & Governmental Services	Colton High School Bloomington High School	6,250	New
Art, Media & Entertainment	Media & Design Art	Colton High School Bloomington High School	6,250	New
Unassigned funds for Advisory to assign, based on 2010-11 needs	CTSO development, data, etc.		18,842	

SECTION VI
BUDGET AND EXPENDITURE SCHEDULE
 2010-11

Local Educational Agency (LEA): Colton Joint Unified School District

CD Code: 3667686

Authorized Signature: On the originals

Select One

ORIGINAL BUDGET

END-OF-YEAR CLAIM

Funding Source and Purpose:

Section 112 State Institutions

Section 131 Secondary

Section 132 ROCP and Adult

Total Allocation: 167498

Indirect Cost Rate (percent): 5.00%

Object Code and Budget Category	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	(I) Total
1000	20,000	7,000	2,000	0	0	0	0	0	29,000
2000	0	0	500	0	0	3,200	0	0	3,700
3000	4,000	1,400	500	0	0	640	0	0	6,540
4000	68,160	3,000	17,323	0	0	0	0	0	88,463
5000	23,399	8,400	0	0	0	0	0	2,101	33,900
6000									0
7000								5,875	5,875
Total	115,559	19,800	20,323	0	0	3,840	0	7,976	167,498

Instructions are on page 22 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010-11 Request for Application.

SECTION VI: Budget Narrative

Instructions are on page 24 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*. See Appendix B, Sample Perkins IV Budget Narrative, to comprehend the level of detail required in the budget narrative.

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	Certificated Salaries CTSO Stipends of 2,400 by 8 potential stipends (19,200) Release time for 50 Professional development days by 125 sub cost (6,250) Release time and extra duty pay of \$20 per hour for curriculum revision outside duty day. (2,000) CTSO/ field trip sub costs (1,500)	<u>29,000</u>
	Subtotal for 1000 category	
2000	Classified Salaries Extra-duty time for secretarial assistance in typing new courses descriptions and providing support to teachers revising course description and pathway development (500) Extra duty time for Perkins E-1 and E-2 data collection and phone calling to verify accuracy of data and provide information for completing required reports. (3,200)	<u>3,700</u>
	Subtotal for 2000 category	
3000	Benefits <ul style="list-style-type: none"> ▪ Certificated allocation: 5960 ▪ Classified allocation: 740 	<u>6,700</u>
	Subtotal for 3000 category	
4000	Books and Supplies New textbooks for revised courses and new courses for CHS, and BHS in Entrepreneurship / E-Commerce and agriculture. courses. Many courses are being revised and will require new books for 2 nd semester. Additional books MS Word classes expansion at CHS, BHS New course revision in Child Development textbooks, Software for Netops, Exploratory Work Experience, SkillsUSA certification testing	<u>88,323</u> 17,323
	Non-capitalized Equipment New computer lab for CHS for enhancing MS Office certification courses, MS Word, Excel, PowerPoint, Publisher. Hardware and Software	48,000 15,000
	BHS Agriculture program expansion including green house development Approximately 18,000 for CTSO leadership material and competition training supplies and Instructional material from videos, software and other items. Perkins software and tracking software for internships and exploratory work experience.	
	Subtotal for 4000 category	

5000	<p>Services and other operating expenditures: Admission and registrations for CTSO area, regional, state and national competitions. Travel, mileage, Partnership and industry meeting expenses. Software Grant Link for Perkins data collection and reporting</p> <p>Travel and Conferences Professional development for staff, Regional meetings, industry sector meetings, etc. Conferences, Workshops and for EWEE teachers to visit sites and set up student internships, conference food,etc. Visit to other programs and sites for counselors, non CTE teachers and CTE teachers for pathway development.</p>	<u>33,900</u>
Subtotal for 5000 category		
6000	Capital Outlay (list items below)	0
Subtotal for 6000 category		
7000	Indirect rate @ LEA percentage (minus capital outlay)	7,976
GRAND TOTAL		\$167,498

SECTION VII: LOCAL CTE PLAN UPDATE

Applicants may update their local CTE plans annually, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

If Perkins IV funds will be used to support any new industry sectors or courses not included in the original Local CTE Plan, or submitted with the 2009–10 application and approved by the CDE, a new sequence of courses worksheet must be completed. Go to the CDE Perkins Forms and Files Web page at <http://www.cde.ca.gov/ci/ct/pk/forms.asp> and download the Sequence of Courses Worksheet from the Local CTE Plan Forms.

Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

BOARD AGENDA

REGULAR MEETING
May 27, 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.

Site	Donor	Donation/Purpose	Amount
Birney Elementary	General Mills Box Tops for Education P.O. Box 2185 Young America, MN 55553-2185	Check #000676779 To be used toward incentives	\$139.50
D'Arcy Elementary	D'Arcy Elementary P.T.A. 11645 Elm Avenue Fontana, CA 92337	Check #322 For teachers to use for their classroom and instructional needs.	\$775.00
District Office	James A. Downs c/o 1212 Valencia Drive Colton, CA 92324	Check #171 Account #01- 0000-0-1110-0000-8699- 000-0000	\$135.45
Grant Elementary	Cheezy Pizza 19248 Stagecoach Lane Riverside, CA 92508	Check #195 Site discretionary	\$66.00
Grant Elementary	Edison International P.O. Box 3288 Princeton, NJ 08543-3288	Check #122611	\$120.00
Slover Mt. High School	Colton Woman's Club P.O. Box 247 Colton, CA 92324-0247	Check #5897 Site discretionary	\$1,000.00
Slover Mt. High School	Grand Terrace Lion's Club 22421 Barton Road #403 Grand Terrace, CA 92313	Check #8785 Site discretionary	\$500.00
Terrace View Elementary	Grand Terrace Seniors Club 22795 Barton Road Grand Terrace, CA 92313	Check #1422 Sixth grade science camp field trip	\$250.00
Wilson Elementary	Wildcats PTA] 750 S. 8 th Street Colton, CA 92324	Check #1086 For yearbooks	\$600.00
Zimmerman Elementary	Daniel R. & April A L. Hoss 1534 Emilia Way Redlands, CA 92374	Check #115 Sixth grade end of year field trip	\$30.00
Zimmerman Elementary	Mindy L. & Kai T. Lyles 110 Norwood Street Redlands, CA 92373-6316	Check #2029 Sixth grade end of year field trip	\$5.00
Zimmerman Elementary	Sixth Grade Jog-a-thon & Mother's Day Basket Raffle	Contributions Sixth grade end of year field trip	\$1,689.00

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Sale and/or Disposal of Obsolete District Property

GOAL: Support Services

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Education Code 17545 states, “the governing board of any school district may sell for cash any personal property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use.” The property listed below is obsolete, has been replaced and is no longer needed for use in the Colton Joint Unified School District.

