

Colton Joint Unified School District

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



Board of Education Regular Meeting and Public Hearing

Thursday, August 5, 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
- Mr. Robert D. Armenta Jr.
- Mrs. Patt Haro
- Mrs. Marge Mendoza-Ware
- Mr. Kent Taylor

- Mr. James A. Downs
- Mr. Jerry Almendarez
- Mr. Jaime R. Ayala
- Ms. Mollie Gainey-Stanley
- Mr. Mike Snellings
- Mrs. Bertha Arreguín
- Mr. Todd Beal
- Mr. Brian Butler
- Mrs. Jennifer Jaime
- Mrs. Ingrid Munsterman
- Ms. Helen Rodriguez
- Ms. Sosan Schaller
- Mr. Darryl Taylor
- 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 ~None~

3.0 SCHOOL SHOWCASE ~None~

4.0 ADMINISTRATIVE PRESENTATIONS

- 4.1 Program Improvement Update – Mollie Gainey-Stanley

5.0 PUBLIC HEARING

- 5.1 Action Item, B-9– *Adoption of Resolution No. 09-33 Authorizing the Dedication of an Easement to Southern California Edison for the Grand Terrace High School Project*

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 (BB 9323).*

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 – 9, as presented.

Page 7 A-1 Approval of the July 15, 2010 Meeting Minutes

Page 25 A-2 Approval of Student Field Trips

Page 27 A-3 Approval of Consultants for Staff Development

Page 31 A-4 Approval of Contract Amendment No. 2 to Contract No. 08-898 A-3 with San Bernardino County, Preschool Services Department to Provide Head Start Services for Fiscal Year 2010-11

Page 37 A-5 Approval of the Increased Grant Award Letter for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (2010–11)

Page 39 A-6 Approval of the Application for Agricultural Career Technical Education Incentive Grant (2010-11)

Page 45 A-7 Approval of the Revised Course Descriptions and Approval of the Textbooks and Ancillary and Supplemental Instructional Materials for *Agriculture Science I* and *Agriculture Science II*, Grades 9-12

Page 97 A-8 Acceptance of Gifts

Page 99 A-9 Approval to File Notice of Completion: Bid #10-01CA – Grant Elementary School Cafeteria Roofing Project (Huffman Roof Company)

B. Action Items

Page 101 B-1 Approval of Personnel Employment

Page 103 B-2 Authorization to Assign an Elementary Teacher to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution During the 2010-11 School Year

Page 105 B-3 Approval of One Year Agreement with the District Assistance Intervention Team (DAIT) New Directions, Inc. to Provide Consulting and Professional Services (2010-11)

Page 121 B-4 Approval of Purchase Orders

Page 125 B-5 Approval of Disbursements

Page 127 B-6 Award of Bid #10-06 to NIC Partners for the District Office Phone System Upgrade and Failover Installation Project

Page 129 B-7 Approval of 403(b) Service Agreement with Schools First Federal Credit Union and National Benefit Services, LLC (2010-11)

Page 135 B-8 Approval of Two-Year Lease Extension/Addendum with Mobile Modular Management Corporation Utilizing Riverside Unified School District Piggyback Bid #2004/05-12 for Portable Classrooms and Restroom Buildings Currently at Bloomington and Colton High Schools

Page 143 B-9 Adoption of Resolution No. 09-33 Authorizing the Dedication of an Easement to Southern California Edison for the Grand Terrace High School Project

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

Page 153 C-1 Approval of Proposed Amendment of Administrative Regulation:
AR 5132 *Dress Code*

Action Items – Board Policy – *Second Reading*

Page 159 C-2 Approval of Proposed Amendment to Board Policy:
BP 6146.1 *Graduation Requirements (Beginning 2010-11)*

D. Action Items – Resolutions ~ *None*

8.0 ADMINISTRATIVE REPORTS

- AR-8.1 Resignations
Page 173
- AR-8.2 Results of San Bernardino County Superintendent of Schools (SBCSS) Williams Settlement Visit for the Fourth Quarter 2009-10
Page 175
- AR-8.3 Budget Update – Jaime R. Ayala
- AR-8.4 Facilities Update – Darryl Taylor
- AR-8.5 Budget Subcommittee Update
- AR-8.6 Curriculum Subcommittee Update
- AR-8.7 Facilities Subcommittee Update
- AR-8.8 ACE Representative
- AR-8.9 CSEA Representative
- AR-8.10 MAC Representative
- AR-8.11 ROP Update

9.0 SUPERINTENDENT’S COMMUNIQUE

10.0 BOARD MEMBER COMMENTS

11.0 CLOSED SESSION

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

11.1 Student Discipline, Revocation, and Re-entry

Page 179

11.2 Personnel

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

11.3 Conference with Legal Counsel—Anticipated Litigation

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

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)

11.5 Conference with Real Property Negotiator (Gov. Code 54956.8)

Property: *~None~*

District Negotiators: James A. Downs, Jaime R. Ayala, Darryl Taylor,

Counsel, Best, Best & Krieger

12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION

13.0 ADJOURNMENT

The meeting will be adjourned in memory of Claude James (Bud) Johnston, former employee, who passed away on July 19, 2010.

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: James A. Downs, Superintendent

SUBJECT: **Approval of July 15, 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

BACKGROUND: Education Code 35145 provides that minutes must be taken of all actions by the governing board. Education Code 35163 also requires that every official board action be affirmed by a formal vote of the members of the board and kept in a journal of its proceedings. Attached are the minutes as recorded at the July 15, 2010 Colton Joint Unified School District, Board of Education meeting.

RECOMMENDATION: That the board approve the July 15, 2010 meeting minutes.

Colton Joint Unified School District

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



Minutes July 15, 2010 5:30 p.m.

The Board of Education of the Colton Joint Unified School District met for a Regular Meeting and Community Facilities District No. 2 and No. 3 on Thursday, July 15, 2010, 5:32 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
Mr. Robert D. Armenta Jr.	
Mrs. Patt Haro	
Mrs. Marge Mendoza-Ware	
Mr. Kent Taylor	

Staff Members Present (*excused)

Mr. James A. Downs	Mrs. Jennifer Jaime
Mr. Jerry Almendarez	Mrs. Ingrid Munsterman
Mr. Jaime R. Ayala	Mrs. Helen Rodriguez
Ms. Mollie Gainey-Stanley	Ms. Sosan Schaller
Mr. Mike Snellings	Mr. Darryl Taylor
Mrs. Bertha Arreguin	Dr. Patrick Traynor *
Mr. Todd Beal	Ms. Katie Orloff
Mr. Brian Butler	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 5:32 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 Veterans' Diploma Recognition – Gilbert Zamorano

In November 2009, the Colton Joint Unified School District, Board of Education, adopted Board Policy 6146.12, *Veterans Diploma*. This board policy allows the district to grant a high school diploma to any WWII, Vietnam War or Korean War Veteran who left high school prior to completion to enlist in the military.

Gilbert Zamorano joined the California National Guard in 1940 at age 17. Nine days after the attack on Pearl Harbor in 1941, Mr. Zamorano left Colton High School. While in the Army he served in the European Theater of Operation with General George Patton's Third Army. He received a Bronze Star, a European Theater of Operations Medal, a Good Conduct Medal, a Victory Medal, an American Defense Medal, a Purple Heart and a Combat Infantry Badge. Mr. Zamorano was honorably discharged in 1946.

Superintendent Downs, along with, the CJUSD Board of Education awarded Mr. Gilbert Zamorano with his diploma from Colton High School.

#241 On motion of Board Member Armenta and Board Member Ibarra and carried on a 7-0 vote, the Board approved Action Item B-4 as presented.

#241.1 B-4 Awarded Veterans Diploma to Gilbert Zamorano in Accordance with Board Policy 6146.12 (2010-11)

3.0 SCHOOL SHOWCASE ~None~

4.0 ADMINISTRATIVE PRESENTATIONS

4.1 Graduation Committee Update

John Conboy, Coordinator of Career Technical Education, provided an update from the Graduation Committee. Currently, the Graduation Committee is composed of two committees, the “working committee” that ensures that the recommendations reflect the committees’ intentions, and the “feedback committee”, that proposes the recommendations.

The committee reviews several areas in depth including, the Strategic Plan, CA minimum graduation requirements (CDE), CJUSD graduation requirements, graduation requirements of local districts, as well as, UC, CSU, and community college entry requirements and/or recommendations.

Reducing the number of units required for high school graduation will provide students with opportunities to make up classes during their four years of high school. Additionally, removing the computer literacy requirement will allow further career technical educational courses such as Microsoft Word.

4.2 Summer Youth Employment Grant

Mr. Conboy informed the board of the program goals, priority elements and eligibility requirements of the Summer Youth Employment Grant.

The main goals of the grant are to increase the high school graduation rate, reduce drop-outs, provide paid and unpaid summer work experience, as well as, offer occupational skills training, leadership development and mentoring.

The priority program elements support the program goals by offering students the opportunity to apply skills learned in Career Technical Standards capstone courses through work experience. The district will work in conjunction with ROP and Career Technical Education courses to provide work experience education in the classroom. Career technical student organizations, such as SkillsUSA, FHA-HERO, DECA, and FFA will support the skills training, leadership development, and mentoring portion of the grant.

Both in-school and out of school youth who meet program eligibility requirements will be able to participate in Summer Youth Employment. While in the program, students will develop higher self esteem, obtain skills to help them succeed in work and in college and apply the career technical skills they are developing.

4.3 District English Learner Advisory Committee (DELAC) Update

Mrs. Bertha Arreguin provided an update in response to the DELAC – parent report presented by Mrs. Vasquez at the last board meeting. Monthly DELAC meetings are held and district staff shares information with parents on topics, such as, the District Master Plan, program goals and objectives, teacher and instructional assistant requirements, annual language census, and needs assessments.

The annual needs assessment provides an opportunity for parents to discuss what they feel are strengths and weaknesses within the school district. They brainstorm ideas to improve student success at the school site, as well as, in the home. Finally, they present an annual update to the board, such as the one presented at the June 24th board meeting.

Areas of concern addressed by DELAC were safety, school cleanliness, translation/interpreter services collaboration between ELAC and site principals and the need for Tele-parent messages to be sent in both English and Spanish. Mrs. Arreguin plans to work with the various departments and all school sites to address and resolve these concerns.

5.0 PUBLIC HEARING ~None~

6.0 PUBLIC COMMENT

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

- *Christine Irish-Re*, Colton resident, expressed concern regarding the gates and lights at and around Colton High School’s athletic fields.

The board asked the district to keep them informed of the responses made following items addressed during public comment. The board also requested that the district research the advantages of electronic keys.

6.2 White card—Items/Topics Not on the Agenda: ~ No Comments

7.0 ACTION SESSION

A. Consent Items

#242 On motion of Board Member Taylor and Board Member Zamora and carried on a 7-0 vote, the Board approved Consent Items A-1 through A-18 as presented. Separate action was taken on Consent Items A-5 through A-8.

- #242.1 A-1 Approved the June 24, 2010 Meeting Minutes
- #242.2 A-2 Approved Amendment to the May 27, 2010 Meeting Minutes
- #242.3 A-3 Approved Membership Renewal in the San Bernardino County School Boards' Association (SBCSBA, 2010-11)
- #242.4 A-4 Approved Renewal Agreement for SANDABS Membership (2010-11)
- #242.5 A-9 Approved Resolution and Accepted 2010-11 Funding for California State Preschool Programs (CSPP-0434)
- #242.6 A-10 Approved Agreement with University of California, Riverside Extension for Teaching the Gifted and Talented: *Advanced Approaches to Curriculum Differentiation* (August/Sept. 2010)
- #242.7 A-11 Approved Agreement with East Valley Special Education Local Plan Area (EVSELPA) for Pupil Transportation Services (2010-11)
- #242.8 A-12 Accepted Gifts (**EXHIBIT C**)
- #242.9 A-13 Approved Reimbursement for Damage to Employee Vehicle in Accordance with Board Policy 4356.3 (EIN #2163- BHS)
- Withdrawn A-14 ~~Approved Cherrydale Fundraiser at Bloomington, Colton, Ruth O. Harris and Terrace Hills Middle Schools~~
- #242.10 A-15 Approved Alliance of Schools for Cooperative Insurance Programs (ASCIP) Property/Liability JPA Insurance Renewal (2010-11)
- #242.11 A-16 Approved Republic Indemnity Company of America Excess Worker's Compensation and Employer's Liability Policy Renewal (2010-11)
- #242.12 A-17 Authorized "Piggyback" on the Pomona Valley School Co-op Purchasing Group Bid #3(10-11)FS for the Purchase of Canned Goods and Condiments (2010-11)
- #242.13 A-18 Authorized "Piggyback" on the Pomona Valley School Co-Op Purchasing Group Bid #FS-090-09 for the Purchase of Food Service Paper Supplies (2010-11)
- #243** On motion of Board Member Taylor and Board Member Haro and carried on a 7-0 vote, the Board approved Consent Item A-5 as presented.
- #243.1 A-5 Approved Membership Renewal in the California School Boards' Association (CSBA, 2010-11)
- #244** On motion of Board Member Mendoza-Ware and Board Member Ibarra and carried on a 7-0 vote, the Board approved Consent Item A-6 as presented.
- #244.1 A-6 Approved Renewal Agreement with the California School Boards' Association (CSBA) for Governance and Management Using Technology (GAMUT) Online Policy Service (2010-11)
- #245** On motion of Board Member Mendoza-Ware and Board Member Haro and carried on a 7-0 vote, the Board approved Consent Item A-7 with modifications, see Exhibit A.
- #245.1 A-7 Approved Student Field Trips (**EXHIBIT A**)
- #246** On motion of Board Member Albiso and Board Member Taylor and carried on a 7-0 vote, the Board approved Consent Item A-8 as presented.
- #246.1 A-8 Approved Consultants for Staff Development (**EXHIBIT B**)

B. Action Items

#247 On motion of Board Member Mendoza-Ware and Board Member Taylor and carried on a 6-1(Mr. Albiso abstained from voting) vote, the Board approved Action Items B-1 through B-16, with the exception of Action Items B-3, B-4, B-6, B-11 and B-13, as presented.

- #247.1 B-1 Approved Personnel Employment (**EXHIBIT D**)
- #247.2 B-2 Approved Conference Attendance (**EXHIBIT E**)
- Withdrawn** B-3 ~~Approve One Year Agreement with the District Assistance Intervention Team (DAIT) New Directions, Inc. to Provide Consulting and Professional Services (2010-11)~~
The board requested additional information.
- #247.3 B-5 Approved Agreement with SchoolCenter Professional Services for Spanish Language Website Hosting and Template Design Services
- Withdrawn** B-6 ~~Terminate Agreement with the City of Colton for a School Resource Officer Assigned to Colton High School~~
Will be re-presented on 08/05/10, pending the outcome of the meeting with the city.
- #247.4 B-7 Approved Contract with Hill Rehabilitation Services, LLC, for Speech and Language Pathologist Services (2010-11)
- #247.5 B-8 Approved Contract with Invo Healthcare Associates, Inc., for Speech and Language Pathologist Services (2010-11)
- #247.6 B-9 Approved Purchase Orders
- #247.7 B-10 Approved Disbursements
- Withdrawn** B-11 ~~Award Bid 10-06: District Office Phone System Upgrade and Failover Installation Project~~
- #247.8 B-12 Approved Contract Amendment No. 6 with WLC Architects, Inc. for Off-Site Improvements Engineering and Construction Administration at Grand Terrace High School
- Withdrawn** B-13 ~~Approve One Year Lease Extension/Addendum with Mobile Modular Management Corporation Utilizing Riverside Unified School District Piggyback Bid #2004/05-12 for Portable Classrooms and Restroom Buildings Currently at Bloomington and Colton High Schools~~
- #247.9 B-14 Adopted Resolution No. 09-32 Giving Notice of Intention to Grant an Easement for Right of Way to Southern California Edison for the Grand Terrace High School Project
- #247.10 B-15 Approved Agreement with Ruben Manzanares, A & E Inspection Services for Division of the State Architect (DSA) Inspection Services for the New Middle School #5 Construction Project
- #247.11 B-16 Approved Designated Authorized Agent for CJUSD – July 15, 2010 - Until Rescinded

At 6: 40p.m. President Albiso adjourned to meeting of Community Facilities District No. 2.

Community Facilities District No. 2

#248 On motion of Board Member Mendoza-Ware and Board Member Zamora and carried on a 7-0 vote, the Board approved Action Item B-17 as presented.

#248.1 B-17 Designation of Authorized Agents – Community Facilities District No. 2

At 6: 41 p.m. President Albiso adjourned to meeting of Community Facilities District No. 3.

Community Facilities District No. 3

#249 On motion of Board Member Mendoza-Ware and Board Member Albiso and carried on a 7-0 vote, the Board approved Action Item B-18 as presented.

#249.1 B-18 Adoption of Resolution 10-25 CFD-3, *Establishing the Annual Special Tax Levy for Fiscal Year 2010-11 for Community Facilities District No. 3*

At 6:42 p.m. the meeting of the Colton Joint Unified School District Board of Education reconvened.

C. Action Items – Board Policy

#250 On motion of Board Member Taylor and Board Member Haro and carried on a 7-0 vote, the Board approved Action Item C-1, Board Policy, as presented.

#250.1 C-1 Approval of Proposed Amendment to Board Policy: *First Reading*
BP 6146 *Graduation Requirements (Beginning 2010-11)*

#251 On motion of Board Member Armenta and Board Member Haro and carried on a 7-0 vote, the Board approved Action Item C-2 and C-3, Board Policy, as presented.

#251.1 C-2 Approval of Proposed Amendment to Board Policy: *Second Reading*
BP 6146.1 *Graduation Requirements*

#251.2 C-3 Approval of Substitution of Board Bylaws: *Second Reading*
BB 9322 *Agenda*
BB 9323 *Meeting Conduct*

D. Action Items – Resolution

#252 On motion of Board Member Albiso and Board Member Mendoza-Ware and carried on a 7-0 vote, the Board approved Action Item D-1, Resolution, as presented.

#252.1 D-1 Adoption of Resolution, *Senate Constitutional Amendment 6*

8.0 ADMINISTRATIVE REPORTS

AR-8.1 Resignations

AR-8.2 Quarterly Uniform Complaint Report Summary (April through June 2010)

AR-8.3 Naming of Facility: *Bloomington Math and Science Building*

In accordance with Board Policy 7310, *Naming of Facilities*, the CJUSD Board of Education shall have sole responsibility for the final selection of names for schools, buildings, areas, and facilities of the district. Prior to the final selection of names, a committee of representatives including parents, students, employees, administrators, and community members shall submit their recommendations. The top three recommendations will be presented to the board for final selection and approval. Board Members Albiso, Haro, and Mendoza-Ware, volunteered to participate on the committee.

AR-8.4 Budget Update (EXHIBIT F)

Following Assistant Superintendent Ayala's budget update, the board requested that the Budget Committee meetings be reconvened by the end of August.

At the May 13th board meeting the board approved to proceed with a Parcel Tax Measure Feasibility Study. Representatives from Godbe Research and TBWB Strategies provided an update on the study. After surveying likely November 2010 voters, results indicate a base of support for a parcel tax measure. Godbe Research and TBWB Strategies recommended that the Colton Joint Unified School District consider placing an appropriately priced measure on the November 2010 ballot.

After a brief presentation and discussion, a consensual decision was made by the board not to proceed with the ballot initiative. Based on the recommended price for the parcel tax and the potential revenue it would generate, the board decided that it would not have a significant impact the budget.

AR-8.5 Facilities Update (EXHIBIT G)

Following the facilities update by Mr. Taylor, the board gave several suggestions to promote the progress of projects such as Grand Terrace High School, Middle School #5 and the math and science wings at Bloomington and Colton High Schools.

They also suggested that elementary and secondary bands and choirs be included at groundbreaking ceremonies. The board recommends that the upcoming groundbreaking ceremonies be promoted at back to school events and other student/parent events. The board further mentioned that they would like to be informed of such activities so they can make plans to attend as many school events as possible.

AR-8.6 Budget Subcommittee Update ~No Report~

AR-8.7 Curriculum Subcommittee Update

Board Member Taylor commented on the proposed board policy to reduce the number of credits required for high school graduation. He also looks forward to the information from the New Directions, Inc., the district's District Assistance Intervention Team (DAIT) provider.

AR-8.8 Facilities Subcommittee Update

Board Member Mendoza-Ware reported that aside from the large facility projects there are a number of small projects that need to be addressed.

AR-8.9 ACE Update ~No Report~

AR-8.10 CSEA

President Nick Ramirez expressed that CSEA would like to be included in budget meetings between the district, board, negotiating units, and community. He also congratulated Katie Orloff on her new position as MAC president.

AR-8.11 MAC ~No Report~

AR-8.12 ROP Update ~No Report~

9.0 SUPERINTENDENT'S COMMUNICATION

Superintendent Downs introduced Brian Butler the newest director in the Educational Services Division. Mr. Butler was recently appointed director of Secondary Curriculum, 7-12.

Mr. Butler thanked the board for the appointment. He has worked for the district for over 12 years and welcomes the opportunity to serve the district in his new capacity.

Mr. Downs announced that the district has nominated several employees for the *30 Under 30 Latino/Native American Recognition*, presented by Assembly Member Wilmer Amina Carter. This year's event will be held on September 18th at California State University San Bernardino.

In an effort to update and streamline all board policies and administrative regulations, the district will begin to present, series by series, all board policies that need to be approved, amended, substituted, and repealed. This process will begin with the August 19th board meeting.

Lastly, Superintendent Downs presented the Strategic Plan Update. Since its inception in 2008, the Strategic Plan has been a great success. The creation of the Strategic Plan involved community, parents, classified staff, certificated staff and management. The plan was approved by the CJUSD Board of Education on June 19, 2008. Mr. Downs gave credit to Frances Frost and Jennifer Wold for creating the update and briefly highlighted the various accomplishments of the following six strategies:

- Strategy #1 – Communication
- Strategy #2 – Curriculum
- Strategy #3 – Decision Making
- Strategy #4 – Facilities
- Strategy #5 – College Career
- Strategy #6 – Character

10.0 BOARD MEMBER COMMENTS

Board Member Ibarra requested information on the current process on informing high school seniors of college applications and enrollment deadlines, dates for ACT and SAT, as well as, a calendar of senior events. Mr. Ibarra's main concern was making sure the information is available to parents. He suggested using Teleparent to announce such events, including scholarship information. Mr. Ibarra also requested information regarding classified coach credentialing be send to the board in board correspondence.

Board Member Zamora – *no comment*

Board Member Haro welcomed Brian Butler, as the new director of Secondary Curriculum 7-12.

Board Member Mendoza-Ware requested that tonight's board meeting be adjourned in memory of Mrs. Lynn Hooker. Mrs. Hooker was a long time Bloomington resident, as well as, an essential member of the Measure B and Measure G, Citizens' Oversight Committees.

Board Member Taylor also congratulated Brian Butler on his new position. He encouraged staff to continue updating the board policies and making them accessible to the public on the district website. He further asked that the policies and administrative regulations be translated into Spanish.

Board Member Armenta – *no comment*

Board Member Albiso requested that board meetings be closed in memory of a deceased employee/community member or in celebration of a staff member's birthday or other events as applicable.

11.0 CLOSED SESSION

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

At 8:01 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 8:40 p.m. Board President Albiso reported on action taken in closed session.