<u>Equipment</u>	<u>Serial Number</u>
Xerox 4110 Copier	WEY122087
Xerox Docutech 6135	H2L110074
Xerox DT6135 Controller	BTC000548
Xerox Docutech 6135	H2L112280
Xerox DT6135 Controller	BTC000551
Xerox Docutech 6115	H2L112472
Xerox DT6115 Controller	BTC000557
Xerox DC2045 Copier	PM9324067
Creo DC2KCSXD Controller	YE5003608
Xerox 4590 Copier	L74418556
Xerox 4590 Copier	L74423516
Xerox 4590 Copier	L74418520
Xerox 4590 Copier	L74423512
Xerox 4590 Copier	L74418543
Xerox 4590 Copier	L74418550
Xerox 4590 Copier	L74418530
Xerox 4590 Copier	L74418544
Wood Cabinet	None

RECOMMENDATION: That the Board approve the sale and/or disposal of obsolete district property, as presented.

BOARD AGENDA

REGULAR MEETING
May 27, 2010

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Authorization to Piggyback the Val Verde Unified School District Bid 09/10-001 for Just-In-Time Classroom and Office Supply System
- GOAL:** Support Services/Budget Planning
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** The Val Verde Unified School District has awarded Bid 09/10-001 for Just-In-Time Classroom and Office Supply System to Southwest School Supplies. In 1996, the District implemented the “*Speedy Delivery*” just-in-time ordering system for classroom and office supplies. Our District’s system uses two vendors to supply classroom and office supplies. The just-in-time system allows sites to order their classroom and office supplies at a reduced cost and in a 2-3 day turn-around. The prices and terms of the Val Verde Unified School 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:** Approximately \$120,000 from the General Fund and other funds as required. This amount is based on the total classroom and office supply expenditures for the 2009-10 with Southwest School Supply.
- RECOMMENDATION:** That the Board authorize the District to piggyback the Val Verde Unified School District Bid 09/10-0001 for Just-In-Time Classroom and Office Supply System, as presented.
- ACTION:** On motion of Board Member _____ and _____, the Board authorized the District to piggyback the Val Verde Unified School District Bid 09/10-0001 for Just-In-Time Classroom and Office Supply System, as presented.

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Amendment to the Superintendent's Contract**

GOALS: Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #3 – Decision Making
Strategy #6 – Character

BACKGROUND: Government Code 53262(a) states that all contracts of employment with a superintendent shall be approved in an open session of the governing body of the local school agency, which shall be reflected in the governing body's minutes.

RECOMMENDATION: That the Board approve the amendment to the superintendent's contract as presented.

ACTION: On a motion by Board member _____ and _____, the Board approved the amendment to the superintendent's contract, as presented.

BOARD AGENDA

REGULAR MEETING
May 27, 2010

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division
- SUBJECT:** Adoption of Resolution No. 10-17, Rescinding the Release and Reassignment Notices and Restoring All Certificated Administrators to a Full Work Year Without Furlough Days for the 2010-11 School Year
- GOAL:** Personnel Development
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** On February 4, 2010, February 18, 2010, and April 15, 2010, the Board adopted Resolution Nos. 10-02, 10-05, 10-07, and 10-10, releasing and reassigning certain certificated administrative employees pursuant to Education Code section 44951.
- This resolution will rescind the notices sent to administrators pursuant to Resolutions 10-02, 10-05, 10-07, and 10-10, and further authorizes the restoration of all certificated administrators to a full work year without furlough days for the 2010-11 school year. Further, the superintendent or his designee will provide written notice to the affected employees
- BUDGET IMPLICATIONS:** None
- RECOMMENDATION:** That the board adopt Resolution No. 10-17, rescinding the release and reassignment notices and restoring all certificated administrators to a full work year without furlough days for the 2010-11 school year.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the above recommendation.

**BOARD OF EDUCATION OF THE
COLTON JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION RESCINDING THE RELEASE AND REASSIGNMENT NOTICES AND
RESTORING ALL CERTIFICATED ADMINISTRATORS TO A FULL WORK YEAR
WITHOUT FURLOUGH DAYS FOR THE 2010-11 SCHOOL YEAR**

RESOLUTION NO. 10-17

WHEREAS, on February 4, 2010, February 18, 2010, and April 15, 2010, this Board adopted Resolution Nos. 10-02, 10-05, 10-07 and 10-10, releasing and reassigning certain certificated administrative employees pursuant to Education Code section 44951; and

WHEREAS, this Board desires to retain these certificated administrative employees in employment in their current positions for the 2010-11 school year, and to restore all certificated administrators to a full work year without furlough days;

NOW, THEREFORE, it is hereby resolved and ordered by this Board of Education:

1. The Board hereby authorizes the rescission of the notices sent to administrators pursuant to Resolution Nos. 10-02, 10-05, 10-07, and 10-10 releasing and reassigning them to: (1) different administrative positions; and/or (2) reducing their work years for the 2010-11 school year; and
2. The Board further authorizes the restoration of all certificated administrators to a full work year without furlough days for the 2010-11 school year.
3. A copy of this Resolution along with appropriate written notices in accordance with law shall be served upon said employees by the Superintendent or his designee in accordance with applicable statutes.

PASSED AND ADOPTED this 27th day of May, 2010, in the County of San Bernardino, California.

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

Mel Albiso, President
Board of Education

I hereby certify under penalty of perjury that the foregoing is a full, true, and correct copy of the resolution duly adopted by the Board of Education on May 27, 2010.

Dated: May 27, 2010

James A. Downs
Superintendent

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: **Adoption of Resolution No. 10-18, Rescinding the Elimination and/or Reduction and Restoring All Classified Management, Supervisory and Confidential Employees to a Full Work Year Without Furlough Days for the 2010-11 School Year**

GOAL: Personnel Development

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: On February 18, 2010 the Board adopted Resolution No. 10-08 eliminating and/or reducing Classified Management, Supervisory, and Confidential positions.

This resolution will rescind the notices sent to employees pursuant to Resolution 10-08 and further authorizes the restoration of all classified management, supervisory and confidential positions to a full work year without furlough days for the 2010-11 school year. Further, the superintendent or his designee will provide written notice to the affected employees

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board adopt Resolution No. 10-18, rescinding the elimination and/or reduction and restoring all classified management, supervisory and confidential positions to a full work year without furlough days for the 2010-11 school year.

ACTION: On motion of Board Member _____ and _____, the Board approved the above recommendation.

**BOARD OF EDUCATION OF THE
COLTON JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION RESCINDING THE ELIMINATION AND/OR REDUCTION AND
RESTORING ALL CLASSIFIED MANAGEMENT, SUPERVISORY AND CONFIDENTIAL
POSITIONS TO A FULL WORK YEAR WITHOUT FURLOUGH DAYS**

RESOLUTION NO. 10-18

WHEREAS, on February 18, 2010, this Board adopted Resolution No. 10-08, eliminating and/or reducing all classified management, supervisory and confidential positions; and

WHEREAS, this Board desires to retain these classified management, supervisory and confidential employees in employment in their current positions and full work years for the 2010-11 school year without furlough days;

NOW, THEREFORE, it is hereby resolved and ordered by this Board of Education:

1. The Board hereby authorizes the rescission of the notices sent to classified management, supervisory and confidential employees pursuant to Resolution no. 10-08, eliminating and/or reducing their positions at the end of the 2009-10 school year; and
2. The Board further authorizes the restoration of all classified management, supervisory and confidential employees to a full work year without furlough days for the 2010-11 school year.
3. A copy of this resolution along with appropriate written notices in accordance with law shall be served upon said employees by the superintendent or his designee in accordance with applicable statutes.

PASSED AND ADOPTED this 27th day of May, 2010, in the County of San Bernardino, California.

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

Mel Albiso, President
Board of Education

I hereby certify under penalty of perjury that the foregoing is a full, true, and correct copy of the resolution duly adopted by the Board of Education on May 27, 2010.

Dated: May 27, 2010

James A. Downs
Superintendent

BOARD AGENDA

REGULAR MEETING
May 27, 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 – None

I-C Certificated – Hourly – None

I-D Certificated – Substitute Teacher

1. Bowen, Thomas
2. Hayden, Amy
3. Johnson, Karen

II-A Classified – Regular Staff

1. Baena, Tiffany Health Assistant – Lincoln
2. Ruano, Elizabeth Nutrition Svcs. Wrkr I – BMS

II-B Classified – Activity/Coaching Assignments

1. To be determined Football-HD Varsity – CHS

II-C Classified – Hourly

1. Betancur, Kimberly General Clerical
2. Brault, Gloria General Clerical
3. Brookins, Danile General Clerical
4. David, Cynthia General Clerical
5. Gomez, Linda General Clerical
6. Lepe, Rosa General Clerical
7. Mina, Haidy General Clerical
8. Moreno, Jackie General Clerical
9. Trimble, Stephanie General Clerical

II-D Classified – Substitute

1. Anthony, Elizabeth Sub Special Ed. Inst. Asst.
2. Rath, Michelle Sub Noon Aide – JV

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
May 27, 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

Yeseida De la Torre – **BHS**
Ramona Martinez
Anna Bathgate
Luis Ruiz
Matthew Sutherland
Teachers
AVID Summer Institute
July 26-30, 2010
San Diego, CA
AVID funds: \$8,902.15

Nuh Kimbwala – **BMS**
Principal
Marisa Lopez-Sevilla
Paul Lucero
Elizabeth Reyes
Teachers
AVID Summer Institute
July 26-30, 2010
San Diego, CA
APIP funds: \$5,979.00

Donn Kalogonis – **ROHMS**
Raquel Lopez
Veronica Carnes
Teachers
Sandy Torres
Principal
AVID Summer Institute
July 26-30, 2010
San Diego, CA
AVID/SLI funds: \$5,348.80

Carmen Lozolla – **Transportation**
Delegated Driver Trainer/Bus Driver
CA State Road-eo Championship
May 29-30, 2010
Galt, CA
General Fund: \$347.98

Total: \$20,577.93

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
May 27, 2010

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division
- SUBJECT:** Authorization to Assign Secondary Teachers to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution, Education Code Sections 44258.7 (b) for the 2010-11 School Year
- GOAL:** Personnel Development
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** Each year, principals of middle and high schools must plan class schedules utilizing teachers whose respective credentials may not cover every class needed to accommodate the school curriculum during the school year.
- Standard Secondary credentials are limited to the teaching of the subject(s) listed as the Major or Minor. Single Subject credentials are limited to the subject names as the Single Subject, or the supplementary authorization in grades 9 and below. The only secondary credentials not limited to certain subject are the Pre-Fisher General Secondary. Multiple Subject credentials with a supplementary authorization allow departmentalized teaching in grades 9 and below in the area of the supplementary authorization.
- In order to plan a good instructional program, it is necessary to take advantage of Education Code Sections 44258.7(b) provided for these assignment situations.
- Authorization for Service
EC 44258.7 (b) allows a full-time teacher who holds a teaching credential in a subject or subjects other than physical education to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport.
- BUDGET IMPLICATIONS:** None
- RECOMMENDATION:** That the Board authorize the Assistant Superintendent, Human Resources to assign secondary teachers to teach subject(s) not listed on teaching credentials under board resolution, Education Code Sections 44258.7 (b) for the 2010-11 school year, as presented.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the recommendation as presented.