#253 12.1 Student Discipline, Revocation, and Re-entry

- #253.1 On motion of Board Member Zamora and Board Member Mendoza-Ware and carried on a 7-0 vote, the board approved staff's recommendation for student discipline items #1 – #14 as presented, student discipline item #15 was approved with modifications. **(EXHIBIT H)**

#254 12.2 Personnel

- ◆ Public Employee: Discipline/Dismissal/Employment/Release/Reassignment (Gov. Code 54957)
- ◆ Public Employee: Employment/Appointment
 - Principal, Elementary

- #254.1 On motion of Board Member Taylor and Board Member Haro and carried on a 7-0 vote, the board appointment Jeremy Mortensen, Principal, Smith Elementary School

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

Significant exposure to litigation pursuant to Government Code Section 54956.9(b)
Potential Case: ~None~

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 8:42 p.m., the Board adjourned the meeting in memory of Mrs. Lynn Hooker, community member. The next Regular Board of Education Meeting is scheduled for Thursday, August 5, 2010, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

DRAFT

EXHIBIT A, FIELD TRIPS:

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
**BHS **CHS	2010-11 School Year (possible overnight trips)	TBD	TBD	Northern and Southern CA high schools, colleges, and universities. Hosting schools & hotels TBD. Occasionally, events are held out of state. (District transport. airline or train)	Speech Tournaments, Key Club & HOPE Conventions, Leadership Competitions, Yearbook Camps. FFA State Leadership Conf./Competitions, Athletic Competitions & Cheer Squad Camps & Competitions (Additional events TBD) Qualifiers to these events are based on actual entries competing in each event.	9-12	Ignacio Cabrera (BHS) Robert Verdi (CHS) Teachers & Students TBD + chaperones (Per BP & AR 6153)	TBD	Cost will be determined per event. Various funds: ASB, Voc. Ed. Donation, Site Discretion, EIA/SCE, GATE, SLI	Strategy #1
BHS	7/27- 7/31/20 10 T/W/Th/F/ S	2:30 pm	9:00 am	Bloomington High School Bloomington, CA (Students will be housed at the Hilton Garden Inn, Fontana, CA)	<i>Cheer Camp</i> Cheer Squad will participate in a cheer/dance camp training, team building activities and planning for the 2010-11 school year.	9-12	Leilani Bautista 40 +3	\$9,600	ASB	Strategy #1

**Not approved

EXHIBIT B, CONSULTANTS FOR STAFF DEVELOPMENT

Site	Date(s)	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Grimes	2010-11 School year	TBD	<i>Dual Immersion Coaching, Consulting and Professional Development</i> To provide support for teachers and administrators on the implementation of the Dual Language Immersion program.	Grimes	SBCSS San Bernardino, CA	\$4,750	Title III	Strategy #2 #5
Smith	08/16, 26 09/2, 9, 16, 23 & 30 10/7, 14 & 21 2010	8:30-10 am & 6:30-8 pm	<i>Parent Institute</i> Parent training that will enable them to address the educational needs of their children.	Smith	Parent Institute for Quality Education El Monte, CA	\$4,800	Title I	Strategy #2 #5
THMS	08/17, 09/16/ 10/05, 11/04 & 12/02/2010 01/25, 02/08 & 04/12/2011	8:00 am to 3:00 pm	<i>Language Arts Lesson Study</i> Teachers will observe student learning and engage in the professional development process of lesson study.	THMS	Heather Jenkins Curriculum Specialist SBCSS San Bernardino, CA	\$5,696	Title II	Strategy #2 #5
THMS	08/31, 09/21, 10/21, 12/09/2010 10/20, 02/17 03/03 & 04/07/2011	8:00 am to 3:00 pm	<i>Math Lesson Study</i> Teachers will observe student learning and engage in the professional development process of lesson study.	THMS	Jennifer Hodges Curriculum Specialist SBCSS San Bernardino, CA	\$5,696	Title II	Strategy #2 #5

EXHIBIT C, GIFTS:			
<u>Site</u>	<u>Donor</u>	<u>Donation/Purpose</u>	<u>Amount</u>
Bloomington Middle School	Monica Lore P.O. Box 236, Loma Linda CA 92354	Cash To Gate Club under ASB	\$200
Cooley Ranch Elementary	Kiwanis Club of Cooley Ranch 342 North La Cadena Drive, Colton, CA 92324	Check #2071 For school supplies	\$400
Cooley Ranch Elementary	Chase – Wamoola for Schools Program 1301 2nd Avenue, Seattle, WA 98101	Check #2416168073 Site discretionary	\$192.50
Cooley Ranch Elementary	Kiwanis Club of Cooley Ranch 347 North La Cadena Drive, Colton, CA 92324	Check #2076 Site discretionary	\$250
Crestmore Elementary	Lifetouch National School Studios 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #2107141 Site discretionary	\$807
District Office	James A. Downs c/o 1212 Valencia Drive, Colton, CA 92324	Check #183	\$145
D'Arcy Elementary	Lifetouch National School Studios 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #2093691 Site discretionary	\$571
D'Arcy Elementary	Edison International Annual Campaign Match James Edward Harris P.O. Box 3288, Princeton, NJ 08543-3288	Check#155789 - \$369.45 Check #127037 - \$369.45 Site discretionary	\$738
Grant Elementary	Follett Educational Services 1433 International Pkwy., Woodridge, IL 605174199	Check# 75834 Site discretionary	\$142.42
Jurupa Vista Elementary	Lifetouch National School Studios 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #2093517 Site discretionary	\$654
Lincoln Elementary	Chase – Wamoola for Schools Program P.O. Box 7474 Eden Valley, MN 55329-7474	Site discretionary	\$79.46
McKinley Elementary	Kiaco Inc. (McDonalds)-McTeachers' Night 2009 Porterfield Way Ste D, Upland, CA 91786	Check #5333 Site discretionary	\$538.09
McKinley Elementary	Chase – Wamoola for Schools Program P.O. Box 7474 Eden Valley, MN 55329-7474	Check #2416168064 Site discretionary	\$105.14
Reche Canyon Elementary	Lifetouch National School Studios 11000 Viking Drive, Suite 500 E, Eden Prairie, MN 55344	Check #2096753 Site discretionary	\$668
Rogers Elementary	Kiaco Inc. (McDonalds)-McTeachers' Night 2009 Porterfield Way Ste D, Upland, CA 91786	Check #5294 Site discretionary	\$755.79
Rogers Elementary	Chase – Wamoola for Schools Program P.O. Box 7474 Eden Valley, MN 55329-7474	Check #2416168065 Site discretionary	\$140.42
Terrace View Elementary	Edison International Annual Campaign Match Jacqueline Aguilar P.O. Box 3288, Princeton, NJ 08543-3288	Check #155022 - \$50.01 Check #125148 - \$50.01 Mrs. Salas 3 rd grade class (Alexis Aguilar)	\$100.02
Terrace View Elementary	Great American P.O. Box 305140, Nashville, TN 37230-5140	Check #822589 Site discretionary	\$15.60
Zimmerman Elementary	Lifetouch National School Studios 11000 Viking Drive, Suite 500 E, Eden Prairie, MN 55344	Check #2094075 Site discretionary	\$812

EXHIBIT D, PERSONNEL:

<u>I-A</u>	<u>Certificated – Regular Staff</u>	<u>Subject</u>	<u>Site</u>
1.	Anguiano, Keri	Elementary Teacher (temp)	Birney
2.	Coronado, Anthony	Business Teacher (temp)	CHS
3.	Emmerson, Katherine	Elementary Teacher (temp)	Zimmerman
4.	Flores, Kirstin	Elementary Teacher (temp)	Cooley Ranch
5.	Fuentes, Rachel	School Psychologist	PPS
6.	Garcia, Elizabeth	School Psychologist	PPS
7.	Harworth, Sandra	Elementary Teacher (temp)	Zimmerman
8.	Hepler, Amy	Elementary Teacher (temp)	Wilson
9.	Johnston, Amber	Elementary Teacher (temp)	Zimmerman
10.	Jones, Alisha	Elementary Teacher (temp)	Wilson
11.	Kappmeyer, Julie	Elementary Teacher (temp)	Lincoln
12.	Kennebrew, Cynthia	School Nurse	PPS
13.	Love, Heather	Elementary Teacher (temp)	Birney
14.	Martinez, Eduardo	Elementary Teacher (temp)	Crestmore
15.	Mezzanatto, Yvette	Elementary Teacher (temp)	Crestmore
16.	Minjares, Alycia	Elementary Teacher (temp)	Cooley Ranch
17.	Negrete, Teresa	Elementary Teacher (temp)	Sycamore Hills
18.	Preston, Holly	Elementary Teacher (temp)	Birney
19.	Ramirez, Xochitl	Elementary Teacher (temp)	Sycamore Hills
20.	Sanchez, M. Guadalupe	Elementary Teacher (temp)	Crestmore
21.	Saucedo, Miguel	Math Teacher	CMS
22.	Spencer, Debra	Home Econ Teacher	CHS
23.	Swanson, Janice	Elementary Teacher (temp)	Crestmore
24.	Walker, Timothy	Elementary Teacher (temp)	Wilson
<u>I-B</u>	<u>Certificated – Activity/Coaching Assignments</u>	<u>Position</u>	<u>Site</u>
1.	Barton, Steven C.	Football-Asst. JV	CHS
2.	Bautista, Leilani	Pep Squad Director	BHS
3.	Bock, Robert	Cross Country-HD Varsity	CHS
4.	Conner, Thomas	Football-HD Varsity	BHS
5.	Fino, Marcos	Football-HD Varsity	BHS
6.	Lake, Alan	Volley-HD JV	BHS
7.	Martin, Craig	Football-HD Frosh/Soph	CHS
8.	Monterroso, Nocolas	Cross Country-HD Varsity	CHS
9.	Pope, Brian	Golf-HD Varsity	CHS
10.	Rojas, David	Football-Asst. Frosh/Soph	BHS
11.	Stuckey, Jeffrey	Football-Asst. Varsity	BHS
12.	Urban, Richard T.	Tennis-HD Varsity	CHS
13.	Wierenga, Jean	Cross Country-HD Varsity	BHS
<u>I-C</u>	<u>Certificated – Hourly</u>	<u>Position</u>	<u>Site</u>
	None		
<u>I-D</u>	<u>Certificated – Substitute Teacher</u>		
	None		
<u>II-A</u>	<u>Classified – Regular Staff</u>	<u>Position</u>	<u>Site</u>
1.	Espinoza, Velia	Nutrition Svcs. Wrkr. I	CHS
2.	Gossett, Nanette	Spec. Ed. Inst. Asst.	Wilson
3.	Hernandez, Mayra	Nutrition Svcs. Wrkr. I	BHS
4.	Sidders, Shana Renee	Health Assistant	Crestmore
5.	Thomas, Julia	Nutrition Svcs. Wrkr. I	BHS
6.	Villarreal, Kristin	Nutrition Svcs. Wrkr. I	CMS
<u>II-B</u>	<u>Classified – Activity/Coaching Assignments</u>	<u>Position</u>	<u>Site</u>
1.	Blinkinsop, Jennie	Volleyball-HD Varsity	BHS
2.	Castro, Angel	Football-HD JV	BHS
3.	Morales, Terence	Volleyball Asst.	BHS

EXHIBIT D, PERSONNEL:

<u>II-C</u>	<u>Classified – Classified Hourly</u>	<u>Position</u>	<u>Site</u>
1.	Arroyo, Elysa	AVID Tutor	CMS
2.	Avila, Monique	AVID Tutor	THMS
3.	Bain, Schanell	AVID Tutor	CHS
4.	Bancroft, Alayne	AVID Tutor	CMS
5.	Calderon, Michael	AVID Tutor	CHS
6.	Campbell, Byron	AVID Tutor	BHS
7.	Campos, Trini	AVID Tutor	ROHMS
8.	Carbajal, Samantha	AVID Tutor	CHS
9.	Chacon, Kimberly	AVID Tutor	CMS
10.	Conboy, Olivia	AVID Tutor	CHS
11.	Diaz, Elizabeth	AVID Tutor	CMS
12.	Emperado, Matt	AVID Tutor	BHS
13.	Franco, Gabriela	AVID Tutor	THMS
14.	Garcia, Adam	AVID Tutor	THMS
15.	Gomez, David	AVID Tutor	THMS/CHS
16.	Gonzalez, Kendra	AVID Tutor	ROHMS
17.	Guillen, Melissa	AVID Tutor	BHS
18.	Guitron, Brianna	AVID Tutor	CMS
19.	Gusman, Makia	AVID Tutor	BHS
20.	Gutierrez, Stephanie	AVID Tutor	CHS
21.	Herrera, James	AVID Tutor	BHS
22.	Martinez, Jeremy	AVID Tutor	CHS
23.	Martinez, Lethie	AVID Tutor	BHS
24.	Melendez, Lauren	AVID Tutor	BHS
25.	Moreno, Edgardo	AVID Tutor	CMS
26.	Ortiz Jr., Juan	AVID Tutor	CMS
27.	Renteria, Jocelyn	AVID Tutor	ROHMS
28.	Reyes, Harold	AVID Tutor	BHS
29.	Romero, Rochelle	AVID Tutor	BHS
30.	Ruiz, Jose	AVID Tutor	BHS
31.	Sandoval, Veronica	AVID Tutor	BHS
32.	Swaim, Keri	AVID Tutor	BHS
33.	Taylor, Christia	AVID Tutor	CMS
<u>II-D</u>	<u>Classified Substitute</u>	<u>Position</u>	
1.	Arce, Tatiana	Sub Campus Supervisor	
2.	Castorena, Anthony	Sub Campus Supervisor	
3.	Vasquez, Michael	Sub Campus Supervisor	
4.	Wyatt, Randy	Sub Campus Supervisor	

EXHIBIT E, CONFERENCE:

<u>Employee</u>	<u>Title</u>	<u>Site</u>	<u>Conference</u>	<u>Date/Location</u>	<u>Funds</u>
Jerry Almandarez	Asst. Superintendent	DO/HR	CALSA-2010 Summer	July 20-23, 2010	Site/Dept.
Jaime Ayala	Asst. Superintendent	DO/Business	Institute	Carlsbad, CA	Funds:
Ignacio Muniz	Assistant Principal	Grimes			\$3,753.10
Frank Miranda	Principal	McKinley	CALSA-2010 Summer	July 20-23, 2010	Site Funds:
			Institute	Carlsbad, CA	\$795.80
Raquel Posadas-Gonzalez	Principal	Zimmerman	CALSA-2010 Summer	July 20-23, 2010	Site Funds:
			Institute	Carlsbad, CA	\$1,155.70
Patricia Frost	Principal	Crestmore	K-12 Summer Institute	July 24-26, 2010	No Cost to
Sheila Brower	Assistant Principal			Indian Wells, CA	the District
Miguel Saucedo	Teachers	CMS	AVID Summer Institute	July 26-30, 2010	AVID
James Staples				San Diego, CA	Funds:
					\$2,576.00
Cari Wilkinson	Teacher	BHS	Service-Learning Marine Ecology	July 28-29, 2010	SLI Funds:
				Long Beach, CA	\$130.00

EXHIBIT F - BUDGET UPDATE

COLTON JUSD BUDGET UPDATE

Presented by
Jaime R. Ayala
Assistant Superintendent
Business Services Division
July 15, 2010

County Review of 2010-11 Budget

- The County Office continues to review the CJUSD budget and multi-year projections.
- The County review includes analysis of the District's plan to decrease the budget by over \$12.7 million in 2011-12.
- We remain cautiously optimistic that we will receive at least a conditional approval.

Two Plans for Reducing the 2011-12 Budget

Plan "A" is to get concessions from the bargaining units totaling \$12.7 million for 2011-12.

This would allow continuation of programs and services at current levels with no loss of jobs.

Plan "B" is to eliminate or curtail 2011-12 programs and services to the extent we do not fully implement Plan "A".

This will result in loss of jobs.

There is no Plan "C"

In order to remain solvent in 2011-12, we have only two options available to us:

- Reduce 2011-12 personnel costs (Plan "A"), and/or
- Reduce 2011-12 programs and services (Plan "B")

There are no other options available to us.

- Drawing down on reserves and tapping one-time money will not be possible after 2010-11. These sources will not exist.

Development of Plan "B" is Underway

Plan "B" will be fully developed and ready to present to the Board in early January.

- This will give the Board ample time to evaluate the plan prior to March 15, should lay-off notices be required.
- Executive Cabinet has selected Committee Chairs.

* Each Committee Chair will assemble committee members to develop timelines and action steps for eliminating programs/services.

* The Executive Cabinet will monitor the work being done by the Committees.

Next Steps

- Anticipate full or conditional approval of the 2010-11 Budget.
- Continue to update the Board.
- Keep open line of communication with bargaining unit leadership.
- Keep all employees and the community updated on the progress being made to reduce the 2011-12 Budget:
 - Superintendent's budget updates
 - Budget updates using the District Website
 - School Site budget presentations.



FACILITIES update

July
2010



CONSTRUCTION

www.bondprojects.cjUSD.net



GRAND TERRACE HIGH SCHOOL

- Concrete block walls for multipurpose room and 3 classroom buildings continue
- Gymnasium (Building B) underground prep work completed and foundations to start
- Theatre walls poured in place and completed



BLOOMINGTON HS MATH & SCIENCE

- Interim Housing buildings placed, electrical work progresses
- Old portables demolished and site cleared
- Lease Leaseback contractor to mobilize and start construction July 19 2010
- County improvements to street and sidewalk to start on Adler and Santa Ana include curb, gutter and parking



NEW MIDDLE SCHOOL #5

- Residents noticed that construction of perimeter wall and fence planned to start mid-July 2010
- RFP issued for LLB contractor, proposals due July 30, 2010
- New school scheduled to start construction September 2010



COLTON HS MATH & SCIENCE

- RFP for construction services to be issued August 2010
- Interim Housing scheduled to start construction September 2010
- Construction of new math and science classroom building scheduled to start January 2011



FIRE ALARM & COMMUNICATIONS UPGRADES

- Work continues at four schools : Jurupa Vista, Wilson, Reche Canyon Elementaries and Bloomington Middle School
- Completion slated for August 2010

PLANNING AND DESIGN

Architect and Engineering Services

Proposals were received July 7, 2010 for BHS and CHS cafeteria and multipurpose buildings. The six proposals are under review by Facilities Management Team. Interviews are scheduled July 26 and 30, 2010. Ranking and recommendations to Facilities Subcommittee tentatively set for August 2010.

Districtwide Master Plan

Site evaluations are complete and school community committees continue to meet. Elementary and Middle School committees have held the first of three meetings. The High School committee's first meeting is set for July 26 at 6:00 p.m. at Bloomington High School.

PROCUREMENTS

Lease-Leaseback Construction Services—New Middle School #5

Proposals due: July 30, 2010

Project Manager: Vince Quinones

Lease-Leaseback Construction Services—Colton High School Math and Science Buildings

Issue RFP: August 3, 2010

Project Manager: Vince Quinones

FUNDING

Measure G—Series B

The District's bond consultant is preparing for issuance of the second bond series in September 2010.

Local Parcel Assessment

A temporary 3 year parcel assessment ballot initiative was passed by CJUSD at its last Board meeting on June 24, 2010.

COMMUNITY OUTREACH

Start of Construction Notices Sent to Residents

Courtesy letters were sent to Pomona Avenue residents in Rialto advising them about the start of construction of a perimeter block wall and chain link fence for New Middle School #5. An 8-foot high concrete masonry wall is being erected along the site's north property line. Residents whose homes are adjacent to this property line who have any questions or concerns about the fence or new school projects are asked to contact the Facilities Community Outreach Manager at (909) 580-6632.

CALENDAR OF EVENTS

JULY 2010

Jul 19 Block wall construction starts at New Middle School #5

Jul 19 Contractor mobilizes, starts construction at BHS Math & Science Building

Jul 30 Lease Leaseback Proposals Due for New Middle School #5

Jul 26 Districtwide Master Planning Meeting—High School Committee at BHS 6 p.m.



Rendering of Colton High School Math and Science Building

AUGUST 2010

Aug 3 Issue Lease Leaseback RFP for CHS Math & Science Buildings Project

SEPTEMBER 2010

Sep 8 Demolition starts for interim housing—CHS Math and Science Building

Sep 18 BHS Math & Science Building—Groundbreaking Ceremony at 10 a.m.

Sep 27 Construction starts—New Middle School #5

Sep/Oct Rededication Ceremony—New GTHS



EXHIBIT H – STUDENT DISCIPLINE

- | | |
|------------|-------------|
| 1. 112583 | 9. 91829 |
| 2. 1033881 | 10. 79091 |
| 3. 1032707 | 11. 83701 |
| 4. 1035235 | 12. 142792 |
| 5. 153770 | 13. 115161 |
| 6. 141787 | 14. 161344 |
| 7. 119979 | 15. 1035484 |
| 8. 119099 | |

Date Approved: August 5, 2010

David R. Zamora, Clerk

James A. Downs, Superintendent

DRAFT

BOARD AGENDA

**REGULAR MEETING
August 5, 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

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General Fund expenditure: \$4,750

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

FIELD TRIPS: Regular Meeting August 5, 2010

<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>
BHS	8/10/10 to 8/11/10 (T/W)	10:30 a.m.	2:00 p.m.	Cal Poly Pomona Pomona, CA (District)	<i>Southern Region FFA Leadership SUMMIT</i> Students will develop leadership skills among all section and region officers; meet state officers and learn policies and procedures of the FFA Region.	10-12	Desiree Trapp (2)	\$350	Ag. Incentive	Strategy #1
BHS	8/18/10 to 8/20/10 (W/Th/F)	6:00 a.m.	6:00 p.m.	Anaheim Marriott Anaheim, CA (District)	<i>Office of Juvenile Justice and Delinquency Prevention's 12th Annual National Enforcing Underage Drinking Laws Leadership Conference</i> Students will participate in programs to successfully build partnerships with law enforcement, community organizations, and government official to implement evidence based strategies to reduce youth access to alcohol.	10-12	Todd Beal Dona Hines (5) +4	\$2,177	To be paid by Mental Health Systems Inc. **Not funded by the district	Strategy #1
CHS	9/11/10 to 9/12/10 (S/S)	8:00 a.m.	11:00 am	Pine Summit Camp Big Bear, CA (District)	<i>Leadership Camp</i> Students will participate in team building activities and planning for the 2010-11 school year.	9-12	Gloria Ramirez- Halderman 42+3	\$4,400	ASB	Strategy #1

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

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

CONSENT ITEM

TO: **Board of Education**

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

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

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #5 – College Career

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General fund expenditure: \$9,000

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

CONSULTANTS: Regular Meeting August 5, 2010

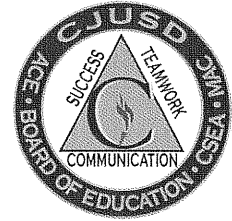
Site	Date(s)	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
McKinley	08/12, 08/13,08/23,0 8/30, 09/13, 09/20/, 09/27, 10/04, 2010	8:00 am to 3:00 pm	<i>Writing Applications Training and Coaching</i> Training will focus on District and State writing standards and direct instruction for first grade teachers.	McKinley	Get Ahead Writing Christina Supe Fullerton, CA	\$9,000	Title I	Strategy #2 #5

*Strategy #1: Communication

Strategy #2: Curriculum

Strategy #5: College, Career

Colton Joint Unified School District



Consultant Request Proposal

School: McKinley
Board Approval Date: August 5, 2010
Name of Consultant: Get Ahead Writing Trainer-Christina Supe
Billing Address: 601 E. Chapman Avenue, Fullerton, CA 92831
Contact Number: 1-714-478-2038
E-mail address: youcangetahead@aol.com

Consultant Qualifications and Background:

Christina Supe is the creator of the patent-pending and research-based method of writing instruction and professional development called Get Ahead Writing and owner of Get Ahead Writing, LLC. Get Ahead Writing utilizes a professional development structure which includes theory, demonstration, coaching, feedback, and on-going practice.

In business since 2003, Get Ahead Writing, LLC has worked with more than 90 schools in 7 California counties. During the past two school years, Get Ahead Writing's clients had an average gain of 75 points on their API scores, and all made AYP in English Language Arts.

Christina Supe is a California credentialed teacher with a BCLAD.

1995-1998 Long Beach Unified School District

1998-2004 Anaheim City School District

2003- *Get Ahead Writing, LLC*

For the research or more information, go to www.youcangetahead.com

McKinley Elementary School's History with Get Ahead Writing

In January and February 2009, Get Ahead Writing worked with all 4th grade students for six one-hour sessions in order to prepare them for the 4th Grade Writing test. As a result, McKinley's showed amazing results on the ELA portion of the CSTs.