B-6

BOARD AGENDA

REGULAR MEETING
May 27, 2010

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division
- SUBJECT:** Authorization to Assign Secondary Teachers to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution, Education Code Sections 44258.7 (c) and (d) for the 2010-11 School Year
- GOAL:** Personnel Development
- STRATEGIC PLAN:** Strategy #1 – Communication
- BACKGROUND:** Each year, principals of middle and high schools must plan class schedules utilizing teachers whose respective credentials may not cover every class needed to accommodate the school curriculum during the school year.
- Standard Secondary credentials are limited to the teaching of the subject(s) listed as the Major or Minor. Single Subject credentials are limited to the subject names as the Single Subject, or the supplementary authorization in grades 9 and below. The only secondary credentials not limited to certain subject are the Pre-Fisher General Secondary. Multiple Subject credentials with a supplementary authorization allow departmentalized teaching in grades 9 and below in the area of the supplementary authorization.
- In order to plan a good instructional program, it is necessary to take advantage of Education Code Sections 44258.7 (c) and (d) provided for these assignment situations.
- Authorization for Service
EC 44258.7 (c) and (d) allows a full-time teacher with special skills and preparation outside of his or her credential authorization to be assigned to teach in an “elective” area of his or her special skills in a full-time assignment provided the assignment is approved by the local Committee on Assignments.
- (c) A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization, may with his or her consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision, an “elective course” is a course other than English, mathematics, science or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers and school administrators, selected by school administrators.
- (d) Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the school site administrator and the affected teacher. All initial assignments or extensions shall be approved prior to the assignment or extension.
- BUDGET IMPLICATIONS:** None
- RECOMMENDATION:** That the Board authorize the Assistant Superintendent, Human Resources to assign secondary teachers to teach subject(s) not listed on teaching credentials under board resolution, Education Code Sections 44258.7 (c) and (d) for the 2010-11 school year, as presented.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Agreement for Optional Pre-Retirement Reduced Workload Program for Certificated Unit Member for Period July 1, 2010 through June 30, 2015

GOAL: Personnel Development

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: In accordance with Education Code Section 22713 and the ACE bargaining agreement, Article 16—Pre-Retirement Program, the District may authorize a pre-retirement program whereby a certificated employee may participate in the CalSTRS Reduced Workload Program prior to retirement, from full-time to part-time duties, and receive the credit toward retirement that would have been received if employment was on a full-time basis.

Employee # 4914, an Alternative Education Independent Study teacher, is requesting participation in the Reduced Workload Program for the period July 1, 2010, through June 30, 2015. Employee # 4914, will work 50% of the designated work year for Independent Study teachers each of the five school years. Upon termination of the agreement, Employee # 4914, will permanently retire from employment with the District. A copy of the Agreement for Optional Pre-Retirement (CalSTRS Reduced Workload Program) is attached.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board approve the issuance of the Agreement for Optional Pre-Retirement (CalSTRS Reduced Workload Program) for the period July 1, 2010 through June 30, 2015.

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

COLTON JOINT UNIFIED SCHOOL DISTRICT

**AGREEMENT FOR OPTIONAL PRE-RETIREMENT
(CalSTRS Reduced Workload Program)
JULY 1, 2010 THROUGH JUNE 30, 2015**

WHEREAS, reduction of workload from full-time to part-time status for certain qualified certificated employees provides mutual advantages and considerations for the participating employee nearing retirement and the District, and

WHEREAS, the Board of Education and the Association of Colton Educators have agreed that certificated employees who qualify may be provided with the option to reduce their workloads from full-time to part-time status as demonstrated by Article 16 of the current collective bargaining agreement between the District and the Association of Colton Educators, and

WITNESSETH

THEREFORE, this agreement is made and entered into this _____ day of May, 2010, by and between the Colton Joint Unified School District and Employee # 4914,, herein called the PRE-RETIREE. The terms of this agreement are as follows:

- I. The District shall provide normal contributions to the State Teachers' Retirement System on behalf of the PRE-RETIREE, equal to the amount required if she were employed full-time.
- II. While on contract for reduced service, the District shall provide to the PRE-RETIREE, in a ratio that bears directly to the percentage of employment if served on a full-time basis, all rights, privileges, compensation, and obligations mandated by law and any new and additional benefits which may be granted by the District to other regular certificated employees.
- III. The District shall provide an assignment of duties, mutually agreed to, that will permit the PRE-RETIREE the same fringe benefits (including all health and medical plans) provided a regular full-time certificated employee.
- IV. The District shall provide an assignment of duties, mutually agreed to, that will permit the PRE-RETIREE to reduce her number of work days to a fifty percent (50%) work year. During each of the five (5) school years for the period of July 1, 2010, through June 30, 2015, the PRE-RETIREE will work the equivalent of one-half of the work days of the school year.
- V. The member, upon entry in the Pre-retirement Program, shall be paid a salary that is a pro-rata share of the salary that would have been earned had the member not elected to enter the program. The salary received must be at least half the salary the member would have earned on a full-time basis. If the member is paid less than half of the full-time salary, the minimum participation requirement will not have been met. It is

mandatory that both minimum salary and minimum employment requirements are met. If the participation requirements are not met, the member will not be entitled to a full year of service credit.

- VI. The District shall provide assignment within the PRE-RETIREE'S credential authorization.
- VII. The PRE-RETIREE has read paragraph V above and understands that if there is a salary deduction for any reason, she will not receive a full year of service credit.
- VIII. The PRE-RETIREE IS, or will be at the beginning of the reduced assignment, at least fifty-five years of age.
- IX. The PRE-RETIREE verifies that she has been employed full-time in a position requiring certification for not less than ten (10) years immediately prior to work reduction.
- X. The PRE-RETIREE agrees that participation in this program shall be for not more than five (5) years, or the PRE-RETIREE's reaching age sixty-five (65), whichever occurs first. Upon termination of this agreement pursuant to the above, the PRE-RETIREE agrees to permanently retire from employment with the District.
- XI. The PRE-RETIREE understands that during the five (5) years following the start of the reduced assignment, if there are changes or revisions relating to this program, the assignment may be revoked or altered, and that only in the event of such changes or revisions can the PRE-RETIREE be allowed to return to her original status. Such alterations must be within Code limitations and by the mutual consent of the PRE-RETIREE and the District.
- XII. During the period in which the PRE-RETIREE is not rendering services to the District, her status shall be regarded as that of an employee on unpaid leave.

Executed on the _____ day of May, 2010, at Colton, California.

Employee # 4914,
Pre-retiree

Jerry Almendarez
Assistant Superintendent, Human Resources Division

BOARD AGENDA

**REGULAR MEETING
May 27, 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 \$317,603.85 as listed.

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

<u>P.O.</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>RESOURCE CODE*</u>	<u>AMOUNT</u>
014234	Xerox Corp.	Paper/ Purchasing	0000	\$24,043.32
014294	Houghton Mifflin	Inst. Matls./Sycamore Hills	7090/7091	\$17,634.15
014310	Cengage Learning	Txtbks./CHS	0356	\$10,211.55
014062	Pearson Education	Txtbks./Grant	0356	\$15,882.47
014316	Pearson Education	Txtbks./J. Vista	0356	\$11,355.57
014317	Pearson Education	Txtbks./Lewis	0356	\$16,133.25
014318	Pearson Education	Txtbks./Lincoln	0356	\$15,174.64
014319	Pearson Education	Txtbks./McKinley	0356	\$13,235.40
014320	Pearson Education	Txtbks./Sycamore Hills	0356	\$17,559.99
014321	Pearson Education	Txtbks./T. View	0356	\$14,204.97
014322	Pearson Education	Txtbks./Wilson	0356	\$19,061.26
014324	Pearson Education	Txtbks./Zimmerman	0356	\$15,882.47
014325	Pearson Education	Txtbks./Smith	0356	\$14,912.90
014332	McGraw Hill	Txtbks./THMS	0356	\$12,446.16
014334	McGraw Hill	Txtbks./CMS	0356	\$19,422.72
014336	UCLA Center For Mathematics	Txtbks./BMS	0356	\$11,970.00
014380	Lightspeed Technologies Inc.	New Equip/Crestmore	7091	\$18,606.40
014388	Dave Bang Associates Inc.	Cont. Svs./ Various sites	9878	\$23,783.17
014390	UCLA Center for Mathematics	Inst. Matls./CMS	0395/7400	\$11,400.00
014408	Houghton Mifflin	Inst. Matls./T. View	7090/7091/0395	\$14,683.56

TOTAL

\$317,603.85

Legend:

0000	Revenue Limit/Unrestricted	3185	NCLB: Title 1, Pt A, PI Corr Actn	5210	Head Start
0001	Child Dev. Facilities	3200	St Fi St Fiscal StabilZtn Fund (ARRA)	5310	Child Nutrition-School Program
0100	Microsoft Voucher Prg-Schools	3310	Sp Ed-Idea Bas Grnt Entl	5315	Child Nutrition: ARRA Equip
0105	Microsoft Voucher Prg-Other	3311	Sp Ed-Idea B, Sec611, Prvt Schls	5630	NCLB: Title X Mck-Vnto Homeless
0356	RS7156 IMFRP	3313	ARRA Idea Pt B, Sec611 Local	5640	Medi-Cal Billing Option
0110	E-Rate Technology Program	3314	ARRA Idea Pt B,Sec611 Prvt Sch	5850	Smaller Learning Community
0115	Best Practices Cohort	0396	RS7396 Schl Site Disc Blk Grnt	6010	After Schl Ed & Safety (Ases)
0305	RS6405 Schl Safety & Violence Prv	0750	Mandated Costs Incentive	6055	Child Care & Dev – State Preschool
0325	RS7325 Stff Dev:Admin Training	0790	Donations, Misc.	6060	Child Care and Dev. – Alt Pymnt Prg.
0330	RS2430 Community Day Schl	1100	State Lottery Revenue	6130	Child Care Center-Based Resrve
0340	RS7140 GATE	1300	Class Size Reduction K-3	6275	Teacher Recruitment & Retention
0350	RS6350 CRY-ROP	3010	NCLB: Title 1, Pt A Grnt Low Inc.	6286	English Lang. Learning Train
0355	RS7055 CASHEE Intensive Inst.	3315	Sp Ed-Idea Presch Entl Non Ris	6300	Lottery: Instructional Matl
0356	RS7156 IMFRP	3319	ARA Idea Pt B, Sec 619 Preschl	6360	ROP/C-Handicapped Pupils
0360	RS6760 Arts & Music BG	3320	Sp Ed-Idea Presch Loc Entl Ris	6405	School Violence – School Safety
0367	RS6267 NB Certification	3322	ARRA Idea Pt B, Early Intervnt	6500	Special Ed.
0370	RS7294 Stff Dev: Mth 7 Read SB472	3324	ARRA Idea Pt B, Sec 611 Preschl	6520	Sp Ed-Project Workability
0371	RS7271 PAR	3340	Sp Ed-Idea Inservice Training	6530	Sp Ed-Low Incidence
0380	RS7080 7-12 Counselors	3345	Sp Ed-Idea Presch Staff Devel	6535	Sp Ed Personnel Development
0385	RS6285 CBET	3550	Voc. Prgs – Voc & Appl Scndry & Ad	6660	CIG/TBCO PDTS SRTX Fnd-Entl Gr
0390	RS7390 AB825 Pupl Rentention BG	3710	NCLB: Title IV, Pt A Drug Free	7010	Agricultural Vocational Ed.
0391	RS6091 CAL-SAFE Supp Svs	4035	NCLB: Title II Part A	7090	Economic Impact Aid-SCE
0392	RS6092 CAL-SAFE Child Care	4036	NCLB: Title II, Part A Prin Trn	7091	Economic Impact Aid-LEP
0393	RS7393 AB825 Staff Dev BG	4045	NCLB: Title II Part D	7230	Transport – Home to School 7240
0394	RS7394 AB825 Targeted Inst. Imp	4203	NCLB: Title III LEP Stdnt Prg.	7400	QEIA-Quality Educ. Invstment Act
0395	RS7395 AB825 Schl & Lib Imp BG	5035	CD -Blk Grnt – 25% Qlity/Discrtn	8150	RMA-Ongoing Major Maint.
3011	NCLB: ARRA Title I, Pt A Basic	5080	CD-Dep Care-Pub Law-Chld Care	9005	Medic-Cal Admin. Activities (MAA)
3025	NCLB: Title 1, Pt D SBPRT2 N&D	5095	CD Infant/Tddler Capacity Bldg	9010	Other Local
				9015	APIP (Advncd Plcmm Incntv Prg)

BOARD AGENDA

**REGULAR MEETING
May 27, 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 #1550 through Batch #1629 for the sum of **\$1,737,064.16**.