The 2009 McKinley 4th Graders:

- were #3 in elementary schools in CJUSD in percent of students **ADVANCED** at the 4th grade level!
- had more than a quarter of the students **27%** perform at the **ADVANCED** level! (up from 10% in 2008)
- had the greatest increase in the district (elementary) of students performing at the **ADVANCED** level!
- are #6 in percent proficient/advanced in ELA in the district (up from #9)
- had an 16 point increase in the percent of students proficient or advanced from 2008 to 2009 (41% up to 57%)
- showed the 2nd most growth in percent proficient/advanced in district (of schools who made 4th grade target)

During the 2009-2010 school year, Get Ahead Writing worked with 4th grade again and provided a formal writing applications training. Additionally, the 2nd and 3rd grade teams were formally trained and received six in-class demonstrations and one coaching session.

List Districts Serviced and Accompanying API Scores for 3 years:

Get Ahead Writing's Impact on API Scores

	Schools did <u>not</u> work with <i>Get Ahead Writing</i>	First year schools worked with <i>Get Ahead Writing</i>	After two years of working with <i>Get Ahead Writing</i>
Felton Elementary Lennox School District	2006-2007 667	2007-2008 717	2008-2009 771
Ramona Alessandro San Bernardino City Unified	2006-2007 650	2007-2008 722	2008-2009 733
Madison Elementary Anaheim City School District	2006-2007 716	2007-2008 737	2008-2009 779
McKinley Elementary Colton Joint Unified School District	2007-2008 732	2008-2009 772	2009-2010 Not released yet

Purpose:

Get Ahead Writing is working in collaboration with the McKinley administration to create a systemic and systematic approach to writing instruction. In order to continue to provide support and extend the method into other grade levels, the 1st grade team will participate in a two-day training and coaching model along with on-going coaching (6 sessions).

Needs:

McKinley is a Title I school with a student population of 77% socio-economically disadvantaged of which 73% qualifies for free and reduced lunch, and 30% are English Learners. McKinley is on-track to be one of the first Title I schools in the district to reach an API of 800. Additionally, the research of the impact of writing on student achievement in similarly demographic schools shows that an emphasis in non-fiction writing will result in student achievement. In order to continue to make AYP in the area of English Language Arts, there needs to be a continued focus on writing.

Strategies:

There is a combination of the essential elements of professional learning for adults. Get Ahead Writing provides teachers with essential theory and research of the method, in-class demonstrations (differentiated for each group of students), coaching with feedback, on-going opportunities for teacher/consultant interaction and feedback, and practice. The in-class demonstrations utilize an explicit direct instruction format.

Evaluation and Monitoring:

The students' learning experience will be assessed through standards- based writing assessments. Additionally, the school's ELA percentages will be analyzed to ensure that the method is indeed delivering the intended results in both school-wide performance and the statistically significant subgroups.

Budget:

Title 1 - 3010

BOARD AGENDA

REGULAR MEETING
August 5, 2010

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Contract Amendment No. 2 to Contract No. 08-898 A-3 with San Bernardino County, Preschool Services Department to Provide Head Start Services for Fiscal Year 2010-11

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2-Curriculum

BACKGROUND: The Colton Joint Unified School District contracts with the San Bernardino County Preschool Services Department to operate the Head Start/State Preschool program. Contract changes for 2010-11 reflect the change from 170 days to 175 days of service to meet CDE requirements.

BUDGET IMPLICATIONS: General Fund Revenue: \$15,786

RECOMMENDATION: That the Board approve the contract amendment No. 2 08-898 A-3 with San Bernardino County Preschool Services Department to provide Head Start services for fiscal year 2010-11.



County of San Bernardino

F A S

STANDARD CONTRACT

FOR COUNTY USE ONLY

<input checked="" type="checkbox"/> New <input type="checkbox"/> Change <input type="checkbox"/> Cancel	Vendor Code COLTONJ493	SC	Dept. A	Contract Number 08-898 A-3				
County Department Preschool Services Department			Dept. Orgn.	Contractor's License No.				
County Department Contract Representative Regina Dalton			Telephone (909) 388-0241		Total Contract Amount \$3,784,977			
Contract Type <input type="checkbox"/> Revenue <input checked="" type="checkbox"/> Encumbered <input type="checkbox"/> Unencumbered <input type="checkbox"/> Other:								
If not encumbered or revenue contract type, provide reason:								
Commodity Code		Contract Start Date August 15, 2008	Contract End Date June 30, 2011	Original Amount \$1,203,012	Amendment Amount \$15,786			
Fund RSC	Dept. HPS	Organization 144	Appr. 300	Obj/Rev Source 3252	GRC/PROJ/JOB No.	Amount \$15,786		
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount		
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount		
Project Name Head Start			Estimated Payment Total by Fiscal Year					
			FY	Amount	I/D	FY	Amount	I/D
			10-11	1,290,983	I			

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

Name
Colton Joint Unified School District

Address
1212 Valencia Drive

Colton, CA 92324-1798

Phone (909) 580-5000 Birth Date

Federal ID No. or Social Security No.

hereinafter called Contractor

IT IS HEREBY AGREED AS FOLLOWS:

AMENDMENT NO. 3

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

Auditor/Controller-Recorder Use Only

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

II. CONTRACTOR PROGRAM RESPONSIBILITIES

Paragraph A is amended to read as follows:

- A. Perform all activities for the Head Start/State Preschool Program, as approved in the ACF/State Preschool grants to the County, in accordance with the Federal Performance Standards, California Code of Regulation Title 5, California Education Code, Funding Terms and Conditions and State of California and/or Community Care Licensing regulations, for 15 classes of 16 children each (240 children), for a period of one hundred seventy five (175) days in a satisfactory manner.

VIII. FISCAL PROVISIONS (MANAGEMENT)

Paragraph A is amended to read as follows:

- A. The maximum amount of reimbursement under this Contract shall not exceed \$3,784,977, of which \$2,685,129 may be federally funded, and shall be subject to availability of funds to the County. The consideration to be paid to Contractor, as provided herein, shall be in full payment for all Contractor's approved and allowable services and expenses incurred in the performance hereof, including travel and per diem. These funds are divided as follows:

Original Contract	\$1,203,012	August 15, 2008 through June 30, 2009
Amendment No. 1	\$1,248,012	July 1, 2009 through June 30, 2010
Amendment No. 1 – COLA	\$ 27,185	July 1, 2009 through June 30, 2010
Amendment No. 2 – ARRA	\$ 15,785	Increase for July 1, 2009 through June 30, 2010
Amendment No. 2	\$1,275,197	July 1, 2010 through June 30, 2011
Amendment No. 3 – COLA	\$ 15,786	Increase for July 1, 2010 through June 30, 2011

Paragraph B is amended to read as follows:

- B. The Contractor will contribute \$679,186 to the program funds. Such contributions, known as Non-Federal Share, shall be in cash or donated supplies and services, reduced rates for supplies and expenses and/or volunteer services received in the amount of \$679,186, per Attachment B. These funds are divided as follows:

Original Contract	\$219,234	August 15, 2008 through June 30, 2009
Amendment No. 1	\$219,234	July 1, 2009 through June 30, 2010
Amendment No. 1 – COLA	\$ 6,796	July 1, 2009 through June 30, 2010
Amendment No. 2 – ARRA	\$ 3,946	Increase for July 1, 2009 through June 30, 2010
Amendment No. 2	\$226,030	July 1, 2010 through June 30 2011
Amendment No. 3 - COLA	\$ 3,946	Increase for July 1, 2010 through June 30 2011

ATTACHMENT B – BUDGET – Colton FY 2010-11 - Replace with attachment B budget dated July 13, 2010.

All other terms and conditions remain in full force and effect.

COUNTY OF SAN BERNARDINO

►

Gary C. Ovitt, Chairman, Board of Supervisors

Dated _____

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

Laura H. Welch
Clerk of the Board of Supervisors
of the County of San Bernardino.

By _____
Deputy

Colton Joint Unified School District

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

By ► _____
(Authorized signature - sign in blue ink)

Name Jaime R. Ayala

(Print or type name of person signing contract)

Title Assistant Superintendent

(Print or Type)

Dated _____

Address 1212 Valencia Drive

Colton, CA 92324-1798

Approved as to Legal Form
►

Kristina Robb, Deputy County Counsel
Date _____

Reviewed by Contract Compliance
►

Lory Klopfer, HS Contracts Unit
Date _____

Presented to BOS for Signature
►

Ron Griffin, Director
Date _____

BUDGET - ATTACHMENT B
Colton - Contract
FY 2010-11 - Revised July 13, 2010

(Funded Slots: 208 Federal Part-Day And 32 State Preschool Slots) (Total=240 Children)						
<u>GABI</u>	<u>Description</u>	Federal	Federal	State	USDA	<u>Total Budget</u>
		Head Start	COLA	Preschool	Nutrition	
		<u>Funds</u>	<u>Funds</u>	<u>Funds</u>	<u>Funds</u>	<u>FY 2010-11</u>
A.	Personnel					
A01	Program Managers & Content Area Experts	29,152		7,477	-	36,629
A02	Teachers/Infant Toddler Teachers	232,486	1,000	57,733	-	291,219
A05	Teacher Aides & Other Education Personnel	148,334	11,627	36,886	-	196,847
A06	Health/Mental Health Services Personnel	7,813		2,043	-	9,856
A11	Other Family & Community Partnership Personnel	38,021		9,793	-	47,814
A16	Clerical Personnel	14,589		3,649	-	18,238
A17	Fiscal Personnel	3,461		789	-	4,250
A19	Maintenance Personnel	44,884		11,438	-	56,322
	Total Personnel	518,740	12,627	129,808	-	661,175
B.	Fringe Benefits					
B01	Social Security(FICA), State Disability, Unemployment	31,374	1,008	8,144	-	40,526
B02	Health/Dental/Life insurance	153,867		39,692	-	193,559
B03	Retirement	42,837	1,327	10,869	-	55,033
B04	Other Benefits	-	-	-	-	-
	Total Fringe Benefits	228,078	2,335	58,705	-	289,118
E.	Supplies					
E01	Office Supplies	3,474		661	-	4,135
E02	Child and Family Service Supplies	16,898		1,308	-	18,206
E03	Food Services Supplies	146		39	-	185
E04	Other Supplies	2,426		648	-	3,074
	Total Supplies	22,944	-	2,656	-	25,600
H.	Other					
H02	Rent	2,039		544	-	2,583
H04	Utilities, Telephone	23,030		6,108	-	29,138
H06	Building Maintenance/Repair and Other Occupancy	6,131		1,637	-	7,768
H08	Local Travel	45,907		11,190	-	57,097
H09	Nutrition Services	-		-	-	-
H13	Parent Services	2,341		971	-	3,312
H15	Publications/Advertising/Printing	2,000		-	-	2,000
H16	Training or Staff Development	1,140		-	-	1,140
H17	Other	-		-	-	-
	Total Other	82,588	-	20,450	-	103,038
J.	Indirect Costs					
J01	Indirect Costs	51,771	824	12,507	-	65,102
	Total Indirect Costs	51,771	824	12,507	-	65,102
	Total Budget	904,121	15,786	224,126	-	1,144,033
	Food Program	-	-	-	146,950	146,950
	Grand Total Budget	904,121	15,786	224,126	146,950	1,290,983
	In-Kind Match Required	226,030	3,946	-	-	229,976

BOARD AGENDA

REGULAR MEETING
August 5, 2010

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of the Increased Grant Award Letter 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 increased by \$1,675. The annual grant provides support to career and technical education courses on the comprehensive high school campuses. This is an increase to restricted General Fund.

**BUDGET
IMPLICATIONS:** General Fund Revenue: \$169,173

RECOMMENDATION: That the Board approve the increased Grant Award Letter for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (2010-11).

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

CONSENT ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of the Application for Agricultural Career Technical Education Incentive Grant (2010-11)**

GOAL: Improved Student Performance

STRATEGY: Strategy #5 - College/Career

BACKGROUND: The district has been notified that it is eligible to apply for the Agricultural Career Technical Education Incentive Grant for the 2010-11 school year. The purpose of the funding is to support the BHS Agricultural program and requires the district to match the awarded dollar amount.

BUDGET IMPLICATIONS: General Fund Revenue: \$5,804

RECOMMENDATION: That the Board approve the application for Agriculture Career Technical Education Incentive Grant (2010-11).

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2010-11 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2010)

DATES OF PROJECT DURATION - JULY 1, 2010 TO JUNE 30, 2011

Bloomington High
 (School Site)

Colton Joint Unified School District
 (District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

John Conboy
 Signature of Authorized Agent

Jon Conboy, CTE Coordinator
 Title

Resmi Trapp
 Signature of Agriculture Teacher Responsible for the Program

Ignacio Cebren
 Signature of Principal

Contact Phone Number 909-580-5004

Date of Approval of Local Agency Board:

Funds Requested - Part I	<u>\$4,500.00</u>
Part II	<u>\$1,304.00</u>
Part III	<u>\$0.00</u>
Part IV	<u>\$0.00</u>
Part V	<u>\$0.00</u>
Total	<u>\$5,804.00</u>

Number of Different Agriculture Teachers at Site: 2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development		X
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment and Materials	X	
6. Community, Business and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2009-10 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	163	\$1,304.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2009	0	
Percent of Students (R2) Receiving State Degree	0%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for \$200 per degree awarded. Maximum of \$10,000.		FALSE

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:	1
List the Names of the Agriculture Teachers:	
Desiree Trapp	4
Richard Montgomery	5
3	6

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	\$0.00
Criterion 11A - Year-Round Employment	0	\$0.00
Criterion 11B - Project Supervision Period	0	\$0.00
TOTAL FUNDS REQUESTED PART IV		\$0.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

PART VI - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for which Funds will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		1,200.00	1,200.00
2			Subtotal for 4000	\$1,200.00	\$1,200.00
3	5000	Services and other Operating Expenses such as: Personal Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1 Conference Expense	2,000.00	2,000.00
4			2 Membership & Dues	500.00	500.00
5			3 District Vehicle Use	604.00	604.00
6			4 Vehicle Maintenance	500.00	500.00
7			5		
7			6		
8			Subtotal for 5000	\$3,604.00	\$3,604.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1 Pig Barn	500.00	500.00
10			2 Greenhouses	500.00	500.00
11			3		
12			4		
12			5		
13			Subtotal for 6000	\$1,000.00	\$1,000.00
14			Total for 4000- 6000 Lines 2, 8, 13	\$5,804.00	\$5,804.00

TOTAL 2010-2011 Incentive Grant Allocation:

\$5,804.00

Part B - Complete this portion if a waiver of the matching requirement was granted:

Line	Acct No.	Classification	A Description of Item for which Funds were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
VARIANCE REQUEST FORM**

Variance Request for Funding Year: 2010

District: Colton Joint Unified School District

School Site: Bloomington High School

Principal - Print Name: Ignacio Cabrera

Principal - Signature: *Ignacio Cabrera*

Ag Teacher - Print Name: Desiree Trapp

Ag Teacher - Signature: *Desiree Trapp*

1 Standard and criterion for which variance is requested:*

Standard Number: 2E

Criterion Number: 2

2 Reasons why the criterion is not being met at this time (use additional pages if needed):

The chapter was put back on its feet when I came in at the beginning of second semester. We have done many activities since my arrival, however the chapter has not completed the required amount of 12 activities. This will change over the course of next year.

3 Steps to be taken in order to meet this criterion (use additional pages if needed):

	STEPS	TIMELINE
A.	<u>Attend more field days</u>	<u>May-11</u>
B.	<u>Attend Regional conferences</u>	<u>Jan-11</u>
C.	<u>Participate in Speaking Comps</u>	<u>Feb-11</u>
D.	<u>Apply for proficiency</u>	<u>Jan-11</u>
E.	<u>Apply for state degrees</u>	<u>Jan-11</u>

Regional Supervisor - Print Name: Jack Havens

Regional Supervisor - Signature: _____

* Each criterion for which a variance is requested must be completed on a separate form.

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of the Revised Course Descriptions and Approval of the Textbooks and Ancillary and Supplemental Instructional Materials for *Agriculture Science I* and *Agriculture Science II*, Grades 9-12**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 - Curriculum
- BACKGROUND:** The course descriptions have been amended and meet the requirements of the CDE and enable BHS to apply for the Agricultural Incentive Grant. Additionally, CHS will offer the courses as electives without a FFA program. Perkins funding has been allocated for BHS textbooks. The course descriptions were approved by the Secondary Curriculum Council on June 8, 2010.
- Introduction to World Agriscience and Technology, 3rd Edition**
Prentice Hall © 2003
- Agriscience Fundamentals and Applications, 5th Edition**
Cengage Learning © 2010
- BUDGET IMPLICATIONS:** General Fund Expenditure: \$6,500
- RECOMMENDATION:** The Board approve the revised course descriptions and approval of the textbooks and ancillary and supplemental instructional materials for *Agriculture Science I* and *Agriculture Science II*, Grades 9-12.

High School Course Description Agriculture Science I

Course Title: Agriculture Science I

Curricular Area: Career Technical Education

Course Number: CTE 6101 / CTE 6102

Length: One year

Grade Level: 9-12

Prerequisites: Algebra 1 or concurrent enrollment

Meets a UC a-g Requirement: Yes

Meets NCAA Requirement: No

CTE Course Sequence: Introduction Course

Meets High School Graduation Requirement for:
Elective

Course Description

The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in a college or university. The course is designed in conjunction with Agriculture Science II to meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundation skills and knowledge in the seven program areas of agriculture.

The Agriculture Science I course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

Alignment

This course is aligned to the 2007 Career Technical Education (CTE) California Content Standards for Agriculture.

Instructional Materials

Required Textbook(s)

Introduction to World Agriscience and Technology, 3rd Edition
ISBN 0-81-343222-7
Jasper S. Lee, Diana L. Turner, (2003). Danville, IL.: Interstate Publishers.
Agriscience Laboratory Manual, California Agricultural Education Record Book,

Supplemental Materials

Poultry Science, Fourth

Edition, Scanes, Brant, Ensminger, Pearson
Prentice Hall, Copyright 2004. ISBN 0-13-113375-6

The Science of Agriculture, A Biological Approach, second edition, Herren, Delmar, Copyright 2002 ISBN 0-7668-1669-9

Modern Livestock & Poultry Production, seventh edition, James R. Gillespie, Thomson, Delmar Learning, Copywrite

2004 ISBN 1-4018-2737-3
Official FFA Manual, National FFA Organization, Copywrite 2007

Web Sites

<http://www.calaged.org>
California Agriculture Teachers Ass. Web page
<http://www.ffa.org> National FFA Web page

Software

E Record Book

High School Course Description Agriculture Science I

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
FFA/Leadership	15%
Class Participation	20%
SAE	15%
Ag Science Project.....	20%
Lab Assignments.....	20%
Tests	20%
Final Exam	15%
Total:	100%

The grading criteria for school sites without FFA programs or not part of the district Agriculture Pathways the following criteria will be adjusted to remove all reference to FFA/ Leadership; SAE and replaced with the grading criteria below.

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork, Class Participation	30%
Projects & Presentations	20%
Lab Assignments	20%
Tests	20%
Final Exam	10%
Total:	100%

Development Team

This Course of Study was updated in 2008 by Charme Zumfelde.

Pacing Guide for Agriculture Science I

UNIT PLANS

Fall, Semester 1

UNIT 1:	Agriscience in a Changing World	Weeks 1 - 3
UNIT 2:	Agriscience and You	Weeks 4 - 8
UNIT 3:	Resources and Biological Science	Weeks 9 - 13
UNIT 4:	Plant Science and Technology	Weeks 14-18

Spring, Semester 2

UNIT 5:	Animal Science and Technology	Weeks 19 - 24
UNIT 6:	Creating Improved Animals and Plants	Weeks 25 - 26
UNIT 7:	Earth Science and Technology	Weeks 26 - 28
UNIT 8:	Physical Science and Technology	Weeks 29 - 32
UNIT 9:	Food and Fiber Technology	Weeks 33 - 36

Units Guides for **Agriculture Science I**

Weeks: 1-4 Agriscience In a Changing World

Length: Fall, weeks 1-4

Instructional Materials:

- Agriscience* Chapters 1 and 2
- Lab Manual* for *Agriscience* exercise 1, and 2
- Power points that relate to these units
- Student Record Books

Content Standards Covered:

State Content Standards Covered:

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.

C3.0 Students understand the effects of technology on agriculture:

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.

High School Course Description for Agriculture Science

Course Title: Agriculture Science II

Curricular Area: Agriculture

Course Number: CTE6201 / CTE6202

Length: One Year

Grade Level: 9-12

Prerequisites: Agri-Science I, Algebra I

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

CTE Course Sequence: Introduction Course

Meets High School Graduation Requirement for:
Science

Course Description

Agriculture Science II is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition animals, health and disease in animals, and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

Alignment

This course is aligned to the 2007 Career Technical Education (CTE) California Content Standards for Agriculture.

Instructional Materials

Required Textbook(s)

Agriscience: Fundamentals and Applications, 5th Edition DeVere, Elmer, (2010). Albany, NY: Cengage Learning Publishers

Agriscience: Fundamentals and Applications Laboratory Manual, DeVere, Elmer, (2010). Albany, NY. Cengage Learning Publishers

California Agricultural Education Record Book

Supplemental Materials

Poultry Science, Fourth Edition, Scanes, Brant, Ensminger, Pearson Prentice Hall, Copyright 2004. ISBN: 0-13-113375-6

The Science of Agriculture, A Biological Approach, Second Edition, Herren, Delmar, Copyright 2002 ISBN: 0-7668-1669-9

Modern Livestock and Poultry Production, Seventh Edition, Gillespie, Thomson, Delmar Learning, Copyright 2004 ISBN: 1-4018-2737-3

Official FFA Manual, National FFA Organization, Copyright 2007

Websites

www.calaged.org

www.ffa.org

Software

E Record Book

High School Course Description for Agriculture Science

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
FFA/Leadership	15%
Class Participation	20%
SAE	15%
Lab Assignments.....	20%
Tests	20%
Final Exam	<u>10%</u>
Total:	100%

The grading criteria for a school site without FFA programs or not part of the district Agriculture Pathways the following criteria will be adjusted to remove all reference to FFA/ Leadership; SAE and replaced with the grading criteria below.

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork, Class Participatio	30%
Projects & Presentations	20%
Lab Assignments	20%
Tests	20%
Final Exam	<u>10%</u>
Total:	100%

Development Team

This Course of Study was updated in 2006 by Charme Zumfelde.

Colton Joint Unified School District Course of Study
Pacing Guide for Agriculture Science II

UNIT PLANS

Fall, Semester 1

UNIT 1: Agri-science in the Information Age	Weeks: 1-4
UNIT 2: You and the New Millennium	Weeks: 5-8
UNIT 3: Animal Sciences	Weeks: 9-16
UNIT 4: Food Science and Technology	Weeks: 17-18
Semester Exam	Week: 19

Spring, Semester 2

UNIT 5: Natural Resources Management	Weeks: 20-24
UNIT 6: Integrated Pest Management	Weeks: 25-27
UNIT 7: Plant Sciences	Weeks: 28-29
UNIT 8: Crop Science	Weeks: 30-31
UNIT 9: Ornamental Use of Plants	Weeks: 32-34
UNIT 10: Communications and Management in Agri-science	Week: 35
Semester Exam	Week: 36

Units Guides for Agriculture Science II

UNIT 1 :Agriscience in the Information Age

Length: Weeks 1-4

Instructional Materials:

Agriscience Fundamentals & Applications, Chapters 1-3

Lab Manual for Agriscience Fundamentals & Applications, exercises 1-4

Power points that relate to these units

Student Records Books

Content Standards Covered:

State Content Standards Covered:

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

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

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

3.3 Develop a career plan that is designed to reflect career interests, pathways, and post-secondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

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

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

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

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

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

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

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

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community and workplace roles.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

Pathway Standard

C. Agriscience Pathway

C1.0 Students understand the role of agriculture in the California economy.

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the inter-relationship of California agriculture and society at the local, state, national and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities.

C1.5 Understand the economic impact of major natural resources in California.

C1.6 Know the economic importance of major agricultural exports and imports.