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
May 27, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Award of Bid #10-03 to AMPCO Contracting, Inc. for the Bloomington High School New Math and Science Building Increment One: Demolition and Rough Grading Project

GOAL: Facilities / Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #4 – Facilities

BACKGROUND: Bids for the Bloomington High School New Math and Science Building Increment One: Demolition and Rough Grading Project were opened on May 11, 2010. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112. This bid is the second in a series of bids that will lead up to the construction of the math and science building at Bloomington High School.

Bids were received from six contractors. A schedule showing the bids received and their amounts follows.

AMPCO Contracting Inc.	\$ 84,000
Specialized Environmental, Inc.	96,304
Interior Demolition, Inc.	128,777
Fata Construction and Development	138,000
DOJA Inc.	175,000
J&G Industries, Inc.	183,000

BUDGET IMPLICATIONS: \$84,000 from the Bond Fund 21 – Measure G

RECOMMENDATION: That the Board award of Bid #10-03 to AMPCO Contracting, Inc. for the Bloomington High School New Math and Science Building Increment One: Demolition and Rough Grading Project, as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Adoption of Resolution 10-16 to Authorize Temporary Borrowing Between Funds of the District (2010-11)

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 - Communication

BACKGROUND: Due to the state deferring K-12 apportionments, it is prudent for the district to safeguard against shortage of cash in the General Fund by borrowing from other funds.

The County of San Bernardino Treasurer does not have the authority to pay warrants on school district funds with insufficient cash balances, unless an approved borrowing agreement is in place. Resolution 10-16 allows the County of San Bernardino Treasurer to perform intra-district loans between funds as specified during 2010-11 in case the General Fund cash balance is insufficient for paying warrants. This inter-fund transfer will take place only if deemed necessary.

BUDGET IMPLICATIONS: None – Funds are borrowed through inter-fund transfer within District funds and must be paid back in the same fiscal year or the following if borrowed within the final 120 calendar days of a fiscal year.

RECOMMENDATION: That the Board adopt Resolution 10-16 to authorize temporary borrowing between funds of the District (2010-11).

ACTION: On motion of Board Member _____ and _____, the Board adopt Resolution 10-16 to authorize temporary borrowing between funds of the District (2010-11).

COLTON JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 10-16

**RESOLUTION TO AUTHORIZE TEMPORARY BORROWING BETWEEN FUNDS
OF THE SCHOOL DISTRICT**

ON MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the San Bernardino County Treasurer does not have authority to honor warrants drawn on school district funds with insufficient cash balances in the absence of an approved borrowing arrangement with the district; and

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, actual interfund transfers shall be accounted for as temporary loans between funds and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED that:

1. The Governing Board of the Colton Joint Unified School District hereby authorizes, for fiscal year 2010-11, temporary transfers between the following funds and authorizes the San Bernardino County Treasurer to honor warrants drawn on those funds, regardless of their cash balances, provided the aggregate cash balance of all those funds is positive:

All funds

2. The Governing Board of the Colton Joint Unified School District hereby authorizes the Superintendent or his designee to approve any actual interfund transfers processed between the above-mentioned funds and requires that any actual transfer of funds pursuant to this resolution be ratified by the Board as soon as practicable.

PASSED AND ADOPTED by the Governing Board on May 27, 2010, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)

) ss

COUNTY OF SAN BERNARDINO)

I, , Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 27 day of May 2010.

Clerk/Secretary of the Governing Board

San Bernardino County Superintendent of Schools
District Financial Services

**CERTIFICATION OF BOARD MINUTES-
TEMPORARY LOAN RESOLUTION**

SCHOOL DISTRICT: Colton Joint Unified
SUBJECT MATTER: AUTHORIZATION FOR TEMPORARY BORROWING BETWEEN FUNDS
DATE OF ACTION: May 27, 2010

IN ACCORDANCE WITH PROVISIONS OF LEGAL CODES FOR THE STATE OF CALIFORNIA, THE GOVERNING BOARD OF THE NAMED SCHOOL DISTRICT/COMMUNITY COLLEGE DISTRICT, HEREBY APPROVES AND ADOPTS THE ACTION DESCRIBED BELOW:

TEMPORARY BORROWING
BETWEEN THE FOLLOWING
FUNDS: All funds

FISCAL YEAR: 2010-11

LIMITATIONS: None

AUTHORITY: EDUCATION CODE SECTION: 42603
 GOVERNMENT CODE SECTION: _____
 OTHER SECTION: _____

SUPPORTIVE DATA: COPY OF BOARD RESOLUTION

I CERTIFY, UNDER PENALTY OF PERJURY, THE FOREGOING STATEMENTS TO BE TRUE AND CORRECT.

Assistant Superintendent, Business Division 5/27/2010

SIGNATURE: GOVERNING BOARD DESIGNEE TITLE DATE

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval for Jones, Roach & Caringella, Inc. to Provide an Updated Appraisal for the Meridian Avenue Property

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: Due to recent interest in the property, an updated appraisal is necessary in order to assess the current value at its highest and best use.

Jones, Roach & Caringella, Inc. originally appraised the Meridian Avenue property in August 2007. Jones, Roach & Caringella, Inc. stated an updated appraisal will take approximately 60 days to complete, and the terms and conditions will be similar to the original agreement with the district.

BUDGET IMPLICATIONS: \$8,500 – Bond Fund 21 Measure G

RECOMMENDATION: That the Board approve Jones, Roach & Caringella, Inc. to provide an updated appraisal for the Meridian Avenue property.

ACTION: On motion of Board Member _____ and _____, the Board approved the recommendation, as presented.

Colton Joint Unified School District

James A. Downs, Superintendent
Jaime R. Ayala, Assistant Superintendent, Business Services Division
Alice Grundman, Director, Facilities, Planning, and Construction



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

April 14, 2010

Mr. Robert P. Caringella
Jones, Roach & Caringella, Inc.
4669 Murphy Canyon Road, Suite 200
San Diego, CA 92123-4333

Re: Meridian Avenue APN 0254-081-07, 19, 26, 28, 30, 31, and 32

Dear Mr. Caringella:

On August 7, 2007, Jones, Roach & Caringella, Inc. provided the District with an appraisal of property located at the southwest corner of Meridian Avenue and West San Bernardino Avenue in the City of Colton.

The District is requesting a proposal to update the original appraisal. Please provide us with an estimate of how long it will take to update the current value of the property and the approximate cost to get a revised appraisal.

Please feel free to contact me with any questions or concerns.

Sincerely,

Alice H. Grundman
Director, Facilities Planning & Construction

KUBOTA KASEY

From: Rob Caringella [rob@jrcvaluation.com]
Sent: Saturday, May 08, 2010 9:46 AM
To: KUBOTA KASEY
Subject: Meridian Avenue appraisal

Kasey:

We are prepared to update our last appraisal of the referenced property. The cost for the new appraisal would be \$8,500. Timing would be about 60 days. Terms and conditions would be similar to our last assignment. Let me know if you would like us to schedule the assignment.

Best,

Rob

--

Robert P. Caringella, MAI
Jones, Roach & Caringella, Inc.
2221 Camino del Rio South, Suite 202
San Diego, CA 92108-3909

858-565-2400 Telephone
858-565-4916 Fax
www.jrcvaluation.com

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Contract with Educational Consulting Services Inc., for the Implementation of a District Saturday Attendance Recovery Program (2010-11 through 2012-13)

GOAL: Support Services/Student Performance/Budget Planning

STRATEGIC PLAN: Parameter 2 – Responsibility

BACKGROUND: The district has evaluated the possibility of implementing a Saturday Attendance Recovery Program as a method of recouping lost ADA and instructional time resulting from student absences. The components of the program will include homework completion, grade improvement opportunities, CAHSEE preparation classes, and tutoring. Students with excused or unexcused absences will be invited to attend. Truant students will receive a mandatory assignment to the program.

BUDGET IMPLICATIONS: \$15,000 one-time start-up fee. In addition, a per student fee will be charged based on attendance:

Number of students per session:	Cost per student:
1 to 500 students	\$6.00
501 to 750 students	\$5.00
751 or more students	\$4.00

The intent of the program is to recoup lost ADA as a result of student absences, therefore, it is anticipated that the ADA generated will offset any costs and result in additional revenue for the district.

One-time start-up fee to be paid from Mandated Costs.

RECOMMENDATION: That the board approve the contract with Educational Consulting Services, Inc., for the implementation of a district Saturday Attendance Recovery Program.

ACTION: On motion of Board Member _____ and _____ the board approve the contract with Educational Consulting Services, Inc., for the Implementation of a District Saturday Attendance Recovery Program (2010-11 through 2012-13) as presented.



CONSULTING SERVICES AGREEMENT

This agreement made and entered into May ___, 2010 by and between the **COLTON JOINT UNIFIED SCHOOL DISTRICT**, hereinafter referred to as the "District" and **EDUCATIONAL CONSULTING SERVICES INC.**, hereinafter referred to as "ECS".

It is hereby mutually agreed that ECS will provide consulting services to the DISTRICT under the following terms and conditions:

WHEREAS, the District is in need of special services and advice in financial, economic, accounting or administrative matters; and

WHEREAS, ECS is specially trained, experienced, and competent to provide the special services and advice required;

NOW, THEREFORE, the parties hereto agree as follows:

ECS will provide the following services:

Attendance Recovery Program:

- Provide supervision for each Saturday School Attendance Recovery Program (SSARP) sessions
- Assist in developing curriculum for the elementary and secondary grade levels.
- Provide Attendance Recovery Program information
- Assist in distributing SSARP teacher applications
- Assist with the SSARP schoolteacher assignments
- Communicate regularly with school site administrator in charge of SSARP sessions and assist with the ongoing coordination of the program
- Provide regularly district administration with student attendance and expenditure data
- Identify & notify eligible students
- Prepare an attendance list of students who will be attending SSARP
- Prepare parent/student notification letters
- Update attendance records
- Provide expense sheets after each SSARP session

1. This Agreement shall commence on May ___, 2010 and shall continue in full force and effect until June 30, 2013.
2. The District will prepare and furnish to ECS upon request information and documentation that is necessary to the performance of this Agreement.
3. The District shall pay ECS a one-time fee of \$15,000 to setup the SSARP program. The setup fee is due upon Board Approval of this agreement.

The District shall also pay ECS a dollar amount per session for each student identified and attends the Saturday School Attendance Recapture Program (SSARP) based upon the following scale below. ECS shall invoice the district for each session completed.

<u>Number of students per sessions</u>	<u>Cost per student</u>
1 to 500 Students	\$6
501-750 Students	\$5
751 or more Students	\$4


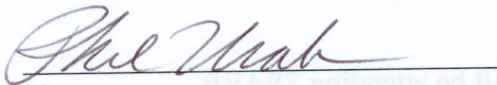
- The District or ECS may terminate this Agreement with a written thirty-day notification from the Superintendent or designee. ECS shall be compensated for work completed up to the date of notification.
- If ECS is requested to perform services outside the scope of the SSARP program, ECS will charge the following hourly rate:

Principal	\$150.00 per hour
Senior Management Consultant	\$125.00 per hour
Management Consultant	\$100.00 per hour
- ECS agrees to and shall hold harmless and indemnify the agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever.
- This Agreement is not assignable without written consent of the parties hereto.
- ECS shall comply with all applicable federal, state, and local laws, rules and regulations, and ordinances including worker's compensation.

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

Educational Consulting Services, Inc.

Colton Joint Unified School District



Signature

Federal ID Number 33-088505

BOARD AGENDA

**REGULAR MEETING
May 27, 2010**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Award Veterans Diploma to Richard Fred Sewell in Accordance with Board Policy 6146.12 (2010-11)**

GOAL: Student Performance, Community Relations

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

BACKGROUND: The board adopted Board Policy 6146.12 on November 5, 2009, authorizing the district to retroactively grant high school diplomas to students who left school prior to completing their high school course of study to protect our nation by joining the military and fighting for the Nation’s freedom during World War II, the Korean War, or the Vietnam War. Students who were federally interned during World War II are also eligible to receive their high school diploma.