Units Guides for Agriculture Science II

Links to ESLRs:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to define agriscience.
- Students will be able to discover agriscience in the world around them.
- Students will be able to relate agriscience to agriculture, agribusiness, and renewable natural resources.
- Students will be able to state the major sciences that support agriscience.
- Students will describe basic and applied sciences that relate to agriscience.
- Students will be able to discuss the influence of climate on our environment.
- Students will be able to compare the influences of humans, animals, and plants on the environment.
- Students will be able to examine the problems of an inadequate environment.
- Students will be able to identify some significant world population trends.
- Students will be able to identify significant historical developments in agriscience.
- Students will be able to define biotechnology, DNA, and other related terms.
- Students will be able to compare methods of plant and animal improvement.
- Students will be able to explain the concept of genetic engineering.
- Students will be able to describe applications of biotechnology in agriscience.
- Students will be able to state some concerns and safeguards in biotechnology.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit test
- Chapter Presentations
- Presentation of collage depicting some important discoveries, inventions and developments in biotechnology and agriscience.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Units Guides for **Agriculture Science II**

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 2: You and the New Millennium

Length: Weeks 5-8

Instructional Materials:

Agriscience Fundamentals & Applications, Chapters 4-6

Lab Manual for Agriscience Fundamentals & Applications, Section 2, exercises 5-7

Power points that relate to these units

Student Records Books – cover, title page, business agreements, budget and journal

Content Standards Covered:

State Content Standards Covered:

2.0 Communications – Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

2.5 Write job applications and résumés:

- a. provide clear and purposeful information and address the intended audience appropriately
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

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

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

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

3.3 Develop a career plan that is designed to reflect career interests, pathways, and post-secondary options.

Pathway Standard

C. Agriscience Pathway

C1.0 Students understand the role of agriculture in the California economy.

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the inter-relationship of California agriculture and society at the local, state, national and international levels.

Links to ESLRs:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- The students will be able to define agriscience and its major divisions.
- The student will be able to describe the opportunities for careers in agriscience.
- The student will be able to compare the scope of job opportunities in farm and off farm agriscience jobs.
- The student will be able to list activities in middle school, high school and thereafter to help prepare for agriscience careers.

Units Guides for Agriculture Science II

- The student will be able to identify resource people for obtaining career assistance in agriscience.
- The student will be able to define supervised agricultural experience program (SAE) terms.
- The student will be able to determine the types of supervised agricultural experience activities.
- The students will explore the opportunities for SAE's.
- The students will set personal goals for SAE's.
- The students will plan their personal goals for SAE's.
- The students will define leader and leadership.
- The students will explain why effective leadership is needed in agriscience.
- The students will list some characteristics of good leaders.
- The students will describe the opportunities for leadership development in FFA.
- The students will be able to demonstrate positive leadership skills.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Choose a career and write a one page description for that career, then give a presentation on it.
- Start record book and complete cover page, calendar, business agreement, budget and journal.
- Make a poster explaining all of the FFA emblems and what they stand for.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentation
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 3 :Animal Science

Length: Weeks 9-16

Instructional Materials:

Agriscience Fundamentals & Applications, Chapters 26-31

Lab Manual for Agriscience Fundamentals & Applications, Section 8 Animal Science exercises 37-43.

Record Books

Lesson Plans

Power Points

Content Standards Covered:

State Content Standards Covered:

1.0 Academics – Students understand the academic content required for entry into post-secondary education and employment in the Agriculture and Natural Resources sector.

1.1 (10.0) Students add, subtract, multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

1.1 (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to lowest terms.

1.1 (13.0) Students add, subtract, multiply and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

2.0 Communications – Students understand the principles of effective oral, written and multimedia communication in a variety of formats and contexts.

2.1 (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Pathway Standard

C. Agriscience Pathway

C5.0 Students understand the cell structure and function of plants and animals.

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems.

C6.1 Know the names and locations of the external anatomy of animals.

C7.0 Students understand basic animal genetics.

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.5 Understand the purpose and processes of mitosis and meiosis.

C9.0 Students understand basic animal health.

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.3 Understand the causes and control of common animal diseases.

Links to ESLRs:

Critical Thinking skills

Communication skills

Personal and Interpersonal skills

Units Guides for Agriculture Science II

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to compare animal digestive systems.
- Students will be able to understand the basics of animal physiology.
- Students will be able to understand how nutrients are used by animals.
- Students will be able to identify classes and sources of nutrients.
- Students will be able to identify symptoms of nutrient deficiencies.
- Students will be able to explain the role of feed additives in livestock nutrition.
- Students will be able to compare the composition of various feedstuffs.
- Students will be able to identify signs of good and poor animal health.
- Students will be able to identify symptoms of animal diseases and parasites.
- Students will be able to understand how to prevent animal health problems.
- Students will be able to explain how to treat various animal health problems.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Poster board of the different digestive tracts made out of clay
- Demonstration on how to give shots, using oranges and water

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 4: Food Science and Technology

Length – Weeks: 17-18

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 32 and 33

Lab Manual

Transparencies

PowerPoints

Student Record Book

Content Standards Covered:

State Content Standards Covered:

1.0 Academics – Students understand the academic content required for entry into post-secondary education and employment in the Agriculture and Natural resources sector.

2.5 Write Business Letters: provide clear and purposeful information and address the intended audience appropriately; use appropriate vocabulary, tone and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients; and highlight central ideas or images.

Pathway Standard

A. Agricultural Business Pathway – In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing and sales.

A7.0 Students understand agricultural marketing systems.

A7.1 Understand how marketing functions in a free market society.

A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.

A7.3 Understand how the law of comparative advantage affects agricultural production.

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A7.6 Understand how to develop a marketing plan for an agricultural product or service.

Links to ESLRs:

Critical Thinking skills

Communication skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will explain what is meant by the term “food industry”.
- Students will determine the importance of the food industry to the customer.
- Students will describe the economic scope of the food industry.
- Students will identify government requirements and other assurances of food quality and sanitation.
- Students will discuss the major food commodity groups and their predominant origins.
- Students will be able to describe the career opportunities in food science.
- Students will be able to discuss the nutritional needs of humans and the food groups that meet these needs.
- Students will be able to categorize foods in the U.S. Department of Agriculture nutrition pyramid.

Units Guides for Agriculture Science II

- Students will be able to discuss food customs of major world populations.
- Students will be able to list the major steps used in slaughtering meat animals.
- Students will be able to list the major cuts of red-meat animals.

Determining Acceptable Evidence:

- Students will trace the activities that occur in transforming wheat in the field to a hamburger roll consumed in their home.
- Poster board of items that exist because of animal by-products
- Vocabulary Quizzes
- Identify the major cuts of meat using an outline of an animal

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 5: Natural Resource Management

Length – Weeks: 19-24

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 7-12

Lab manual

Transparencies

Power Points

Student Record book

Content Standards Covered:

State Content Standards Covered:

5.0 Technical Knowledge and Skills – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem solving techniques.

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

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

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

Pathway Standard

E. Forestry and Natural Resources Pathway – The Forestry and Natural Resources pathway helps students understand the relationships between California’s natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E2.0 Students understand air and water use, management practices, and conservation strategies.

E2.1 Understand the government’s role in regulating air, soil and water use management practices and conservation strategies.

E2.2 Understand air and water conservation issues.

E2.3 Understand appropriate water conservation measures.

E2.4 Understand the component of a plan that monitors water quality.

E2.5 Understand the component of a plan that monitors air quality.

E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management.

E3.1 Understand the systems used to classify soils.

E3.2 Understand the reasons for and the importance of soil conservation.

E3.3 Understand how to analyze soils found in the different natural resource management areas.

E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E5.0 Students understand wildlife management and habitat.

E5.1 Understand the relationship between habitat and wildlife population.

E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.

E5.3 Understand the methods for determining existing wildlife species populations.

E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.

E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.

Units Guides for Agriculture Science II

E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.

E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the act.

Links to ESLRs:

Critical Thinking skills

Communication skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to define the term “air” and identify its major components.
- Students will be able to analyze the importance of air to humans and other living organisms.
- Students will be able to determine the characteristics of clean air.
- Students will be able to describe common threats to air quality.
- Students will be able to describe important relationships between plant life and air quality.
- Students will be able to discuss the greenhouse effect and global warming.
- Students will be able to define “water”, “soil” and related terms.
- Students will be able to discuss some major threats to water quality.
- Students will be able to describe types of soil, water, and their relationship to plant growth.
- Students will be able to describe key factors affecting soil erosion by wind and water.
- Students will be able to define terms in soil, hydroponics, and other plant growing media management.
- Students will be able to identify types of plant growing media.
- Students will be able to describe the origin and composition of soils.
- Students will be able to identify requirements for hydroponics plant production.
- Students will be able to describe forest regions of the United States.
- Students will be able to discuss important relationships among forests, wildlife, and water resources.
- Students will be able to discuss important properties of wood.
- Students will be able to define wildlife terms.
- Students will be able to identify characteristics of wildlife.
- Students will be able to discuss the future of wildlife in the United States.
- Students will be able to describe the food chain in a freshwater pond.
- Students will be able to identify three major aquaculture production systems.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit test
- Chapter Presentations
- Poster board showing the food chain of a freshwater pond
- Develop a poster board of endangered species of wildlife in our area, and ways that we can prevent their extinction.
- Write a report on a forestry career and give a presentation.

Units Guides for Agriculture Science II

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 6: Integrated Pest Management

Length – Weeks: 25-27

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 13-14

Lab Manual

Transparencies

Power Points

Student record book

Content Standards Covered:

State Content Standards Covered:

Pathway Standard

F. Ornamental Horticulture Pathway – The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F4.0 Students understand basic integrated pest management principles.

F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

F4.2 Understand how pesticide regulations and government agencies affect agriculture.

F4.3 Understand common horticultural pests and diseases and methods of controlling them.

F4.4 Understand the systematic approach to solving plant problems.

Links to ESLRs:

Critical Thinking skills

Communication skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to define pest, disease, insect, weed, biological, cultural, chemical and other terms associated with integrated pest management.
- Students will be able to describe weeds based on their life cycles.
- Students will be able to distinguish among progressive, proportional and regressive taxes.
- Students will understand and explain the concept of integrated pest management.
- Students will be able to describe the previous and current trends of pesticide use in the United States.
- Students will be able to recognize some popular classes of chemicals used for pest management and their roles in pest control.
- Students will be able to read and interpret information on pesticide labels.
- Students will be able to state the components of protective clothing for individuals handling pesticides.
- Students will be able to describe the environmental and health concerns relating to pesticide use.

Units Guides for Agriculture Science II

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Bug ID with collection
- Plant collection with ID
- Presentation on how to properly store and use pesticides.

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 7: Plant Sciences

Length – Weeks: 25-29

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 15-17

Lab Manual

Transparencies

Power Points

Student Record book

Content Standards Covered:

State Content Standards Covered:

Pathway Standard

F. Ornamental Horticulture Pathway

F1.0 Students understand plant classification and use principles.

F1.1 Understand how to classify and identify plants by order, family, genus, and species.

F1.2 Understand how to identify plants by using a dichotomous key.

F1.3 Understand how common plant parts are used to classify the plants.

F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses and cultural requirements.

F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles.

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.

F2.2 Understand the seed's essential parts and functions.

F2.3 Understand how primary, secondary, and trace elements are used in plant growth.

F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air and climate.

F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction.

F3.1 Understand the different forms of sexual and asexual plant reproduction.

F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cutting, seeds).

F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

Links to ESLRs:

Critical Thinking skills

Communication Skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to draw and label the major parts of plants.
- Students will be able to compare brand name and generic products.
- Students will be able to describe the major functions of roots, stems, fruits and leaves.
- Students will be able to draw and label the parts of a typical root, stem, flower, fruit and leaf.
- Students will be able to explain how plants make food.
- Students will be able to describe the roles of air, water, light and media in relation to plant growth.

Units Guides for Agriculture Science II

- Students will be able to describe the ways that various plants store food for future use.
- Students will be able to distinguish between sexual and asexual reproduction.
- Students will be able to explain the relationship between reproduction and plant improvement.
- Students will be able to draw and label the reproductive parts of flowers and seeds.
- Students will be able to explain the procedures used to propagate plants via tissue culture.

Determining Acceptable Evidence:

- Vocabulary quizzes
- Unit test
- Chapter presentations
- Explain osmosis through a presentation
- Poster board with drawings and labels of major parts of plants

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 8: Crop Science

Length – Weeks: 30-31

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 18-19

Lab Manual

Transparencies

Power Points

Student Record book

Content Standards Covered:

State Content Standards Covered:

Pathway Standard

G. Plant and Soil Science Pathway The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G3.0 Students understand plant physiology and growth principles.

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed's essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant growth.

G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air and climate.

G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Understand the factors that affect plant growth and predict plant response.

Links to ESLRs:

Critical Thinking skills

Communication Skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to analyze family needs for homegrown fruits, vegetables and flowers.
- Students will be able to determine the best location for a garden.
- Students will be able to plan a garden to meet family needs.
- Students will be able to establish perennial garden crops.
- Students will be able to prepare soil and plant annual garden crops.
- Students will be able to protect the garden from excessive damage caused by drought and pests.
- Students will be able to harvest and store garden produce.
- Students will be able to determine the benefits of vegetable production as a personal enterprise or career opportunity.
- Students will be able to identify vegetable crops.
- Students will be able to plan a vegetable crop production enterprise and prepare a site for planting.

Units Guides for Agriculture Science II

Determining Acceptable Evidence:

- Vocabulary quizzes
- Unit test
- Chapter presentations
- Select area on farm, set up garden and plant vegetable garden to harvest
- Select seeds for vegetables, start in greenhouse, then transfer to garden area and grow

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 9: Ornamental Use of Plants

Length – Weeks: 32-34

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 23-25

Lab Manual

Transparencies

Power Points

Student Record book

Content Standards Covered:

State Content Standards Covered:

Pathway Standard

F. Ornamental Horticulture Pathway

F6.0 Students understand ornamental plant nutrition practices.

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.

F6.2 Understand basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizer to understand their appropriate uses.

F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf.

F7.1 Understand the selection and management of landscape and sports field turf.

F7.2 Understand how to select, install, and maintain a designated turf grass area.

F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles.

F8.1 Understand how to properly use production facilities and common nursery equipment.

F8.2 Understand common nursery production practices.

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.

F8.4 Understand marketing and merchandising principles used in nursery production.

F10.0 Students understand basic landscape planning, design, construction and maintenance.

F10.1 Know the terms associated with landscape and design and their appropriate use.

F10.2 Understand the principles of residential design, including how to render design to scale.

F10.3 Understand proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees and fruit trees.

F10.5 Develop clear and concise landscape business contracts.

Links to ESLRs:

Critical Thinking skills

Communication Skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to identify plants that grow well indoors.
- Students will be able to select plants for various indoor uses.
- Students will be able to grow in foliage plants.
- Students will be able to grow indoor flowering plants.
- Students will be able to describe elements of design for indoor plantscapes.

Units Guides for Agriculture Science II

- Students will be able to describe career opportunities in indoor plantscaping.
- Students will be able to identify and describe career opportunities available in the turf grass industry.
- Students will be able to identify and explain turf grass plant parts.
- Students will be able to select turf grass species for various purposes and locations.
- Students will be able to list the basic steps for turf grass establishment.
- Students will be able to identify ornamental trees and shrubs,
- Students will be able to select trees and shrubs for appropriate landscape use.
- Students will be able to identify trees and shrubs by using proper nomenclature.
- Students will be able to purchase plant materials for installation in a landscape.
- Students will be able to purchase and maintain plant material.

Determining Acceptable Evidence:

- Vocabulary quizzes
- Unit test
- Chapter presentation
- Prepare a drawing of the student's home with names of plants and planting material.
- Propagate five different indoor plants
- Identify 10 different specimens of turf grass, using an identification key.

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science II

UNIT 10: Communications and Management in Agriscience

Length – Weeks: 35-36

Instructional Materials:

Agriscience Fundamentals and Applications, Chapters 35-36

Lab Manual

Transparencies

Power Points

Student Record book

Content Standards Covered:

State Content Standards Covered:

1.0 Academics – Students understand the academic content required for entry into post-secondary education and employment in the Agriculture and Natural Resources sector.

(1.1) Mathematics

10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multistep problems, including word problems by using these techniques.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Pathway Standard

A. Agricultural Business Pathway In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing and sales.

A1.0 Students understand decision making processes within the American free enterprise system.

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production.

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it affects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production.

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).

Units Guides for Agriculture Science II

Links to ESLRs:

Critical Thinking skills

Communication Skills

Personal and Interpersonal skills

Brief Overview of the Unit

Identified Desired Knowledge and Skills

- Students will be able to define management.
- Students will be able to define the importance of management.
- Students will be able to describe kinds of agriscience management decisions.
- Students will be able to describe eight steps in decision making.
- Students will be able to describe the economic principles of supply and demand, diminishing returns, comparative advantage, and resource substitutions.
- Students will be able to use capital and credit wisely in business management.
- Students will be able to describe entrepreneurship.
- Students will be able to describe steps in planning a business venture.
- Students will be able to state five basic functions performed in the operation of a small business.
- Students will be able to analyze the outcome of a business venture.

Determining Acceptable Evidence:

- Résumé
- Develop a collage on a poster board illustrating entrepreneurship opportunities in agriscience.
- Write a paper explaining how the eight steps in decision making can be used in planning an FFA or other school money raising activity.

Learning Experiences and Instruction:

- Text work
- Group projects
- Presentations
- Chapter reviews
- Lecture
- Current events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for **Agriculture Science I**

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Unit/Lesson/Sections/Chapters:

Chapter 1... Meeting Human Needs ... 1 page Cornell Notes, Terms, and End of Chapter Questions

Chapter 2... Using Science and Technology.. 1 page Cornell Notes, Terms and End of Chapter Questions

Power Point “Meeting Human Needs” and “Using Science and Technology”

Students will complete a poster of What Meeting Human Needs means and put pictures of the food, fiber and shelter items that they used on a daily basis. Then they will select an item that they use and trace it back to the farm.

Students will complete a science fair project, which is related to agriculture.

Competencies to be Developed:

- Students will be able to explain the three basic human needs.
- Students will be able to discuss major events in the history of agriculture.
- Students will be able to list and describe the three major areas of agricultural industry.
- Students will be able to relate areas of agriscience that make life better.
- Students will assess the role of consumers.
- Students will be contrast world agricultural practices.
- Students will be able to explain agriscience and technology.
- Students will be able to relate agriscience and technology to four areas of science.
- Students will be able examine the scientific method and its use in research.
- Students will be able to list and explain common areas of agriscience.
- Students will be able to identify examples of emerging technology in agricultre.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Chapter Test
- Chapter Presentations
- Presentation of collage depicting some important discoveries, inventions and developments in biotechnology and agriscience.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Units Guides for **Agriculture Science I**

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

UNIT 2: Agriscience and You

Weeks: 4 - 8

Instructional Materials:

- Agriscience* Chapters 3 and 4
- Lab Manual* for *Agriscience* exercise 3, and 4
- Power points that relate to these units
- Student Record Books

Content Standards Covered:

Foundation Standards

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

Units Guides for Agriculture Science I

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

C1.1 Understand the history of the agricultural industry in California.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Competencies to be Developed:

- The student will be able to identify career and entrepreneurship opportunities in agriscience.
- The student will be able to develop appropriate interpersonal skills.
- The student will be able to describe the safety practices in agriscience.
- The student will be able to identify employer expectations.
- The student will be able to demonstrate appropriate citizenship.
- The student will be able to locate, assess, and use information in agriscience.
- The student will be able to explain agricultural education and the three integral components.
- The students will be able to explain the meaning and benefits of supervised experience.
- The students will be able to describe the purpose and nature of the FFA.
- The students will be able to trace the history of the FFA.
- The students will explain how the FFA is organized.
- The students will be able to identify keys in having a successful local FFA chapter.
- The students will list some characteristics of good leaders.
- The students will be able to explain awards and events in the FFA.

Units Guides for Agriculture Science I

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Chose a career and write a one page description for that career, then give a presentation for it.
- Start record book and complete cover page, calendar, business agreement, budget and journal.
- Make a poster explaining all the FFA emblems and what stand for.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

Unit 3: Resources and Biological Science

Length: Fall, weeks 9 - 13

Instructional Materials:

- Agriscience* Chapters 5, 6 and 7
- Lab Manual* for *Agriscience* exercise 5, 6 and 7
- Power points that relate to these units
- Student Record Books

Content Standards Covered:

Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.

Units Guides for Agriculture Science I

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C5.0 Students understand the cell structure and function of plants and animals:

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

C7.0 Students understand basic animal genetics:

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Competencies to be Developed:

- Students will be able to explain the sustainable use of the environment and natural resources.
- Students will be able to describe the role of ecosystems.
- Students will be able to list examples of natural resources.
- Students will be able to discuss the meaning of pollution and identify its sources.
- Students will be able to explain methods of waste disposal, including composting.
- Students will be able to explain important characteristics of organisms.
- Students will be able to explain the meaning of life span and list its stages.
- Students will be able to name and discuss the life processes of living organisms.

Units Guides for **Agriculture Science I**

- Students will be able to identify cell growth processes.
- Students will be able to discuss the role of heredity and genetics.
- Students will be able to describe the classification system for living things.
- Students will be able to explain scientific names and match scientific names with the common names of selected species.
- Students will be able to name and discuss the five kingdoms of organisms.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Poster board of the different kingdoms of organisms.
- Demonstration on the important characteristics of organisms.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

UNIT 4: Plant Science and Technology

Length: weeks 14 - 18

Instructional Materials:

- Agriscience* Chapters 8, 9, 10 and 11
- Lab Manual* for *Agriscience* exercise 8, 9, 10 and 11
- Power points that relate to these units
- Student Record Books

Content Standards Covered:

Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.

Units Guides for **Agriculture Science I**

G1.3 Understand how common plant parts are used to classify the plants.

G1.4 Understand the differences between and uses of native and nonnative plants.

G1.5 Understand the differences between monocots and dicots.

G1.6 Understand the differences between plants under production and weeds.

G3.0 *Students understand plant physiology and growth principles:*

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed's essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant growth.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Competencies to be Developed:

- Students will explain how plants are adapted to climate.
- Students will explain plant life cycles.
- Students will identify the major vegetative parts of plants and discuss their functions.
- Students will discuss the meaning and kinds of tropisms.
- Students will explain how plants reproduce.
- Students will explain the kinds and parts of seeds.
- Students will be able explain the types and functions of flowers.
- Students will be able to describe germination and the conditions needed for it to occur.
- Students will be able to explain the use of vegetative propagation.
- Students will be able to describe how plants grow and the conditions needed for growth.
- Students will be able to explain photosynthesis and why it is important
- Students will be able to explain transpiration and why it is important.
- Students will be able to identify conditions that promote damage to plants by pests.
- Students will be able to identify the major kinds of pests.
- Students will be able to identify the major kinds of damage caused by pests.

Determining Acceptable Evidence:

- Students will trace the activities that occur in transforming wheat in the field to a hamburger roll consumed in their home.
- Poster board of items that exist because of animal by-products
- Vocabulary Quizzes
- Identify the major cuts of meat using an outline of an animal

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Units Guides for **Agriculture Science I**

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

Spring, Semester 2

UNIT 5: Animal Science and Technology

Length: 19 - 24

Instructional Materials:

- Agriscience* Chapters 12, 13, 14 and 15
- Lab Manual* for *Agriscience* exercise 12, 13, 14 and 15
- Power points that relate to these units
- Student Record Books

Content Standards Covered:

Foundation Standards

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

PATHWAY STANDARDS

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

Units Guides for Agriculture Science I

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D6.0 Students understand the causes and effects of diseases and illnesses in animals:

D6.1 Understand the signs of normal health in contrast to illness and disease.

D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.

D6.4 Understand prevention, control, and treatment practices related to pests and parasites.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Competencies to be Developed:

- Students will be able to discuss habitat and climate as related to animal production.
- Students will be able to explain animal well being.
- Students will be able to describe the body structure of animals.
- Students will be able to describe the anatomy and physiology of animals.
- Students will be able to describe the feed needs of animals.
- Students will be able to list and explain the functions of nutrients.
- Students will be able to explain the characteristics of good feed.
- Students will be able to explain how animals are fed.
- Students will be able to explain breed and breeding systems.
- Students will be able to list examples of common breeding animals.
- Students will be able to identify the sexual classification of animals.
- Students will be able to describe management in breeding animals.
- Students will be able to explain health and list health signs.
- Students will be able to identify losses caused by poor animal health.
- Students will be able to select methods of disease control.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Poster board showing the food chain of a freshwater pond.
- Develop a poster board of endangered species of wildlife in our area, and ways that we can prevent their extinction.
- Write a report on a forestry career, and give a presentation

Units Guides for **Agriculture Science I**

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

UNIT 6: Creating Improved Animals and Plants

Length: weeks 25 - 26

Instructional Materials:

Agriscience Chapters 16

Lab Manual for *Agriscience* exercise 16

Power points that relate to these units

Student Record Books

Content Standards Covered:

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

PATHWAY STANDARDS

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C3.0 Students understand the effects of technology on agriculture:

- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Competencies to be Developed:

- Students will be able to explain the meaning and use of biotechnology.
- Students will be able to identify issues associated with the use of biotechnology.
- Students will be able to distinguish between two major areas of biotechnology.
- Students will explain organismic biotechnology and list examples.
- Students will explain molecular biotechnology and list examples.

Units Guides for **Agriculture Science I**

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Bug ID with collection
- Plant collection with ID
- Presentation on how to properly store and use pesticides

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

UNIT 7: Earth Science and Technology

Length: weeks 26 - 28

Instructional Materials:

- Agriscience* Chapters 17 and 18
- Lab Manual* for *Agriscience* exercise 17 and 18
- Power points that relate to these units
- Student Record Books

Content Standards Covered:

Foundation Standards

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

PATHWAY STANDARDS

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G7.0 Students understand effective tillage and soil conservation management practices:

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

- Critical Thinking Skills
- Communication Skills
- Personal and Interpersonal Skills

Units Guides for **Agriculture Science I**

Competencies to be Developed:

- Students will be describe the major features and resources of the earth.
- Students will be able to explain changes that occur in the earth.
- Students will be able to describe atmosphere and its importance in agriscience.
- Students will be able to identify and describe the major factors in weather.
- Students will be able to explain the importance of climate in agriscience.
- Students will be able to describe soil and its components.
- Students will be able to discuss the nature of soil.
- Students will be able to explain how soil is formed.
- Students will be able to explain the meaning and importance of soil profiles.
- Students will be able to explain soil pH and salinity as related to plant growth.
- Students will be able to explain the relation between soil and land.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- In a demonstration explain osmosis
- Poster board with drawing and label of major parts of plants

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

UNIT 8: Physical Science and Technology

Length: weeks 29-32

Instructional Materials:

Agriscience Chapters 19 and 20
Lab Manual for *Agriscience* exercise 19 and 20
Power points that relate to these units
Student Record Books

Content Standards Covered:

Foundation Standards

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G3.0 Students understand plant physiology and growth principles:

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed's essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant growth.

G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Understand the factors that affect plant growth and predict plant response.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Personal and Interpersonal Skills

Competencies to be Developed:

- Students will be able to explain the concept and properties of matter.
- Students will be able to describe the major kinds of matter.
- Students will be able to explain the meaning of compounds and how they are formed.
- Students will be able to discuss the importance of carbon and organic chemistry.
- Students will be able to distinguish between solutions and suspensions.
- Students will be able to explain acids, bases and salts.
- Students will be able to identify common chemical processes in agriscience.
- Students will be able to identify and explain areas of physics used in agriscience.
- Students will be able to explain work and power.
- Students will be able to explain the use of electrical power.

Units Guides for **Agriculture Science I**

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test
- Chapter Presentations
- Being able to use a tire gauge to measure the pressure of tires.
- List the elements found in pesticides.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

Units Guides for Agriculture Science I

UNIT 9: Food and Fiber Technology

Length: weeks 33-36

Instructional Materials:

Agriscience Chapters 21 and 22

Lab Manual for *Agriscience* exercise 21 and 22

Power points that relate to these units

Student Record Books

Content Standards Covered:

PATHWAY STANDARDS

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

Links To ESLRs:

Expected School Wide Learning Results covered in this unit are as follows:

Critical Thinking Skills

Communication Skills

Competencies to be Developed:

- Students will be able to describe the meaning and importance of agricultural marketing technology.
- Students will be able to explain the ways agricultural products are marketed.
- Students will be able to list and explain the major functions in agricultural marketing.
- Students will be able to describe the role of marketing infrastructure.
- Students will be able to explain the role of communication in agricultural marketing.
- Students will be able to explain the meaning and importance of processing.
- Students will be able to explain spoilage in food.
- Students will be able to describe methods in processing fiber products.
- Students will be able to describe methods in processing wood products.
- Students will be able to identify safety regulations in food processing.

Determining Acceptable Evidence:

- Vocabulary Quizzes
- Unit Test

Units Guides for **Agriculture Science I**

- Chapter Presentations
- Analyze agricultural price changes in the supermarket, and predict the future or forecast the future price changes.
- Locate a plan for a simple woodworking project such as a bird house or nesting box, determine the materials needed, make a list of all material, and build it.

Learning Experiences and Instruction:

- Text Work
- Group Projects
- Presentations
- Chapter Reviews
- Lecture
- Current Events

Support for English Language Learners:

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

Support for Special Education Students:

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

Stretching the Lesson for GATE Students:

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

BOARD AGENDA

**REGULAR MEETING
August 5, 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

BACKGROUND: The Board may accept gifts of money or property on behalf of the District in accordance with Board Policy# 3290: Gifts, Grants and Bequests.

<u>Site</u>	<u>Donor</u>	<u>Donation/Purpose</u>	<u>Amount</u>
Grant Elementary School	<i>Coca Cola Bottling Co., A Subsidiary of Citicorp One Penn Way, New Castle, DE 19720</i>	Check #04000937 Site discretionary	\$46.69

**BUDGET
IMPLICATIONS:** General Fund Revenue: \$46.69

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

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval to File Notice of Completion: Bid #10-01CA – Grant Elementary School Cafeteria Roofing Project (Huffman Roof Company)

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: Huffman Roof Company has satisfactorily completed their work in accordance with the contract documents. It is time to file the Notice of Completion.

District staff conducted walk-through inspections of this project and it is complete and in satisfactory condition. The final 10% (\$5,671.10) contract retention will be released per the contract documents.

BUDGET IMPLICATIONS: Deferred Maintenance Fund 14 Expenditure: \$5,671.10

RECOMMENDATION: That the Board approve to file the Notice of Completion: Bid #10-01CA – Grant Elementary School Cafeteria Roofing Project (Huffman Roof Company), as presented

NOTICE OF COMPLETION OF WORK

(Civil code 3093-Public Works)

WHEN RECORDED, RETURN TO:

Colton Joint Unified School District

1212 Valencia Drive

Colton, CA 92324

ATTN: Dave Beeson

Director of Purchasing and Warehouse

NO recording fee.

Exempt from fees per Government Code Section 27383

NOTICE OF COMPLETION OF WORK

NOTICE IS HEREBY GIVEN, that the Colton Joint Unified School District of San Bernardino County, California, as Owner of the property hereinafter described, caused improvement to be made to said property, to wit: Bid 10-01CA, Grant Elementary School Cafeteria Roofing Project at 550 West Olive Street, Colton, CA 92324, APN 161-161-12; the Contract for the doing of which was heretofore entered into on the 4th day of May, 2010, which was made with Huffman Roof Company, as Contractor, that said improvements have been **completed** on the 5th day of July, 2010, pursuant to said Contract and in accordance with plans and specifications, and **accepted** on the 5th day of August, 2010, by the Governing Board of said District; that title of said property vests in the Colton Joint Unified School District of San Bernardino County, California, that the surety for the above named Contractor is the SureTec Insurance Company, that the property hereinafter referred to and on which said improvements were made.

I hereby certify under penalty of perjury that the foregoing is true and correct.

By: _____

Jaime R. Ayala, Assistant Superintendent
Colton Joint Unified School District

State of California
County of San Bernardino

Subscribed and sworn to (or affirmed) before me on this _____ day of _____, 20____, by Jaime R. Ayala, proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

Signature _____

(Seal)

BOARD AGENDA

REGULAR MEETING
August 5, 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

BACKGROUND: Administrative Regulations AR 4112 and 4212 *Appointment and Conditions of Employment* state the following:

Upon recommendation of the Superintendent, the Governing Board shall approve the appointment of all certificated (AR 4112) and classified (AR 4212) employees.

Listed below are the recommendations for personnel employment along with their respective positions and sites.

I-A Certificated – Regular Staff

1. Avila, Maria Elementary Teacher (temp) – Zimmerman
2. Barrera, Melissa Elementary Teacher (temp) – Zimmerman
3. Castro, Benjamin Social Science Teacher – CMS
4. Clevenger, Faith English/Language Arts Teacher – ROHMS
5. Collins, Anna PE Teacher – CHS
6. Curry, Jennifer Elementary Teacher (temp) – Zimmerman
7. Davis Jr., Anthony HS Counselor – CHS
8. Doolittle, Jeffrey Elementary Teacher (temp) – Crestmore
9. Echols, Cari English Teacher (temp) – CHS
10. Esparza, Rosalba Math Teacher – CMS
11. Espino, Elizabeth Eng/Lang Arts Teacher (temp) – CMS
12. Flores, Flor School Psychologist – PPS
13. Gilbert, Kristine Eng/Lang Arts Teacher (temp) – CMS
14. Gonzalez, Marco Science Teacher (temp) – BMS
15. Griffith, Kristin Science Teacher – CMS
16. Hauck, Dresden Eng/Lang Arts Teacher (temp) – THMS
17. Hernandez, Joaquin Band Teacher (temp) – THMS & Elem Sites
18. Jimenez, Edith Elementary Teacher (temp) – Zimmerman
19. Johnston, Maybelle Science Teacher – ROHMS
20. Ruiz, Jesus Elementary Counselor – PPS
21. Sanchez Jr., Rodolfo Opportunity Teacher – Washington
22. Smith, Tracey Elementary Teacher (temp) – Crestmore
23. Torres, Lorenzo School Psychologist – PPS
24. Valencia, Lydia Math Teacher – ROHMS
25. Vegara, Omar Math Teacher – CHS
26. Washburn, Benjamin HS Counselor – CHS

I-B Certificated – Activity/Coaching Assignments

1. Coronado, Anthony Cross County-HD Varsity – CHS

I-C Certificated – Hourly – None

I-D Certificated – Substitute Teacher

1. Abdeljawad, Nina
2. Bonilla Gaytan, Cosette
3. Gordon, Ellen (rehired retiree)
4. Haag, Vici (rehired retiree)
5. Hidalgo, Joshua
6. McGee, Catherine (rehired retiree)
7. Ochoa, Darlene
8. Ortega, Vanessa
9. Ramirez, Tania
10. Stewart, Lejon
11. Zappe, Sara (rehired retiree)

B-1

II-A Classified – Regular Staff – None

II-B Classified – Activity/Coaching Assignments - None

II-C Classified – Hourly

1.Gudgeon, Kelsey	AVID Tutor - THMS
2.Gutierrez, Kenneth	AVID Tutor – CHS
3.Hernandez, Rafael	AVID Tutor – BHS
4.Lee, Edward	AVID Tutor – BHS
5.Ruiz, Manuel	Band Assistant – BHS
6.Torres, Kevin	AVID Tutor – ROHMS

II-D Classified – Substitute

1.Colunga, Freddie	Sub Campus Supervisor
2.Martinez, Lydia	Sub Bus Driver
3.Moore, Jerry	Sub Bus Driver
4.Perez, Yovanna	Sub Noon Aide-Grimes
5.Ramirez, John	Sub Campus Supervisor

RECOMMENDATION: That the Board approve personnel employment as presented.

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

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval to Assign an Elementary Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2010-11)

GOAL: Personnel Development

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Title 5 Section 80122(j) requires a separate board agenda item to verify that the notice of intent to employ and assign an elementary teacher in an identified position under a Variable Term Waiver has been made public and approved by the governing board of the employing school district in a public meeting.

Due to the shortage of qualified applicants, the district has encountered the necessity to assign an elementary teacher under a Variable Term Waiver for the Bilingual EL authorization (BCLAD). The Variable Term Waiver is valid for one year.

The district requests approval to assign the following elementary teacher under a Variable Term Waiver authorization:

Unda, Lucy	Dual-Immersion Teacher, grade 3 Credential: Clear Multiple Subject (SB 2042)
------------	---

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board approve to assign an elementary teacher under CA Commission on Teacher Credentialing Variable Term Waiver (2010-11).

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

BOARD AGENDA

REGULAR MEETING
August 5, 2010

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of One Year Agreement with the District Assistance Intervention Team (DAIT) New Directions, Inc. to Provide Consulting and Professional Services (2010-11)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy # 2 – Curriculum

BACKGROUND: The District’s designation as a Year 3+ Program Improvement District requires that the applicable NCLB requirements be maintained. The sanctions for Colton Joint Unified School District include:

- Corrective Action F – Implement a new curriculum
- Contract with a District Assistance Intervention Team (DAIT)

The Year 3+ work with the District Assistance Intervention Team (DAIT) will include the completion of all requirements as stipulated for District Assistance Intervention Teams (DAIT) and program improvement requirements.

BUDGET IMPLICATIONS: General fund expenditure: \$125,000

RECOMMENDATION: That the Board approve the one year agreement with the District Assistance Intervention Team (DAIT) New Directions, Inc. to provide consulting and professional services (2010-11).

ACTION: On motion of board member _____ and _____ the Board approved the one year agreement with the District Assistance Intervention Team (DAIT) New Directions, Inc. to provide consulting and professional services (2010-11) as presented.



NEW DIRECTIONS
for Academic Advancement

AGREEMENT FOR SERVICES

This Agreement, herein called “Agreement,” is made and entered into by and between New Directions, Inc., a nonprofit California corporation hereinafter called “Consultant” Colton Joint Unified School District, a political subdivision of the State of California, herein called "District", collectively herein “Parties,” WITNESSETH:

WHEREAS, District wishes to continue to contract with a District Assistance Intervention Team Program Improvement Provider and,

WHEREAS, Consultant has the requisite expertise and experience and is qualified to provide the services required by the District, and

WHEREAS, the Parties have negotiated upon the terms pursuant to which Consultant will provide such services and have herein reduced such terms to writing.

NOW, THEREFORE, in consideration of the mutual benefit to be derived by the Parties, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, it is hereby agreed:

ARTICLE 1. AGREEMENT

1.1 Hiring of Consultant.

1.1.1 District hires Consultant to perform the necessary professional services, including, but not limited to, those hereinafter set forth in connection with the Project, as described below in Article 5 and Exhibit A, incorporated herein by this reference.

1.1.2 Consultant agrees and undertakes to provide to District, for the consideration and upon the terms and conditions herein set forth, the consulting and professional services specified in this Agreement and those related services incidental thereto.

1.2 Limitation of Agreement.

This Agreement is limited to and includes only the Work included in the Project described below in Article 2 and Exhibit A, unless this Agreement is amended by the Parties to include additional work as part of the Project.

ARTICLE 2. DESCRIPTION OF PROJECT.

Consultant shall provide consulting and professional services for the Project known as District Assistance Intervention Team and as further described in Exhibit A which is hereby incorporated by reference (hereinafter “Project”). The Project is located at Colton, California.

ARTICLE 3. DEFINITIONS.

Where any word or phrase defined below, or a pronoun used in place thereof, is used in any part of this Agreement, it should have the meaning herein set forth below.

Consultant	New Directions, Inc. EIN #02-0624529 P.O. Box 1429 Carlsbad, CA 92018 (760) 845-0615 Fax: (760) 941-5717 Principal in charge: Dr. Linda R. Gonzales
Board	Board of Trustees
District	Colton Joint Unified School District 1212 Valencia Dr. Colton, California 92324
Parties	Consultant and District
Party	Consultant or District
Project	District Assistance Intervention Team Program Improvement Provider
Superintendent,	Mr. James A. Downs
Work	District Assistance Intervention Team Program Improvement Services

ARTICLE 4. TERM OF AGREEMENT.

This Agreement begins on the last date of the execution of the Agreement by the Parties and **terminates** upon completion of services under the Agreement, unless terminated sooner, as specified herein. The indemnity, dispute resolution and confidentiality provisions contained in this Agreement in Articles respectively, shall survive the term and completion of the Agreement, as defined herein. Should none of the services stated herein be commenced by or before six (6) months from the date set forth by the Parties in the execution clause, this Agreement is void.

ARTICLE 5. SERVICES TO BE RENDERED BY CONSULTANT.

5.1 Basic Services.

Consultant accepts **retention of its services** and agrees to perform all the necessary professional consulting and administrative services in a professional manner, in connection with the Project. Consultant's "basic services" shall include the following services:

5.1.1 Communication with District.

Consultant will participate in consultations and conferences with authorized representatives of District and/or other local, regional, or state agencies concerned with the Project, as necessary for the Project. Consultant shall work directly with District staff. The staff specifically designated by the District for this Project shall be the Superintendent and the District Representative. District hereby certifies that the Superintendent and the District Representative have been duly authorized by the Board to represent District on the Project. The District Representative for this Project shall be: Ms. Mollie Gainey-Stanley.

5.1.2 Hiring of Consultants and Personnel.

5.1.2.1 Consultant shall have the option, subject to district written approval, to employ subconsultants, or other persons qualified and licensed to render services in connection with the planning and/or administration of the Project, and to delegate to them such duties as Consultant may choose to delegate without relieving Consultant from its responsibilities under this Agreement. Consultant shall be responsible for the coordination and cooperation of its delegates.

5.1.2.2 No Party on the basis of this Agreement shall in any way contract on behalf of, or in the name of, the other Party to this Agreement, and violation of this provision shall confer no rights on any person or Party and shall be void.

5.1.3 Consulting Services.

- 5.1.3.1 Consultant shall assist District by serving as a District Assistance Intervention Team and support three (3) program improvement schools.
- 5.1.3.2 Consultant shall make oral and written reports to District as necessary to inform District of the progress of the Project. Such oral reports shall be presented **at the** direction of Ms. Mollie Gainey-Stanley.
- 5.1.3.3 Consultant **and the District will jointly** determine the date of completion of the Project.
- 5.2 Additional Services of Consultant.
At District's request, Consultant may be asked to perform services not otherwise included in this Agreement. District agrees to pay Consultant for such services, pursuant to Article 7 hereof.

ARTICLE 6. RESPONSIBILITIES OF DISTRICT.

District's responsibilities shall include the following:

- 6.1 Make available to Consultant all necessary data and information concerning the purpose and requirements of the Project, including scheduling and budget limitations.
- 6.2 Supply Consultant with all documents, approvals, and materials necessary to complete the Project.
- 6.3 Designate a representative authorized to act as liaison between Consultant and District in the administration of this Agreement and the Project.
- 6.4 Review all documents submitted by Consultant and advise Consultant of decisions pertaining to such documents within a reasonable time after submission.
- 6.5 Pay promptly for all services rendered by Consultant and its delegates consistent with the requirements of Article 7 of the agreement.

ARTICLE 7. CONSULTANT'S FEE.

Consultant's compensation shall consist of a fee for basic services, fee for additional services, if any, and reimbursable expenses and costs, as described below. **An invoice will be sent to the District for payment of services rendered.**

- 7.1 Fee for Basic Services. **An invoice will be sent to the District for payment of services rendered.**

- 7.1.1** District shall pay to Consultant, for the performance of all services rendered herein, the amount specified in Exhibit B, incorporated herein by this reference. **An invoice will be sent to the District for payment of services rendered.**
- 7.2** Fee for Additional Services.
- 7.2.1** District shall pay Consultant for additional services not originally contemplated by the Parties to this Agreement as follows: For services in addition to the basic services of Consultant set forth in Article 5.2 hereof (additional services), a fee to be agreed upon by the Parties in writing prior to performance of such services by Consultant, which fee may be a flat amount or Consultant's standard hourly rates.
- 7.2.2** Such fee shall be in addition to compensation for basic services as set forth in Article 7.1.
- 7.3** Reimbursable Expenses.
- 7.3.1** Reimbursable expenses are included in the basic and additional services (as set forth in Articles 7.1 and 7.2, above) which include expenses incurred by Consultant in the interests of the Project.
- 7.3.1.1** Expenses for transportation in connection with the Project.
- 7.3.1.2** Expenses in connection with out-of-town travel, if any.
- 7.3.1.3** Expenses of reproductions, postage and **delivery charges** of documents used in connection with the Project.
- 7.3** Taxes.
Any taxes levied on this Agreement, the transaction, or the services provided pursuant hereto shall be borne exclusively by Consultant, unless otherwise agreed to by the Parties.
- 7.4** Payments to Consultant.
- 7.4.1** Consultant's compensation shall be paid by District to Consultant incrementally, based upon work completed, or as otherwise agreed by the Parties.
- 7.4.1.1** Payments on account of basic services shall be made in proportion to services performed within each phase of the Project as reasonably determined by **the Consultant and the District. Both** parties **shall** agree upon a payment schedule which shall be attached as part of Exhibit B.
- 7.4.1.2** In order to receive payment, Consultant shall present to District **an invoice** for approval by District's Representative, which shall designate services performed, percentage of work completed, method of computation of amount payable, phase of the Project, and the amount to be paid.

7.4.1.3 Payments made for additional services, if any, shall be made in installments, not more often than monthly, proportionate to the degree of completion of such services or in such other manner as the Parties shall specify when such services are agreed upon.

7.4.1.4 Should District cancel this Agreement due to material breach of the Agreement by Consultant, Consultant shall upon proper notice of such cancellation, forthwith cease all services hereunder. In such event, Consultant's total fee for all services performed shall be computed under the foregoing provisions of this Agreement to cover services satisfactorily performed to the date of such notice and shall include compensation for services within the phase of performance at which the services stopped proportionate to the degree of completion of Consultant's satisfactorily completed services on such phase.

7.4.2 Nonpayment by District within **60 days** shall constitute grounds for District default under this Agreement.

ARTICLE 8. INSTRUCTIONS TO PROCEED.

Consultant will not proceed with performance of any services under this Agreement without first securing written authorization from District to do so.

ARTICLE 9. TIME SCHEDULE.

9.1 Consultant shall perform all services hereunder as expeditiously as is consistent with professional skill and care and the orderly progress of the Work. Consultant shall prepare an estimated time schedule for the performance of its services, to be adjusted as the Project proceeds, which shall be acceptable to the District, for completion of services established by this Agreement which shall be marked "Project Schedule" and incorporated into this Agreement as part of Exhibit A. Such schedule shall include allowances for periods of time required for District's review and approval of submissions and shall be extended as necessary by Consultant.

9.2 Any delays in Consultant's Work because of the actions of District or its employees, by a governmental agency having jurisdiction over the Project, or by an act of God or other unforeseen occurrence, not due to any fault or negligence on the part of Consultant, shall also be added to the time for completion of any obligations of Consultant.

ARTICLE 10. SUSPENSION, ABANDONMENT, TERMINATION.

10.1 Based upon a good faith effort of negotiations between the District and the consultant and the two parties arrive at irreconcilable differences, the Consultant hereby reserves the right to suspend, cancel **or** terminate any **pending** work on the Project. In the event of such suspension, cancellation, or termination, Consultant shall be paid pursuant to the schedule of payments set forth in Article 7 of the Agreement for services rendered up to the date of such suspension, cancellation, or termination. In such event, Consultant shall take reasonable measures to mitigate any and all expenses and/or costs incurred in closing out this Agreement.

10.2 Default by District.

10.2.1 Upon default by District in any respect on any provision hereunder, the Consultant may either elect to terminate the Agreement or provide District an opportunity to **resolve** the default. If Consultant elects to provide District an opportunity to **resolve the default**, and if District fails to **arrive at a resolution negotiated by both parties**, within **30 days**, or if the default cannot be **resolved** within **30 days**, fails to commence to **resolve** such default, within 45 days following written notice and demand from Consultant, Consultant may then elect to terminate the Agreement. If Consultant elects to terminate the Agreement upon default by District, Consultant shall be entitled to compensation for all services rendered under this Agreement.