The district has verified that Richard Fred Sewell was enrolled at Colton High School in 1963 prior to joining the United States Air Force during the Vietnam War. Mr. Sewell was honorably discharged from the USAF on February 20, 1968.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the board award veterans diploma to Richard Fred Sewell in accordance with Board Policy 6146.12, as presented.

ACTION: On motion of Board Member _____ and _____, the board awarded veterans diploma to Richard Fred Sewell in accordance with Board Policy 6146.12 (2010-11), as presented.

BOARD AGENDA

REGULAR MEETING
May 27, 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. **Acosta, Frank** Teacher – CMS
Employed September 3, 1969;
resignation effective June 17,
2010. SERP retirement.
2. **Adame, Theresa** Teacher – Reche Canyon
Employed September 3, 1974;
resignation effective June 17,
2010. SERP retirement.
3. **Battel, Thomas** Teacher – BHS
Employed September 8, 1998;
resignation effective June 17,
2010. SERP retirement.
4. **Bechtel, Karen** TOA – Crestmore
Employed August 28, 1996;
resignation effective June 17,
2010. SERP retirement.
5. **Beck, Lynn** Teacher – Grant
Employed August 26, 1998;
resignation effective June 17,
2010. SERP retirement.
6. **Bengston, James** Counselor – CHS
Employed January 17, 1990;
resignation effective June 17,
2010. SERP retirement.
7. **Bjornstad, Joy** Teacher – Grand Terrace
Employed September 4, 1986;
resignation effective June 17,
2010. SERP retirement.

AR-8.1

- 8. Christian, Fred** RSP Teacher – BHS
Employed September 7, 1988;
resignation effective June 17,
2010. SERP retirement.
- 9. Clark, Kenneth** Counselor – CHS
Employed August 19, 1988;
resignation effective June 17,
2010. SERP retirement.
- 10. DeVeaux, Margene** Counselor – ESC/PPS
Employed September 6, 1990;
resignation effective June 17,
2010. SERP retirement.
- 11. Eddins, Angela** CPS – D.O./C&I
Employed September 22, 1997;
resignation effective June 17,
2010. Not returning from LOA.
- 12. Elkins, Christi** Teacher – Zimmerman
Employed September 21, 2000;
resignation effective June 17,
2010. SERP retirement.
- 13. Francisco, Linda** Counselor - CHS
Employed November 7, 2006;
resignation effective June 17,
2010. For retirement.
- 14. Goodyear, Steven** Teacher – CHS
Employed September 7, 1988;
resignation effective June 17,
2010. SERP retirement.
- 15. Gorbea, Cruz** Teacher – Rogers
Employed September 8, 1971;
resignation effective June 17,
2010. SERP retirement.
- 16. Gordon, Ellen** Teacher – CHS
Employed January 11, 1995;
resignation effective June 17,
2010. SERP retirement.
- 17. Haag, Vici** RSP Teacher – CMS
Employed September 30, 1997;
resignation effective June 17,
2010. SERP retirement.

- 18. Johnson, Judy** Teacher – Reche Canyon
Employed September 7, 1988;
resignation effective June 17,
2010. SERP retirement.
- 19. Levine, Leslie** Adult Ed Teacher – Washington
Employed November 6, 1995;
resignation effective June 17,
2010. SERP retirement.
- 20. Lillestrand, Sara** Teacher - Crestmore
Employed April 22, 2010;
resignation effective June 17,
2010. End of temporary contract.
- 21. Malak, Lou Anne** Teacher – Grant
Employed January 1, 1995;
resignation effective June 17,
2010.
SERP Retirement
- 22. Romero, David** Special Ed Teacher – BHS
Employed February 9, 2010;
resignation effective June 17,
2010. End of temporary contract.
- 23. McGee, Catherine** RSP Teacher – RHMS
Employed September 6, 1989
resignation effective June 17,
2010.
SERP Retirement
- 24. Mellis, Cynthia** Teacher – Rogers
Employed September 11, 1995
resignation effective June 17,
2010.
SERP Retirement
- 25. Morales, Margaret** Teacher – Smith
Employed September 5, 1979
resignation effective June 17,
2010.
SERP Retirement
- 26. Northrop, Lee Ann** School Nurse – PPS
Employed August 17, 2000;
resignation effective June 17,
2010.
SERP Retirement

- 27. O'Neil, Allen** Counselor – BHS
Employed April 24, 1980;
resignation effective June 17,
2010.
SERP Retirement
- 28. Peukert, Anita** CPS – Zimmerman
Employed February 14, 1985;
resignation effective June 22,
2010.
SERP Retirement
- 29. Rhiner, Caryn** Counselor – CHS
Employed July 23, 2001;
resignation effective June 17,
2010.
SERP Retirement
- 30. Roman, Diana** CPS – Washington
Employed September 2, 1987;
resignation effective June 19,
2010.
SERP Retirement
- 31. Trapasso, James** RSP Teacher – CHS
Employed September 6, 1995;
resignation effective June 17,
2010.
SERP Retirement
- 32. Valdes, Bedalia** TOA – Educational Services
Employed August 15, 2003;
resignation effective June 17,
2010.
SERP Retirement
- 33. #1423** Teacher – Wilson
Employed September 3, 1975;
resignation effective June 17,
2010.
SERP Retirement
- 34. Joseph Wallace** Teacher – Crestmore
Employed February 1, 1993;
resignation effective June 17,
2010.
SERP Retirement

- 35. White, Dorothy** Teacher – Cooley Ranch
Employed September 17, 1993;
resignation effective June 17,
2010.
SERP Retirement
- 36. Williamson, Bruce** Teacher – Lincoln
Employed January 14, 1987;
resignation effective June 17,
2010.
SERP Retirement
- 37. Yeckley, Rebecca** Speech Therapist - PPS
Employed September 2, 1987;
resignation effective June 17,
2010.
SERP Retirement
- 38. Zamojski, Linda** Teacher – CMS
Employed September 24, 1976;
resignation effective June 17,
2010.
SERP Retirement
- 39. Zappe, Sara** Teacher – Sycamore Hills
Employed July 30, 2002;
resignation effective June 17,
2010.
SERP Retirement

II. Classified

- 1. Anthony, Elizabeth** Special Ed. Inst. Asst. - Wilson.
Employed March 11, 2010;
resignation effective May 4, 2010.