10.2.2 Consultant's decision to provide an opportunity to **resolve** this Agreement **with the District** will in no respect waive any legal remedies available to Consultant, District's default under the Agreement and/or District's obligations under this Agreement.

10.3 District Termination Rights

10.3.1 District may, at its election, terminate this Agreement if Consultant defaults in any material respect on any provision hereunder and fails to cure such material default within **30 days**, or if the default cannot be resolved within 30 days, fails to commence to **resolve** such default, diligently pursue such **resolution**, and complete the **resolution** within **45 days** following written notice and demand from District.

10.3.2 District shall also have the right to termination this Agreement without cause, for convenience, upon thirty (30) days written notice to Consultant and upon compensation to Consultant as set forth in Article 7 above. If District terminates the Agreement under this provision, the Parties shall be relieved of the remaining obligations of the Agreement, except for such liability arising out of services performed prior to the date of the termination and except for such provisions which survive termination of the Agreement.

10.4 Upon receipt of written notice from District that this Agreement is terminated, Consultant shall submit an invoice to District within 30 days for an amount which represents its expenses and costs incurred through the date of termination for which Consultant has not been previously compensated and any further close-out costs incurred, if any, in connection with the project.

10.5 Bankruptcy.

In the event that either Party shall cease conducting business in the normal course, become insolvent, make a general assignment for the benefit of creditors, suffer or permit the appointment of a receiver for its business or assets or shall avail itself of or become subject to, any proceeding under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, then at the option of the other Party, this Agreement shall terminate and be of no further force and effect, and any property rights of such other Party, tangible or intangible, shall forthwith be returned to it.

ARTICLE 11. OWNERSHIP, USE AND RE-USE OF DOCUMENTS.

11.1 **The District shall have the right to use, modify and copy documents and information pertaining to the Project, including electronic forms of same pursuant to this agreement.** All documents, information, plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by Consultant pertaining to the Project, including electronic forms of same, pursuant to this Agreement shall, at all times, be and shall remain the property of Consultant.

11.2 Any reuse by District of documents prepared under this Agreement **will be utilized only after receiving the Consultant's written permission.**

11.3 Consultant shall not be responsible for damage caused by subsequent changes to or uses of its plans, specifications, reports, or documents where subsequent changes or uses, including changes or uses made by State or local governmental agencies.

11.4 Return of Property.

11.4.1 Consultant shall return to the District all unconsumed and unused Work products, materials, equipment and documents and other items, the cost, expense or purchase of which was reimbursed by the District in connection with this Project.

11.4.2 Consultant shall deliver all such property to the District at the termination of this Agreement, or earlier if such property is requested by the District or is no longer of use to the Consultant in the performance of this Agreement.

11.4.3 All property leased by Consultant and reimbursed as a direct cost by the District shall be used exclusively for purposes of this Project, and every lease by its terms

shall be fully assignable to District at the sole option of District, including any right of purchase.

ARTICLE 12. INDEMNITY.

12.1 Consultant shall assume the defense of, indemnify, and hold harmless District from any and all claims of any kind arising out of the intentional or negligent acts, errors, or omissions of Consultant.

ARTICLE 13 INDEPENDENT CONTRACTOR.

13.1 Consultant is, for all purposes arising out of this Agreement, an independent contractor, and Consultant shall not be deemed an employee, officer, partner, or joint venturer of District for any purpose.

13.2 It is expressly understood and agreed that Consultant shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave, or other benefits.

13.3 As an independent contractor, Consultant shall be wholly responsible for the manner in which it performs its services under this Agreement.

13.4 Discrimination Prohibited.

13.4.1 It is the policy of the Parties that in connection with all Work or services performed under contracts, there will be no discrimination against any prospective or active employee engaged in the Work because of race, color, ancestry, national origin, religious creed, sex, age, handicap, or marital status. The Parties agree to comply with applicable federal and California laws including, but not limited to, the California Fair Employment Practice Act, beginning with Government Code Section 12900, et seq.

ARTICLE 14. SUCCESSORS AND ASSIGNMENTS.

This Agreement is binding upon and inures to the benefit of the successors, executors, administrators, and assigns of each Party to this Agreement.

ARTICLE 15. NO RIGHTS IN THIRD PARTIES.

This Agreement shall not create any rights in, or inure to the benefits of, any third party except as expressly provided herein.

ARTICLE 16. FINGERPRINTING.

District has determined that fingerprinting is not applicable to the provision of services under this Agreement. All consultants used in the project have met the California fingerprinting requirements, **and proof of such process will be provided to the District upon request.**

ARTICLE 17. REPRESENTATIONS AND DECLARATIONS.

- 17.1** Consultant hereby represents and states that it has the capabilities and resources necessary to perform its obligations hereunder.
- 17.2** Consultant understands and acknowledges that the **District's Board of Education** must approve the terms of this Agreement and the provision of professional services herein.
- 17.3** Consultant shall not, under any circumstances, solicit, accept, offer, or extend gratuities, including any entertainment or gifts with respect to any employees or agents of the District or any third parties involved in the Work, such as labor union representatives, State, federal, or other agency officials. Consultant understands the following and certifies that it does not know of any facts which constitute a violation **of this provision.**
- 17.4** Consultant hereby certifies that no current Board member or District employee, and no one who has been a Board Member or who has been employed by District within the past two years, has participated in bidding, selling or promoting this Agreement. Furthermore, Consultant certifies that no such current or former Board member or District employee has an ownership interest in this Agreement, nor shall any such current or former Board member or District employee derive any compensation, directly or indirectly, from this Agreement. Consultant understands that any violation of this provision of the Agreement shall make the Agreement voidable by the District at its option.
- 17.5** Consultant acknowledges and understands California Government Code, Section 87100 et. seq., "Public Officials; State and local; financial interest," which states: No public official at any level of State or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest." Consultant is unaware of any violation of this provision.
- 17.6** Consultant represents and states that it currently has filed no claims of any kind or manner against District in any court, administrative agency, or with any other tribunal. District represents and states that it currently has filed no claims of any kind or manner against Consultant in any court, administrative agency, or with any other tribunal.

17.7 District represents and warrants that this Agreement is not subject to public bidding requirements.

17.8 Knowing and Voluntary Acceptance.

Consultant on the one hand and District on the other, expressly warrant to each other that each has been supplied with, has read and has discussed the terms of this Agreement with counsel of their respective choosing, and each further warrants that each fully understands the content and effect of this Agreement. The Parties approve and accept the terms of this Agreement, agrees to be bound thereby, and signs this Agreement freely, knowingly, and voluntarily.

ARTICLE 18. CONFIDENTIALITY.

Consultant shall keep all information concerning the Project hereunder confidential, **to the extent allowed by law**, if requested in writing by District, except for communications between Consultant, District, and their independent professional(s) incident to the completion of the Project upon which the same are employed, and except for publicity approved by District. The covenant of confidentiality shall survive the expiration or earlier termination of this Agreement for a period of three (3) years thereafter.

ARTICLE 19. MISCELLANEOUS.

19.1 Amendments and Modifications. The Parties reserve the right to amend or modify this Agreement in writing at any time by mutual consent. Such changes, including any increase or decrease in the amount of compensation shall be effective upon execution of duly authorized written amendments to this Agreement unless stated otherwise in the amendments themselves.

19.2 Governing Law. This Agreement shall be construed in accordance with, and governed by, the laws of the State of California.

19.3 Entire Agreement. This Agreement with its exhibits supersedes any and all other prior or contemporaneous oral or written agreements between the Parties hereto. Each Party acknowledges that no representations, inducements, promises, or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.

19.4 Severability. Should any provision in the Agreement be held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

19.5 Non-Waiver. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specifically specified in writing. The omission by either Party at any time to enforce any default or right reserved to it, or to require

performance of any of the terms, covenants, or provisions hereof by the other Party at the time designated, shall not be a waiver or any such default or right to which the Party is entitled, nor shall it in any way affect the right of the Party to enforce such provisions thereafter.

19.6 Supplemental Conditions. Any supplemental conditions shall be attached as an exhibit to this Agreement and incorporated herein by reference.

19.7 Notice to the Party.

19.7.1 All notices to be given by the Parties hereto shall be in writing and served by depositing same in the United States Post Office, postage prepaid and registered as follows:

To District: Mr. James A. Downs
Colton Joint Unified School District
1212 Valencia Dr.
Colton, California 92324

To Consultant: Dr. Linda Gonzales
New Directions, Inc.
PO Box 1429
Carlsbad, California 92018

19.7.2 The Parties expressly acknowledge and agree that electronic mail and facsimiles will not constitute notice under this Agreement.

19.8 Construction. The word “including” shall mean “including without limitation.” The Parties intend that each representation, warranty and covenant contained herein shall have independent significance. If any Party has breached any representation, warranty, or covenant contained herein in any respect, the fact that there exists another representation, warranty, or covenant related to the same subject matter (regardless of the relative levels of specificity) which the Party has not breached, shall not detract from nor mitigate the fact that the Party is in breach of the first representation, warranty or covenant. This Agreement shall not be construed against the drafter.

19.9 Counterpart. This Agreement may be executed in one or more counterparts each of which shall be deemed to be an original, but all of which taken together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties have caused this instrument to be duly executed.

Consultant

District

By: _____
Dr. Linda Gonzales
Principal in Charge
New Directions, Inc.
EIN # 02-0624529

By: _____
James A. Downs
Superintendent
Colton Joint Unified School District

Date: _____

Date: _____

EXHIBITS:

Exhibit A: Project Description and Schedule
Authorized Additional and Expanded Services
Fee Schedule

Exhibit A – Project Description and Schedule

Project shall consist of the following items: Completion of all requirements as stipulated for District Assistance Intervention Teams (DAIT) and program improvement requirements.

Project Schedule

<u>Phase</u>	<u>Date</u>
1. Review district data from 2010	Aug. 31, 2010
2. Create district priorities for service based on data	Aug. 31, 2010
3. Determine with the district PI Schools to serve	Aug. 2010
4. Provide monthly services to program improvement (PI) schools.	Aug.–June 2011
5. Update/Revise the district LEA Plan	Oct. 20, 2010
6. Complete all state required DAIT reports	June 30, 2011
7. Implement Revised District LEA Plan	Oct.–June, 2011
8. Monthly monitoring/servicing of Action Plan	Oct.–June, 2011

Exhibit B – Compensation and Schedule of Hourly Billing Rates

Consultant's total compensation consists of basic services, additional services and reimbursable expenses as follows:

Basic Services

The consulting fee arrangement for Basic Services may be any of the following:

1. Time, expenses, and material at rates in this Agreement with a not-to-exceed amount of \$125,000 including district and support **for three schools** to be determined by district staff.

Reimbursable Expenses are included

The rate of **\$1500 per day** shall be used for any services above or for any calculation of future services. **An invoice will be submitted to the District for payment of services rendered.**

BOARD AGENDA

**REGULAR MEETING
August 5, 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

BACKGROUND Purchase orders in excess of \$10,000 are presented to the Board of Education for approval.

BUDGET IMPLICATIONS: General Fund Expenditures: \$29,021,955.56

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$29,021,955.56 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>
110101	AT & T/MCI	Telephone/Fiscal	0000	\$69,354.00
110104	AT&T/MCI	Internet Provider/Fiscal	0000	\$105,000.00
110217	Postmaster	Postage/Print Shop	0000	\$120,000.00
110224	West Valley Water District	Water/Sewer/Various Sites	0000	\$198,050.00
110225	Fontana Water Co.	Water/D'Arcy; J. Vista; Lewis	0000	\$89,650.00
110226	City of Colton Finance Dept	Water/Sewer/Various Sites	0000	\$264,015.00
110227	Southern Calif. Edison	Electricity/Various Sites	0000	\$2,019,000.00
110229	The Gas Co.	Natural Gas/Various Sites	0000	\$163,900.00
110258	AT&T/MCI	Telephone/Various	0000	\$89,494.00
110324	Teleparent Educational Svs.	Total Comm. Solution Pkg/IT	1100	\$66,990.00
110330	Deltacare USA	Benefits/ Risk & Benefits	0000/9967	\$71,000.00
110331	High Desert Employee Employer Trust	Benefits/ Risk & Benefits	0000/9967	\$12,585,000.00
110332	Kaiser Foundation Health Plan	Benefits/ Risk & Benefits	0000/9967	\$12,550,000.00
110342	Hour Glass & Mirror	Contract Repairs/ M & O	8150	\$12,000.00
110346	Squires	Maint. Supp./M & O	8150	\$15,000.00
110351	Home Depot	Maint. Supp./M & O	8150	\$15,000.00
110352	Inland Lighting Supplies	Maint. Supp./M & O	8150	\$13,000.00
110363	Tri Dim Filter Corp.	HVAC Supp./M & O	8150	\$25,000.00
110372	Thyssenkrupp	Contract Repairs/M & O	8150	\$15,000.00
110374	Apple Valley Communications	Contract Repairs/M & O	8150	\$18,000.00
110379	Clark Security Products	Maint. Supp./M & O	8150	\$25,000.00
110380	Dunn-Edwards Corp.	Paint Suipp./M& O	8150	\$15,000.00
110383	Allied Refrigeration	HVAC Supp./M & O	8150	\$19,000.00
110396	Consolidated Electric Dist.	Maint. Supp./M & O	8150	\$15,000.00
110402	WW Grainger Inc.	Maint. Supp./M & O	8150	\$10,000.00
110406	Knorr Systems Inc.	Pool Supp./M & O	0000	\$15,000.00
110409	Graybar Electric Co.	Maint. Supp./M & O	8150	\$27,000.00
110411	Ferguson Enterprises Inc.	Maint. Supp./M & O	8150	\$40,000.00
110423	US Air Conditioning Dist.	HVAC Supp./M & O	8150	\$13,000.00
110443	Leslie's Swimming Pool Supp.	Pool Supp./M & O	0000	\$15,000.00
110512	Maintex	Cust. Supp./Purchasing	0000	\$14,949.13
110522	Office Depot	Speedy Inst. Matls./Adm. Svs.	5630	\$10,000.00
110525	John Deere Landscapes	Grounds Supp./M & O	0000	\$40,000.00
110564	Network Integration Co.	Maint. Agree./I.T.	0000	\$31,954.22
110582	Dell	Tech. Equip./I.T.	0000	\$33,570.46
110586	Stericycle Inc.	Medical Waste/Various Sites	5640	\$30,015.00
110589	Maintex	Cust. Supp./M & O	0000	\$19,000.00
110634	Atkinson Andelson Loya Ruud & Romo	Legal Exp./Facilities	9120	\$10,000.00
110638	Atkinson Andelson Loya Ruud & Romo	Legal Fees/ Facilities	9811	\$20,000.00
110652	Cambium Learning Voyager	Inst. Matls./ Sycamore Hills	0395	\$10,854.62
110663	Sunbelt Rentals	Misc. Rental/Leasing/ M & O	0000	\$13,000.00
110666	Cambium Learning Voyager	Inst. Matls./Rogers	0395	\$11,179.75
110692	Lehigh Safety Shoe Co.	Safety Supp./Risk & Benefits	9884	\$20,000.00
110693	Barnes Hazmat Inc.	Chem. Removal/ Risk & Benefits	0000	\$10,000.00
110694	West Coast School Specialties	Cont. Outside Rep./M & O	9878	\$10,000.00
110698	West Coast School Specialties	Cont. Outside Rep./M & O	8150	\$15,000.00
110712	Liberty Paper	Paper/Purchasing	0000	\$23,979.38

TOTAL

\$29,021,955.56

***LEGEND**

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

BOARD AGENDA

**REGULAR MEETING
August 5, 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 #1 through Batch #141 for the sum of **\$9,714,527.18**.

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

ACTION: On motion of Board Member _____ and _____ the Board approved the disbursements as listed.

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Award of Bid #10-06 to NIC Partners for the District Office Phone System Upgrade and Failover Installation Project

GOAL: Facilities/Budget Planning

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

BACKGROUND: Bids for the District Office Phone System Upgrade and Failover System Installation Project were opened on July 1, 2010. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112.

Bids were received from three contractors. The work contained in this bid will be used to upgrade the existing district phone system, as well as, upgrade the existing emergency 911 system. A schedule showing the bids received and their respective bids is listed below.

NIC Partners	\$140,798.16
Spectrum Communications Cabling Services, Inc.	142,728.06
Thompson Engineering	149,733.46

BUDGET IMPLICATIONS: General Fund Expenditure: \$140,798.16

RECOMMENDATION: That the Board award Bid #10-06 to NIC Partners for the District Office Phone System Upgrade and Failover Installation Project, in the amount of \$140,798.16, as presented.

ACTION: On motion of Board Member _____ and _____, the Board awarded Bid #10-06, as presented.

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of 403(b) Service Agreement with Schools First Federal Credit Union and National Benefit Services, LLC (2010-11)

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: The San Bernardino County Superintendent of Schools coordinates the process of transmitting 403(b) funds to the National Benefit Services for districts throughout the County. The CJUSD Board of Education approved the initial agreement with the Schools First Credit Union and the National Benefit Services, LLC at the July 21, 2005 Board Meeting. The agreement provides the following services:

- Maintain a list of approved registered 403(b) providers that have signed hold harmless agreement.
- Ensure compliance with current Internal Revenue Code of 1986 rules and regulations.
- Maintain all necessary payroll, census, and remittance data for the administration of the plan and file necessary returns.
- Provide information services to participants regarding rights, benefits, and election.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board approve 403(b) service agreement with Schools First Credit Union and National Benefit Services, LLC (2010-11).

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

**SchoolsFirst Federal Credit Union
and
National Benefit Services, LLC
and**

San Bernardino Superintendent of Schools

**SERVICE AGREEMENT
403(b) PLAN**

This Agreement is hereby entered into by and between SchoolsFirst Federal Credit Union, hereinafter referred to as "SchoolsFirst FCU" and National Benefit Services, LLC, hereinafter referred to as "National Benefit Services," and "Colton Joint Unified School District" hereinafter referred to as "Employer" and collectively referred to as the Parties for the purpose of this Agreement.

The parties hereby agree as follows:

1.0 SchoolsFirst FCU RESPONSIBILITIES

- (a) SchoolsFirst FCU, in conjunction with National Benefit Services, will facilitate the provision of information services to participants regarding the rights, benefits, or elections available under the provider plans and in assisting employees in completing any forms necessary for participation;
- (b) SchoolsFirst FCU, in conjunction with National Benefit Services, will facilitate the collection of Provider Agreements and act as Employer's liaison to answer questions and inquire from providers. SchoolsFirst FCU will notify Employer and make recommendations regarding any provider or potential provider who does not agree to cooperate with all administrative and compliance procedures as established by SchoolsFirst Federal FCU and/or with the terms of the Provider Agreement;
- (c) SchoolsFirst FCU will receive and process all Salary Reduction Agreements for all participants of the plans;
- (d) SchoolsFirst FCU will provide the Employer with timely information of any additions or changes that may be required for payroll processing as a result of an addition, change or termination of a Salary Reduction Agreement;
- (e) SchoolsFirst FCU agrees to assist Employer to establish an employee education program that satisfies federal and state regulation requirements. The education program will be designed to meet the specific needs of the Employer and

Employer's employees, including online website education resources, written material, and voluntary workshops.

- (f) SchoolsFirst FCU, in conjunction with National Benefit Services, will create and maintain a database of information provided by Employer or its designee and Employer's employees to monitor applicable contribution limits under IRC Sections 403(b), 402(g), and 415(c). The database will establish and monitor the maximum allowable contribution ("MAC") limit for each participant in the Plans. SchoolsFirst FCU shall make all reasonable efforts to prevent excess deferrals during the tax year. SchoolsFirst FCU will rely exclusively on information provided by the Employer and employee in establishing allowable limits and performing any required calculations;
- (g) SchoolsFirst FCU agrees that it will market its Retirement Builder investment program (Nationwide Financial) to district employees in accordance to guidelines and policies established by individual employers.

2.0 ADMINISTRATIVE DUTIES

SchoolsFirst FCU will perform services as Third Party Administrator as required for the proper administration of Employer's retirement plans that qualify under IRC Sections 403(b) ("the Plan"). SchoolsFirst FCU in conjunction with National Benefit Services shall be charged with the duties of the general administration of the Plan, including, but not limited to, the following:

- (a) SchoolsFirst FCU, in conjunction with National Benefit Services, will generate and maintain the "Plan Document" using IRC model language/prototype. All rights, privileges, and responsibilities for establishing the terms and conditions of the Plan, implementation of the Plan, and managing the Plan in all respects other than with respect to those services to be performed by SchoolsFirst FCU or National Benefit Services described in this Agreement and/or in the Plan, will be at the sole discretion and direction of the Employer as Plan Sponsor. SchoolsFirst FCU will review and make recommendations to the Employer or such other person designated by the Employer with regard to any plan changes that may be required to assist the Employer with continuing compliance;
- (b) SchoolsFirst FCU will be responsible to assist the Employer in maintaining its provider retirement plan meeting operational, compliance, and administrative guidelines under Section 403(b) of the Internal Revenue Code of 1986.
- (c) SchoolsFirst FCU will determine the eligibility of participants to receive benefits and make contributions to the Plans;
- (d) SchoolsFirst FCU, in conjunction with National Benefit Services will maintain all necessary Payroll, Census, and remittance data for the administration of the Plans and file any necessary returns relating to the plans;
- (e) SchoolsFirst FCU will coordinate procedures to properly correct contributions made in excess of maximum allowable contribution limits, if any, with the participant and investment option provider; and

- (f) SchoolsFirst FCU agrees to assist Employer with employee data and to receive retirement contribution information for the Plans via secure file upload. Each pay period, Employer or their designee will remit retirement plan contributions for its employees to SchoolsFirst FCU via Arrowhead Credit Union.
- (g) During the term and renewal terms(s) of this agreement, SchoolsFirst FCU will remain a technical resource for Employer and Employer's employees, and will provide ongoing services to resolve operational, administrative, and compliance issues.
- (h) SchoolsFirst FCU agrees to make copies of all plan records in its possession or control available for Employer review upon receipt of written request from Employer.
- (i) SchoolsFirst FCU will also assist Employer in preparing and establishing a written loan policy and in processing loan applications as well as Hardship distributions.
- (j) SchoolsFirst FCU, in conjunction with National Benefit Services, will provide information services to participants regarding the rights, benefits, or elections available under the provider plans and will assist employees in completing any forms necessary for participation;
- (k) National Benefit Services agrees that contributions and loan repayments remitted shall be promptly transmitted to the investment options selected by the individual Plan participants as soon as reasonably possible, which is normally within one (1) business day of receipt of check/ACH/wire and remittance data in good order.

3.0 EMPLOYER RESPONSIBILITIES

The Employer will provide information for each employee participating in the Plans necessary for SchoolsFirst FCU and National Benefit Services to establish an information database, and to establish the Maximum Allowable Contribution limits and monitoring as set forth in Article 1.0. If necessary, information not available to Employer may be provided by Employer's employees. Employer acknowledges the importance of obtaining accurate data from the Employer's employees and agrees to facilitate the gathering of information from employees in any manner that is reasonable and permitted within IRS and State procedure, and that allows SchoolsFirst FCU to perform its duties under this Agreement. Employer understands that the Maximum Allowable Contributions are based solely on information provided to SchoolsFirst FCU by Employer and Employer's employees.

4.0 TERM

In consideration for the performance of the services delineated herein, Employer promises and agrees that SchoolsFirst FCU, in conjunction with National Benefit Services, shall be the exclusive third party administrator for the performance of said services with respect to the Employer's retirement plans that qualify under IRC Section 403(b), for a period of one (1) year, beginning the effective date of this Agreement and

ending June 30 following the first anniversary of the effective date of the Agreement. Upon mutual agreement of the parties, this Agreement may be renewed for four additional one (1) year terms for the total of a five (5) year term.

SchoolsFirst FCU or the Employer may terminate this Agreement for any reason upon thirty (30) days' written notice, but such termination shall in no manner affect any liability of SchoolsFirst FCU incurred prior to such termination. However, the Employer may terminate this Agreement at any time in the event of material and/or recurring breaches by the SchoolsFirst FCU of its obligations hereunder.

5.0 INDEMNIFICATION

SchoolsFirst FCU and National Benefit Services shall defend, hold harmless, and indemnify the Employer and its governing board, their officers, employees, and agents, from every claim, obligation, demand and suit at law or equity, which may arise out of, be connected with or be made by reason of the breach of SchoolsFirst FCU and National Benefits Services of the terms and provisions of this Agreement, and shall satisfy any judgment rendered or settlement against any indemnified parties, except for liability resulting from the gross negligence, willful misconduct, actual fraud or criminal conduct, of an indemnified party. The Employer shall notify SchoolsFirst FCU within a reasonable amount of time upon the receipt of any such claim, demand or suit. SchoolsFirst FCU and National Benefit Services also agrees to indemnify the Employer for penalties and interest payments imposed by the Internal Revenue Service, the Department of Labor or any other regulatory agency as a direct result of services provided under this Agreement, or SchoolsFirst FCUs and National Benefit Services failure to provide services as required under this Agreement, including inaccurate MAC limits provided by SchoolsFirst FCU and National Benefit Services, so long as the information provided by the Employer and the employee/participant is materially accurate and complete.

6.0 MISCELLANEOUS PROVISIONS

6.1 Status as Investment Companies

SchoolsFirst FCU and National Benefit Services warrants that at all times, the investment option providers whose shares are offered through the Accounts are regulated investment companies within the meaning of IRC Sections 403(b)(7)(c) and 851(a), are described as regulated investment companies in their current prospectuses declared effective under the securities Act of 1933, are eligible investments for the Accounts and are registered for sale with the State of California. SchoolsFirst FCU and National Benefit Services shall advise the investment option providers of all requirements and rely on reasonable representations made by them.

6.2 Withholding

SchoolsFirst FCU and National Benefit Services shall instruct the investment option provider or other disbursing agent to comply with all applicable withholding rules relating to distributions to employees and beneficiaries, and advise the investment option provider to file all required information returns relating to such distributions.

6.3 Privacy of Employee Information

SchoolsFirst FCU and National Benefit Services acknowledge that in the course of carrying out its duties under this Agreement it may receive confidential information relating to the Employer's employees. SchoolsFirst FCU and National Benefit Services, its agents or affiliates, agrees not to use such information beyond the purpose for which it was provided and not to disclose such confidential information to other parties, other than its agents or affiliates as required for SchoolsFirst FCU and National Benefit Services to fulfill the responsibilities as stated in this Agreement, except to the extent required by the Internal Revenue Service, by law, or with the consent of the Employer or employee. Additionally, SchoolsFirst FCU and National Benefit Services, its agents or affiliates agree to take appropriate steps to secure such confidential information from misuse or unauthorized disclosure.

6.4 Solicitation and Directives

SchoolsFirst FCU and National Benefit Services, its agents, and representatives shall comply with all pertinent written directives from the Employer regarding the solicitation of employees of the Employer and the purchase of Accounts and Annuities. No contact of employees shall be made on premises of the Employer in person by telephone or by other means except as approved by the Employer.

6.5 Cooperation from SchoolsFirst FCU and National Benefit Services

SchoolsFirst FCU and National Benefit Services shall, in the event of an audit by the Internal Revenue Service, an internal audit by Employer or a third party firm designated by the Employer, or in any other instance in which Employer requires it, promptly provide necessary information as requested by Employer for 403(b) or 401(a) accounts held by SchoolsFirst FCU and National Benefit Services for employees of Employer.

6.6 Prior Agreements

This Agreement supersedes and replaces any and all prior agreements of the SchoolsFirst FCU and National Benefit Services regarding the offering and administering of Accounts and Annuities to employees of the Employer.

6.7 Alteration of Terms

No alteration or variation of the terms of this Agreement shall be valid unless the parties mutually consent in writing to such alterations or variations.

6.8 Governing Law/Venue

This Agreement shall be construed, administered and enforced in accordance with the laws of the State of California, and in conformity with IRC Section 403(b). The Parties specifically agree and recognize that all disputes between the Parties, their agents, affiliates, representatives, employees, successors or assigns, arising directly or indirectly from the services and obligations contemplated by this Agreement or any contemporaneous agreement between the Parties, shall be determined by binding arbitration to the full extent provided by law. The Parties agree that such mediation shall be held in the State of California, in the County of Orange, before a panel of three neutral arbitrators under the Commercial Arbitration Rules of the American Arbitration Association. Judgment upon an award of the arbitrators may be entered and enforced in any court having jurisdiction. The Parties to such dispute will equally share the fees and expenses of the arbitrators. The Parties agree that the prevailing Party in

any such arbitration, as determined by the arbitrators, shall be entitled to reasonable attorney's fees. The Parties specifically waive the right to seek remedies in court, including the right to jury trial. Nothing herein shall be interpreted to limit the rights of any Party to seek injunctive or equitable relief pending arbitration.

6.9 Severability

If any provision of the Agreement is determined to be illegal, unenforceable, or invalid, the remaining provisions of this agreement shall not be affected and shall remain in force and effect.

6.10 Assignment

SchoolsFirst FCU and National Benefit Services shall not assign any rights or obligations under this agreement to a third party without the written consent of the Employer.

6.11 Extraordinary Circumstances

No Party to this agreement shall be held responsible for the delay or failure to perform services obligations under this Agreement when such delay or failure is due to fire, flood, epidemic, strike, an act of God or any public enemy, unusually severe weather, failure or malfunction of any electronic, electric or mechanical equipment, legislative or regulatory acts of any public authority, delays or defaults caused by public carriers, or other circumstances which cannot reasonably be forecast or provided against.

6.12 Limitation of Authority to Act

No Party to this agreement shall have any authority to incur any expense or obligation of any kind or nature, in the name of or on behalf of any other Party, without express written authority.

6.13 Insurance Requirements

SchoolsFirst FCU shall, at SchoolsFirst FCU's sole cost and expense, maintain in force and effect, from the commencement of services until expiration of the contract a policy or policies of insurance covering SchoolsFirst FCU's services and furnish to Employer a certificate of insurance evidencing all coverage and endorsements required hereunder. SchoolsFirst FCU shall identify employer as a certificate holder under its Professional Liability Insurance coverage. Such insurance shall be with an insurance SchoolsFirst FCU admitted by the Insurance Commissioner of the State of California. Minimum coverage shall be as follows:

- a. General Liability Insurance for injuries including accidental death, to any person in an amount not less than **\$1,000,000 Per Occurrence**

Professional Liability Insurance in an amount not less than **\$1,000,000 Per Occurrence**

Fidelity Bond Insurance protection in an amount not less than **\$5,500,000 Per Occurrence**

- b. Statutory Workers Compensation Insurance in accordance with Sections 3700 and 3800 of the Labor Code of the State of California
- c. SchoolsFirst FCU shall provide a thirty (30) day written notice in advance to Employer of cancellation or reduction in coverage.

6.14 Conflict of Interest

During the course of this Agreement, should conflicts of interest arise between SchoolsFirst FCU and National Benefit Services and Employer, SchoolsFirst FCU and National Benefit Services shall immediately notify Employer of conflict.

6.15 Compliance with Law

SchoolsFirst FCU and National Benefit Services shall be subject to and shall comply with all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including but not limited to: licensing, employment and purchasing practices, and wages, hours and conditions of employment, including nondiscrimination.

6.16 Fee for Services

As consideration for the services provided hereunder, SchoolsFirst FCU and National Benefit Services shall receive a \$2.00 fee per actively contributing participant per month, to be divided between the SchoolsFirst FCU and National Benefit Services as SchoolsFirst FCU and National Benefit Services may agree. Employer/Employee shall have no financial obligation to SchoolsFirst FCU or National Benefit Services for services performed by them pursuant to this Agreement.

CONTACT PERSONS FOR PURPOSES OF THIS AGREEMENT.

SCHOOLSFIRST FCU CONTACT PERSON

Name Carol Silva

Phone 714.466.8347

Mailing Address as to this Agreement:

15222 Del Amo Avenue

Tustin, CA 92780

NBS CONTACT PERSON

Name John Durrant

Phone 800-274-0503 x130

Mailing Address as to this Agreement:

8523 South Redwood Road

West Jordan, UT 84088

EMPLOYER CONTACT PERSON

Name _____

Phone _____

Mailing Address as to this Agreement:

EXECUTION OF AGREEMENT

SCHOOLSFIRST FCU

DISTRICT

By: _____
AUTHORIZED REPRESENTATIVE

By: _____
AUTHORIZED REPRESENTATIVE

Carolina Silva
PRINT NAME

PRINT NAME

Vice President, Investment and Retirement Planning
TITLE

TITLE

DATE

DATE

NATIONAL BENEFIT SERVICES, LLC

By: _____
AUTHORIZED REPRESENTATIVE

PRINT NAME

TITLE

DATE

BOARD AGENDA

REGULAR MEETING
August 5, 2010

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Approval of Two-Year Lease Extension/Addendum with Mobile Modular Management Corporation Utilizing Riverside Unified School District Piggyback Bid #2004/05-12 for Portable Classrooms and Restroom Buildings Currently at Bloomington and Colton High Schools
- GOAL:** Facilities / Support Services
- STRATEGIC PLAN:** Strategy #4 – Facilities
- BACKGROUND:** These classrooms were previously placed at the sites to accommodate the modernization projects and High Priority Performance Program. In order to keep them long term, the term of the lease agreements were extended from July 1, 2007 to June 30, 2010. However, the lease agreements were not board approved until January 17, 2008. The current lease expired June 30, 2010.
- Due to the long-term need for temporary housing at BHS and CHS during construction of the new math and science buildings, staff entered into negotiations with Mobile Modular for discounted pricing to extend the leases for two years instead of one year.
- Staff recommends a two-year extension of the leases in the amount of \$176,040 per year, saving the district \$26,820 per year. Attached is an itemized list of each building.
- BUDGET IMPLICATIONS:** Fund 25 Capital Facilities Expenditure: \$176,040
- RECOMMENDATION:** That the Board approve a two-year lease extension/addendum with Mobile Modular Management Corporation utilizing Riverside Unified School District Piggyback Bid #2004/05-12 for portable classrooms and restroom buildings currently at Bloomington and Colton High Schools.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the above recommendation, as presented.



Mobile Modular Management Corporation

11450 Mission Blvd, Mira Loma, CA 91752

Ph (951) 360-6600 Fax (951) 360-6622

www.MobileModularRents.com

Contract Addendum

Date: 6/28/2010

Customer : Colton Joint USD
Billing Address: 1212 Valencia Drive
City/State/Zip: Colton, CA 92324

Attn: Becky Joiner
Phone : 909-580-6641
Fax: NA
E-mail: becky_joiner@cjusd.net

Project Name : Bloomington High School
Site Address : 10750 Laurel St
City/State/Zip: Bloomington, CA 92316

This will serve as an addendum to the contract agreement entered into between **Colton Joint USD** (Lessee) and MOBILE MODULAR MANAGEMENT CORPORATION (Lessor).

ALL OTHER TERMS AND CONDITIONS TO REMAIN THE SAME.

Please sign and return an acknowledgement copy to our office as soon as possible. Thank you.

Renewal Information

Contract No.	Original Term	Original Start Rent Date	Building ID	Item Description	Addendum Start Date	Addendum Stop Date	Term	Rental Rate
538801	36	3/21/2005	30098	Restroom, 12x40 DSA (Item1005)	7/1/2010	6/30/2012	24	\$ 10,680.0
538802	36	3/21/2005	33844	Restroom, 12x40 DSA (Item1005)	7/1/2010	6/30/2012	24	\$ 10,680.0
538977	36	2/14/2005	41083	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
538978	36	3/21/2005	41072	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534988	36	2/2/2005	40982	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534989	36	2/2/2005	30698	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534990	36	3/21/2005	41079	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534991	36	3/21/2005	30699	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534992	36	3/21/2005	41049	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534993	36	3/21/2005	41080	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534996	36	3/21/2005	30708	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534997	36	3/21/2005	41077	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534998	36	3/21/2005	39069	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
534999	36	3/21/2205	39010	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535000	36	3/21/2005	39068	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535001	36	3/21/2005	39066	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535002	36	3/21/2005	38787	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535003	36	3/21/2005	38791	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535004	36	3/21/2005	38801	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535005	36	3/21/2005	38792	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00
535006	36	4/1/2005	38793	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.00

- . Rental rates do not include any applicable taxes. Return delivery and preparing equipment for return will be quoted at time of return.
- . This contract agreement defines a month as 30 calendar days. Bill Frequency for this contract is Annually. Rental rate indicated above is the annual rate.

Additional Contract Addendum Notes:

Mobile Modular Management Corporation

Colton Joint USD

Printed Name

Printed Name

Title

Signature

Date

Title

Signature

Date

**Call (951) 360-5163 with any questions or comments, ask for Maggy Espinoza
Thank you for contacting Mobile Modular.**

****Note: Contract addendum valid only when executed, offer expires 30 days from addendum date if not executed.**



Mobile Modular Management Corporation

11450 Mission Blvd, Mira Loma, CA 91752

Ph (951) 360-6600 Fax (951) 360-6622

www.MobileModularRents.com

Contract Addendum

Date: 6/28/2010

Customer : Colton Joint USD
Billing Address: 1212 Valencia Drive
City/State/Zip: Colton, CA 92324

Attn: Becky Joiner
Phone : 909-580-6641
Fax: NA
E-mail: becky_joiner@cjUSD.net

Project Name : Colton High School
Site Address : 777 W. Valley Blvd
City/State/Zip: Colton, CA 92316

This will serve as an addendum to the contract agreement entered into between **Colton Joint USD** (Lessee) and MOBILE MODULAR MANAGEMENT CORPORATION (Lessor).

ALL OTHER TERMS AND CONDITIONS TO REMAIN THE SAME.

Please sign and return an acknowledgement copy to our office as soon as possible. Thank you.

Renewal Information

Contract No.	Original Term	Original Start Rent Date	Building ID	Item Description	Addendum Start Date	Addendum Stop Date	Term	Rental Rate
535009	36	3/21/2005	39987	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535010	36	3/21/2005	39992	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535013	36	3/21/2005	39973	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535014	36	3/21/2005	39982	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535015	36	4/2/2005	39997	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535016	36	3/21/2005	39986	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535017	36	4/3/2005	41084	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
535018	36	4/2/2005	41078	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
538794	36	4/3/2005	30712	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
538795	36	2/18/2005	39063	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
538796	36	2/18/2005	39070	Classroom, 24x40 DSA (Item1001)	7/1/2010	6/30/2012	24	\$ 4,800.0
538803	36	3/21/2005	33847	Restroom, 12x40 DSA (Item1005)	7/1/2010	6/30/2012	24	\$ 10,680.00

- . Rental rates do not include any applicable taxes. Return delivery and preparing equipment for return will be quoted at time of return.
- . This contract agreement defines a month as 30 calendar days. Bill Frequency for this contract is Annually. Rental rate indicated above is the annual rate.

Additional Contract Addendum Notes:

Mobile Modular Management Corporation

Colton Joint USD

Printed Name

Printed Name

Title

Title

Signature

Signature

Date

Date

Call (951) 360-5163 with any questions or comments, ask for Maggy Espinoza

BOARD AGENDA

**REGULAR MEETING
August 5, 2010**

ACTION ITEM

TO: Board of Education

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

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

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: Southern California Edison (SCE) has requested that the district dedicate an easement to be located on the portion of the site where Pico Street is now a cul-de-sac.

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

1. Post copies of Resolution of Intent signed by board members in three places within the district not less than ten days prior to the public hearing. The resolution was posted at the board room, district office, and San Bernardino County Public Library in Grand Terrace, on July 19, 2010.
2. Publish a Notice of Public Hearing of Consideration of Dedication of Easement once in a newspaper of general circulation not less than five days prior to the public hearing. Notice was published in *The Sun* newspaper on July 27, 2010.
3. Have the public hearing at the next regularly scheduled Colton Joint Unified School District Board of Education meeting on August 5, 2010.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board adopt Resolution No. 09-33 authorizing the dedication of an easement to Southern California Edison for the Grand Terrace High School project.

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

**RESOLUTION NO. 09-33
OF THE BOARD OF EDUCATION OF COLTON JOINT UNIFIED SCHOOL
DISTRICT AUTHORIZING THE DEDICATION OF AN EASEMENT (RIGHT OF
WAY) TO SOUTHERN CALIFORNIA EDISON (PICO STREET)**

WHEREAS, Southern California Edison (“SCE”) has requested that the Colton Joint Unified School District (“School District”) dedicate an easement to SCE upon a portion of the School District’s Grand Terrace High School site (“Easement”). A legal description and a map depicting the location of the Easement are attached hereto as Exhibit “A” and incorporated herein;

WHEREAS, pursuant to Education Code section 17556, the governing board of a school district may convey to a public corporation, or private corporation engaged in the public utility business, for utility purposes, any real property belonging to such school district upon such terms and conditions as the parties thereto may agree;

WHEREAS, the School District desires to provide an Easement to SCE for the construction, operation and maintenance of underground electrical supply and communication systems and necessary fixtures and appurtenances thereto, pursuant to the terms and conditions set forth in the Grant of Easement attached hereto as Exhibit “B” and incorporated herein;

WHEREAS, pursuant to Education Code section 17557, on July 15, 2010 the School District’s governing board, in a regular open meeting, by a two-thirds vote of all its members adopted Resolution No. 09-32 (the “Resolution”) declaring its intention to dedicate the Easement;

WHEREAS, in accordance with Education Code section 17557, the School District’s governing board fixed August 5, 2010 for a public hearing (“Public Hearing”) upon the question of making the dedication of the Easement to SCE;

WHEREAS, pursuant to Education Code section 17558, the School District posted copies of the Resolution in three public places in the School District not less than ten days before the Public Hearing, and published notice once, not less than five days before the Public Hearing, in a local newspaper;

WHEREAS, pursuant to Education Code section 17558, on August 5, 2010, at a regular meeting of the School District’s governing board, the School District held a Public Hearing upon the question about making the dedication of the Easement to SCE; and

WHEREAS, no petition pursuant to Education Code section 17560 has been filed with the School District’s governing board.

NOW, THEREFORE, THE BOARD DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. The School District's governing board authorizes and directs the President of the Governing Board to execute the Easement and take whatever action is necessary to complete the dedication of the easement to SCE.

Section 3. That the School District's governing board hereby determines that the School District is in compliance with all relevant sections of the Education Code and all other applicable laws.

ADOPTED, SIGNED AND APPROVED this 5th day of August, 2010.

President of the Governing Board for the
Colton Joint Unified School District

I, _____, Clerk of the Governing Board of Colton Joint Unified School District, do hereby certify that the foregoing Resolution was adopted by the Governing Board of said District at a meeting of said Board held on the 5th day of August, 2010, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk of the Governing Board of Colton Joint
Unified School District

Exhibit "A"

Legal Description

Southern California Edison Pico Street Access Easement

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

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

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

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

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

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

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

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

Containing 0.02 Acres, more or less.

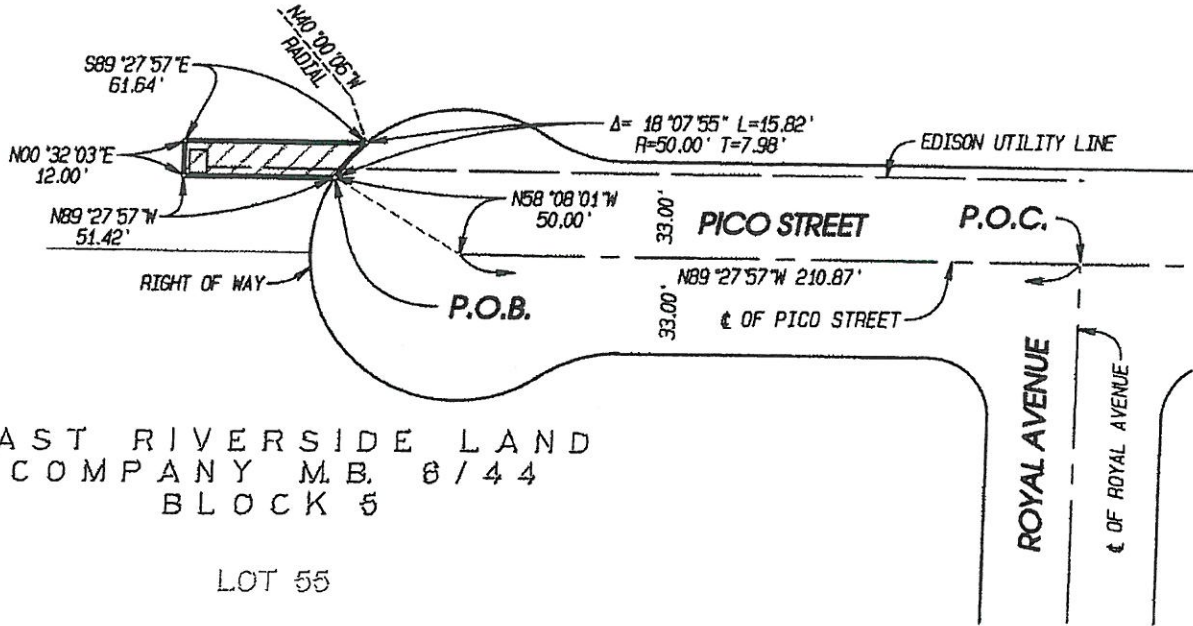
See Exhibit "B" attached hereto and made a part thereof.



EPIC ENGINEERS

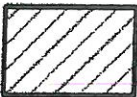
101 E. Redlands Blvd, Suite 146 • Redlands, Ca. 92373 • Ph. (909) 792-5969 • Fax (909) 792-8869

LOT 42



EAST RIVERSIDE LAND
COMPANY M.B. 8/44
BLOCK 5

LOT 55



AREA OF DEDICATION
CONTAINING 0.02 ACRES, MORE OR LESS



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

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

EXHIBIT "B"

SOUTHERN CALIFORNIA
EDISON PICO STREET
ACCESS EASEMENT

W.O. 43.04j

BY: ADL

DATE: 7/24/09

SCALE: 1" = 60'

SHEET: 1 OF 1

EXHIBIT "B"

RECORDING REQUESTED BY



SOUTHERN CALIFORNIA
EDISON

An EDISON INTERNATIONAL Company

WHEN RECORDED MAIL TO

SOUTHERN CALIFORNIA EDISON COMPANY

Real Properties
2131 Walnut Grove Avenue, 2nd Floor
Rosemead, CA 91770

Attn: Distribution/TRES

SPACE ABOVE THIS LINE FOR RECORDER'S USE

**GRANT OF
EASEMENT**

DOCUMENTARY TRANSFER TAX \$ NONE (VALUE AND CONSIDERATION LESS THAN \$100.00)	DISTRICT Redlands	WORK ORDER 6031-6712 TD357144	IDENTITY 9-6773	MAP SIZE
	FIM 190-2202-1 APN 1167-151-72	APPROVED: REAL PROPERTIES	BY SLS/GB	DATE 06/22/2010
SCE Company SIG. OF DECLARANT OR AGENT DETERMINING TAX FIRM NAME				

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

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

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

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

It is understood and agreed that this easement does not constitute a conveyance of a fee interest in Colton Joint Unified School District's ("Grantor") property or of the minerals therein and thereunder, but grants only the limited easement as provided above. The easement granted herein is on an "AS-IS" basis and Grantor makes no representation or warranty of any kind regarding the condition of the easement area. Grantor retains for its successors and assigns all rights and uses that do not unreasonably interfere with the use of the rights granted herein to Southern California Edison Company ("Grantee"). This easement is subject to all existing easements, covenants, and restrictions recorded against Grantor's property.

Grantee hereby agrees to defend, indemnify, and hold harmless Grantor from and against any and all claims, liability, and damages caused by Grantee's activities related to said easement, except to the extent that such claims arise from the sole active negligence or willful misconduct of Grantor, its employees, agents and contractors.

EXECUTED this ____ day of _____, 20__.

GRANTOR

COLTON JOINT UNIFIED SCHOOL DISTRICT, a California public school district

Signature_____

Print Name_____

Title_____

State of California)
County of _____)

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

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

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

WITNESS my hand and official seal.

Signature_____

(This area for notary stamp)

GRANTEE SOUTHERN CALIFORNIA EDISON COMPANY, a corporation

By: _____
Emmanuel P. Hyppolite, Supervisor of ECS & Distribution,
Real Properties Department

Date: _____

State of California)
County of _____)

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

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

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

WITNESS my hand and official seal.

Signature _____

(This area for notary stamp)

COLTON JOINT UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

NOTICE OF CONSIDERATION OF DEDICATION OF EASEMENT

NOTICE IS HEREBY GIVEN that the Governing Board of the Colton Joint Unified School District ("District"), at its regular board meeting to be held on August 5, 2010, at 5:30 p.m. in the Board Room of the Student Services Center located at 851 S. Mt. Vernon Avenue, Colton, CA 92324, will consider dedicating an easement to Southern California Edison for the purposes of constructing, operating and maintaining underground electrical supply and communication systems and necessary fixtures and appurtenances thereto. Said proposed easement will be located on a portion of the District's Grand Terrace High School site located at 21810 Main Street, Grand Terrace, California, 92313.

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

Colton Joint Unified School District

James A. Downs, Superintendent

Jaime R. Ayala, Assistant Superintendent, Business Services Division



Certification of Minutes

The Board of Education of the Colton Joint Unified School District met for a Regular Meeting and Community Facilities District No. 2 and No. 3 on Thursday, July 15, 2010, 5:32 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California. During the meeting, the Board of Education took action on the following item:

- #247.9 B-14 Adopted Resolution No. 09-32 Giving Notice of Intention to Grant an Easement for Right of Way to Southern California Edison for the Grand Terrace High School Project

Members Present: 7

Members Absent: 0

I, James A. Downs, Superintendent, COLTON JOINT UNIFIED SCHOOL DISTRICT, do hereby certify that the above is a true and correct copy of the motion duly made, adopted, and entered on the minutes of the Governing Board of said District.

By: 

BOARD AGENDA

REGULAR MEETING
August 5, 2010

ACTION ITEM
First Reading

TO: Board of Education

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

SUBJECT: **Approval of Proposed Amendment of Administrative Regulation:**
AR 5132 Dress Code

GOAL: Student Safety, Community Relations and Parent Involvement

STRATEGIC PLAN: Strategy #5 – College and Career

BACKGROUND: The Administration is updating Board Policies and Administrative Regulations under the guidelines of the California School Boards’ Association.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board adopt the Administrative Regulation:
AR 5132 Dress Code

ACTION: On motion of Board Member _____ and _____ the Board approve the proposed adoption of the Administrative Regulation as presented.

ADMINISTRATIVE REGULATION

AR 5132

DRESS AND GROOMING

The purpose of the student dress and grooming regulations is to maintain a safe and orderly environment, to promote modesty, and to encourage students to dress appropriately and to come to school properly prepared for participation in the educational process.

A student may not remain at school or at school activities dressed in a manner which (1) creates a safety hazard for said student or for other students, (2) constitutes a serious or unnecessary distraction to the learning process, (3) tends to disrupt the campus order, or (4) is in conflict with the District's goals and philosophy of the prevention of substance abuse and gang activity.

Parents have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning by enforcing District policy. School personnel are to enforce all guidelines relating to the following regulations. These guidelines shall be in effect at all school-related activities except where modified by the site administrator for specific extra-curricular activities or specific cases.

In case of questionable dress and/or grooming not covered by the guidelines, the site administrator and/or law enforcement personnel will determine the appropriateness and make the final decision.

1. No head coverings are allowed to be worn on school grounds except for sun protective hats that fit the following description: must be plain white, tan, or neutral color canvas with a 2-4 inch brim that follows the entire circumference of the hat. It must be flexible so to fit in a pocket, backpack, purse, book bag or locker. It may not be altered or customized in any way and the chinstrap or strings must match the color of the hat and may not be worn indoors. The hat may include the official school logo. **ONLY** during inclement weather (~~below 50° and/or raining~~) can hoods may be worn outdoors. **High school students shall be allowed to wear hats with their school logo outdoors only.**
2. Clothing, accessories, body art, and/or personal items shall be free of writing, pictures, or other insignia which are crude, vulgar, profane, or sexually suggestive, which bear weapons, drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocates gang affiliations, ethnic, racial, or religious prejudice.
3. Any clothing or accessory that is a safety hazard to the wearer or others is not allowed.
4. Clothing shall be sufficient enough to conceal undergarments at all times. See-through fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. Sleepwear/loungewear (including but not limited to pajama bottoms and slippers) is prohibited. Excessively baggy pants/shorts, banded or tucked pant leg bottoms, and hanging belt straps are not allowed. Skin must be visible between shorts and knee high socks.
- ~~5. Gym shorts may not be worn in classes other than physical education.~~
5. Any attire or accessory containing a professional sport team name or logo is prohibited.
6. Students shall be permitted to wear college theme attire or accessories.
7. Shoes must be worn at all times. For elementary and middle school only: flip-flops or backless shoes are not acceptable, sandals must have heel straps.
8. Glasses, other than prescription, shall not be worn inside school buildings or outside of buildings if they are a disruption to school activities.

ADMINISTRATIVE REGULATION - Continued

AR 5132

DRESS AND GROOMING - Continued

9. Student Identification Badges will be supplied by each Middle School and High School. While on campus during the school day students must have their own ID Badges in their possession and readily available to show when a District staff member requests a student to identify themselves by their ID Badge. The Badge must be clearly visible (not to be covered by pins, stickers, etc.).

Each school will develop their own ID Badge replacement policy; however, a minimal charge will be assessed each time a replacement is issued. This policy will be published and made known to parents and students through their handbook or other means of communication. The students who have financial difficulty will be offered alternatives to this charge.

10. Students participating in student activities, performances, or athletic events would be exempt during these activities.

These guidelines shall be in effect at all school-related activities except where modified by the site administrator for specific extra-curricular activities or specific cases.

Parents and students will be made aware of the Board policy and administrative regulations as they relate to the appropriate dress and grooming. Any violation, therefore, is subject to the following disciplinary procedures:

First Offense

1. Verbal warning and counseling, students will change into acceptable clothing.
2. Parent notification.
3. Written documentation of incident.

Second Offense

1. One-day in-school suspension, or lunch/recess/after school detention, or warning.
2. Parent notification.
3. Written documentation of incident.

Third Offense

1. Suspension, in-school or off-campus.
2. Parent conference.
3. Written documentation of incident.

Further violations will result in ~~off-campus suspension~~ **additional disciplinary action.** ~~Upon the 3rd outside suspension for a dress code violation, the student will be brought to a disciplinary hearing.~~

If any provision of this policy or administrative regulation is held to be invalid or unenforceable by the final decision of a court or competent jurisdiction, all remaining provisions shall remain in full force and effect.

Uniforms

In schools where a majority of parents respond to an official school or District survey indicate a desire to establish a school-wide uniform policy, the principal, staff, and the parents/guardians of the individual school site shall:

- Form a committee to select the specific uniform to be worn and describe the uniform parts and identify local vendors who sell those pieces of clothing.

ADMINISTRATIVE REGULATION - Continued

AR 5132

DRESS AND GROOMING - Continued

- Develop a process for notifying parents about the uniform policy.
- Establish procedures for parents who choose to not have their children wear uniforms.
- Establish procedures to identify and assist families in need of financial assistance.

This information shall be included in a written plan and presented to the Board for approval prior to the implementation of a uniform policy.

The following guidelines shall be used in the development of a school site uniform policy:

FORMATION OF A SCHOOL UNIFORM COMMITTEE

At schools in which a majority of parents indicate an interest in school uniforms, based on the results of an official survey, the principal shall form a committee comprised of parents, staff members, and students to review uniform options, prices, quality, and vendors. The committee shall describe the uniform parts and identify local vendors who sell those pieces of clothing.

PARENT NOTIFICATION

The principal shall give parents/guardians at least six months notice before a school uniform policy is implemented. Each school shall communicate to parents the following information:

1. Types and color of uniform.
2. Requirements for jackets/outer garments.
3. Availability of financial support and the procedures for applying for assistance.
4. Notice of uniform sales and lists of competitive prices from vendors of uniform articles.

Exemption from School Uniform Policy

School uniforms are not mandatory apparel. If the parents(s) or guardian desires to exempt his or her child from the school uniform policy, the parent(s) or guardian must observe the following procedures:

1. Request an Application for Exemption from Uniform Program Application. The parent(s) or guardian may obtain an application at the student's school site.
2. Complete the application in full and submit it to the school principal or designee for placement in the student's file. The exemption would be applicable to that campus only and be in effect throughout the student's enrollment at that site.
3. If the parent(s) or guardian chooses to exempt his or her child from the school uniform policy, all other dress and grooming guidelines remain in effect and will be enforced.

Student Assistance

No student shall be denied attendance at school or subjected to disciplinary or discriminatory measures for failing to wear a uniform by reason of financial hardship. Each school site shall:

ADMINISTRATIVE REGULATION - Continued

AR 5132

DRESS AND GROOMING - Continued

1. Develop a procedure and criteria to identify families in need of financial assistance.
2. Determine the form and type of assistance appropriate for the individual school community.
3. Designate a specific staff member or school volunteer to assist those families in need of assistance.
4. Prepare a fact sheet describing in detail the uniform and listing the range of costs for each competitively priced item of clothing as provided by a variety of vendors. The fact sheet shall state that in cases of severe financial hardship, parents may contact their child's school by phone, mail, or in person to request assistance.
5. Encourage parents to donate uniforms that no longer fit their children to be sold at a discounted price or distributed to children who qualify for financial hardship.

Each school shall work with the staff, the local community and business partners to identify resources for assisting families in need.

If any provision of this policy or administrative regulation is held to be invalid or unenforceable by the final decision of a court of competent jurisdiction, all remaining provisions shall remain in full force and effect.

Proposed **06/24/2010**

BOARD AGENDA

REGULAR MEETING
August 5, 2010

ACTION ITEM
Second Reading

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Proposed Amendment to Board Policy and Administrative Regulation:**
BP 6146 Graduation Requirements
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** Current Board Policy require that 230 units be completed in designated areas in order to earn a high school diploma from Colton Joint Unified School District. Most of the surrounding districts require 220 units of credit. The current credit requirement creates an unnecessary barrier for student in our district and impedes our efforts to raise our graduation rate, a key element in our efforts to exit District Program Improvement status. The Board Policy amendment to **begin with the class of 2014** would reduce the credit requirement for high school graduation to 220 units (200 in the two alternative programs) and would include minor adjustments in policy language reflective of the unit requirements. Proposed changes include:
- BP 6146.1.f Remove Computer Literacy
 - BP 6146.1.h Reduce Elective Credits to 80
 - BP 6146.1.j Revise total credits to 220
 - BP 6146.1.2.a Revise total credits for Slover Mt. High School program to 200
 - AR 6146.1.f Remove Computer Literacy
 - AR 6146.1.h Reduce Elective Credits to 80
- That the Board approve the proposed amendment to Board Policy and administrative regulation:
BP 6146 Graduation Requirements
- BUDGET IMPLICATIONS:** None
- RECOMMENDATION:** That the Board approve the proposed amendment to Board Policy and administrative regulation:
BP 6146 Graduation Requirements
- ACTION:** On motion of board member _____ and _____ the Board approved the amendment to board policy and administrative regulation as presented.

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

GRADUATION REQUIREMENTS

6146.1

The Governing Board desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment.

Graduation is based upon completion of the required courses, semester credits, and passing scores on the California High School Exit Exam.

The district offers 9-12 diploma programs through a variety of school programs, including comprehensive high schools, continuation high school, independent study programs, and adult education. No examination or test administered by schools or armed forces, such as G.E.D. test, shall qualify for a diploma.

Students who fulfill graduation requirements but do not pass both sections of the CAHSEE will receive a Certificate of Completion and participate in commencement ceremonies and activities. The District will continue to offer courses, free of charge, designed to assist them in passing both portions of the CAHSEE for two additional years following their original, expected graduation date.

To obtain a diploma of graduation from high school, students shall complete at least the following courses/requirements in grades 9-12, with each course being one year unless otherwise specified. Credits earned above those required will be considered electives. Five semester credits may be earned for each course passed each semester. Repeat courses are not eligible for additional credit unless specified in the course description.

The following requirements have been developed according to California Education Code and to assure that students will attain a marketable skill and/or be eligible for California State college/university entry.

1. COMPREHENSIVE HIGH SCHOOLS – Bloomington and Colton High Schools

a. English..... 40 Semester Credits

- 10 Semester Credits in English I
- 10 Semester Credits in English II
- 10 Semester Credits in English III
- 10 Semester Credits in English IV

b. History/ Social Science 30 Semester Credits

- 10 Semester Credits in World History
- 10 Semester Credits in United States History
- 5 Semester Credits in Principles of Democracy
- 5 Semester Credits in Economics

c. Science..... 20 Semester Credits

- 10 Semester credits in Biological Science
- 10 Semester credits in Physical Science

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

d. Math..... 20 Semester Credits

Education Code 51224.5 provides that, as part of the mathematics requirement, students complete coursework at least equivalent to state content standards for Algebra I. Coursework completed prior to the 9th grade that aligns with the California Standards for Algebra will be considered as having met this requirement but does not exempt the student from completing two years of math credit in grades 9-12.

e. Visual & Performing Arts.. 10 Semester Credits
or
Foreign Language 10 Semester Credits

f. Computer Literacy **5 Semester Credits (1 semester)
or Demonstrated Competence**

g. Physical Education 20 Semester Credits

While all 9th graders are required to take P.E., a student may meet the second year of P.E. graduation requirements by completing four (4) semesters of Naval Science courses:

h. Electives: 80 ~~85-90~~ Semester Credits

Students will complete the number of credits needed and earned from any course offerings to complete the required semester credits.
Repeat courses may not receive additional credits unless specified in board approved course description.

i. California High School Exit Exam

Education Code 60850-60856 establish passing of both the English/language arts portion and the mathematics portion of the California High School Exit Exam (CAHSEE)

j. Students must earn a total of 220 ~~230~~ credits, inclusive of the requirements in a-i above.

Determining a Student’s Grade Level in High School

A high school student’s grade level will be determined based on the following:

<u>Year in High School</u>	<u>Grade Level</u>
First.....	9 th
Second.....	10 th
Third.....	11 th
Fourth.....	12 th

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

2. CONTINUATION HIGH SCHOOL – Slover Mountain High School

The requirements for graduation from Slover Mountain High School are the same as those for comprehensive high schools, detailed above, except:

- a. **Students must have successfully earned 200 ~~210~~ Semester Credits.**
- b. If a student earns additional semester credits in Physical Education at Slover Mountain High School beyond the 20 credits required for graduation he/she may not use those credits to meet the elective portion of the graduation requirement.
- c. If a student earned more than 20 semester credits in Physical Education prior to enrolling at Slover Mountain High School, he/she may use the additional credits towards meeting the elective credit portion of the graduation requirement.
- d. 10 Semester credits must be earned in residence.

3. ADULT EDUCATION – Washington Alternative High School

The requirements for graduation from Adult Education are the same as those for the comprehensive high schools except:

- a. A student must have successfully earned ~~210~~ 180 semester credits
- b. 10 Semester credits must be earned in residence
- c. A student must complete a “Petition to Graduate” form for review of the Principal
- d. An adult, after registering for admission and graduation in the District, may petition to substitute experience for elective course work. Up to forty (40) semester credits maximum is allowable. This substitution may be allowed by the adult school administrator when:
 1. The specific experience parallels classes offered in the secondary schools
 2. The specific experience can be verified
- e. Any course taken in other, accredited, adult education programs may be counted towards graduation requirements in subject areas and/or elective credits based on allowances in the prior attended program.
- f. Semester credits beyond the required 20 semester units in physical education may not be included as electives in the 210 semester credits (with the exception of category “e” above)

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

3. ADULT EDUCATION – Washington Alternative High School- continued

- g. Through June 30, 2010- A maximum of 60 elective credits may be allowed for the successful completion of the GED test.
Effective July 1, 2010 elective credit will not be granted for passage of the GED. High School students who have passed the California High School Proficiency examination or the General Education Development Test must also meet District graduation requirements in order to participate in graduation ceremonies.

4. INDEPENDENT STUDY- Washington Alternative High School

Washington Alternative High School Independent Study program graduation requirements are the same as those for the comprehensive high schools except:

- a. Students must have successfully earned 210 semester credits
- b. 10 Semester credits must be earned in residence
- c. Credit may be earned concurrently at other secondary schools with ADA to be generated from only one school/program
- d. Semester credits beyond the required 20 semester credits in physical education may not be included as electives in the 210 semester credits.

ACCEPTABLE & NON-ACCEPTABLE CREDIT- All 9-12 District Programs

- a. All credit must be verified by official documentation
- b. Credits earned previously in other high schools are acceptable if the school meets the accreditation criteria in Board Policy 6146.3-*Reciprocity of Credit*
- c. University of California High School Correspondence Courses may be accepted for a maximum of 40 semester credits as specified by the University and Education Code
- d. By means of prior arrangement with the school principal, courses taken at a community college may be counted toward the total requirements for graduation.
- e. United States Armed Forces Institute Credit completed by any person serving in the military will be counted fully toward graduation requirements
- f. No credit for religion courses will be accepted

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

ACCEPTABLE & NON-ACCEPTABLE CREDIT- All 9-12 District Programs- continued

- g. No examination or test administered by schools or armed forces, such as GED test, shall constitute an adequate substitute for the earning of a diploma by the means outlined above.
- h. Work Experience, including credit granted for adult education work experience, may not exceed 40 semester credits towards meeting the requirements for graduation. 10 semester credits maximum may be earned for work experience in any semester.

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

ADMINISTRATIVE REGULATION

6146.1(a)

GRADUATION REQUIREMENTS – Physical Education Exemption

In accordance with Education Code Section 51241, the principal may grant temporary or permanent exemption to a student from courses in physical education. Documentation to support any exemption may be requested by the principal. In all cases, no student exempted shall be permitted to attend fewer total hours of courses than if the student had not been exempted from physical education.

1. Temporary Exemption –

- a. Ill or injured and a modified program to meet the needs of the student cannot be provided.
- b. Enrolled for one-half, or less, of the work normally required of full-time students

2. Permanent Exemption –

- a. Sixteen or more years old and has been enrolled in the 10th grade for one academic year or longer.
- b. Enrolled as a post-graduate student

With the consent of a student, the board may grant an exemption from courses in physical education for two years any time during grades 10-12 inclusive.

3. Community College Courses –

- a. Physical education courses taken at San Bernardino Valley Colleges may only count towards elective credit requirements.

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

ADMINISTRATIVE REGULATION

6146.1(b)

The following list represents offerings that were board approved at the time of this policy amendment. The Director of Secondary Curriculum will maintain a current listing of courses approved by the Board of Education to meet graduation requirements.

COURSES MEETING GRADUATION REQUIREMENTS –

<u>a. English....</u>	<u>40 Semester Credits (10 from each year)</u>
First Year	English 1 Honors English I English 1- Intensive SDC English 1
Second Year	English II Honors English II SDC English II
Third Year	English III English III American Literature AP English III SDC English III
Fourth Year	English IV – Modern World Literature English IV – British Literature AP English IV SDC English IV
<u>b. History/ Social Science</u>	<u>30 Semester Credits (See section requirements below)</u>
World History (10 credits)	World History AP World History SDC World History
U. S. History (10 credits)	US History AP US History SDC US History
US Government (5 credits)	Principles of Democracy AP Principles of Democracy SDC Principles of Democracy
Economics (5 credits)	Economics AP Economics SDC Economics

Proposed Amendment to Existing Policy
Second Reading

INSTRUCTION

6000

c. Science..... 20 Semester Credits (10 from each section)

Biological Science	Biology Honors Biology AP Biology Anatomy & Physiology Integrated Ag. Science II (Ag. Biology)
--------------------	--

Physical Science	Integrated Ag. Science I Earth Science Chemistry Physics AP Chemistry AP Physics Geology
------------------	--

d. Math..... 20 Semester Credits

	Algebra 1 ** SDC Algebra 1 Geometry SDC Geometry Honors Geometry Algebra II Honors Algebra II Pre-Calculus Honors Calculus AP Statistics AP Calculus AB AP Calculus BC
--	---

Calculus

**Algebra I may count for high school math credit if taken in grades 9-12.

e. Visual & Performing Arts.. 10 Semester Credits (of *Either* section e or section f)

Art I	Guitar
Art II	Chamber Choir
Art III	Chorus
Art IV	Adv. Chorale
Ceramics	Vocal Ensemble
Adv. Ceramics	Performing Arts
Beg. Instruments	Video Production
Marching Band	Acting
Concert Band	Adv. Acting
Jazz Band	Intro. To Stagecraft
Wind Ensemble	Stagecraft
Music History	AP Studio Art
Pep Band	

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

GRADUATION REQUIREMENTS- continued

6146.1

f. Foreign Language 10 Semester Credits (of *Either* section e or section f)

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	AP Spanish III
AP French	Spanish IV
German I	AP Spanish IV
German II	AP Spanish Lit
German III	AP Spanish Lang.
German IV	Span. 4 Span. Spkr
AP German	Span. 4 Span. Spkr II

f. Computer Literacy 5 Semester Credits (1 semester)
or Demonstrated Competence

- Keyboarding**
- Adv. Keyboarding**
- Word Processing**
- ROP GIS Fundamentals**
- ROP MS Office**

g. Physical Education 20 Semester Credits

Intro. Kinesthiology (PE 9)	Cross Country
Kinesthiology (PE 10-12)	Soccer
Aerobics	Volleyball
P.E. Athletics	Tennis
Baseball	Track and Field
Basketball	Wrestling
Football- Frosh	NJROTC **
Football – JV	**While all 9 th graders are required to take
Football- Varsity	P.E., a student may meet the second year of
Softball	P.E. graduation requirements by completing
Volleyball	four (4) semesters of Naval Science courses-
Weight Training	

h. Electives: 80 85-90 Semester Credits

Students will complete the number of credits needed and earned from any Board approved course offering.
Repeat courses may not receive additional credits unless specified in board approved course description.

NOTE: Sheltered courses will be counted in the same area as the above titled for the areas of History/ Social Science, Science, and Mathematics.

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

ADMINISTRATIVE REGULATION

6146.1(c)

GRADUATION REQUIREMENTS – Granting of Variable Credits Transferring from Comprehensive Site

The following system will be used to grant credits for students who transfer (voluntary or involuntary) from a comprehensive high school within the District.

Credits will be granted and grades recorded by the comprehensive high school prior to dropping the student from enrollment.

Failing Grade at time of Check-Out

No Credit

Passing Grade at Time of Check-Out

1-9 days	No Credit/ No Grade
10-16 days	0.5 Credit per subject
17-23 days	1.0 Credit per subject
24-30 days	1.5 Credits per subject
31-37 days	2.0 Credits per subject
38-44 days	2.5 Credits per subject
45-51 days	3.0 Credits per subject
52-58 days	3.5 Credits per subject
59-65 days	4.0 Credits per subject
66-72 days	4.5 Credits per subject
73+ days	5.0 Credits per subject

Note: Days are based on total time enrolled.
per education code, absences are
not subtracted in the computation.

The student will be enrolled in comparable courses offered at the alternative setting and may earn a total of 5 credits for each semester course successfully completed.

**Proposed Amendment to Existing Policy
Second Reading**

INSTRUCTION

6000

ADMINISTRATIVE REGULATION

6146.1(d)

GRADUATION REQUIREMENTS – Granting of Variable Credits Transferring to a District Site

The following system will be used to grant credits for students who transfer from a Comprehensive, Foster Youth, Court, Juvenile Hall, or Probation school program or who have been confirmed Homeless Youth and are enrolling in any District 9-12 program. and have not been continuously enrolled during the current school year.

Credits will be granted and grades recorded by the enrolling site if not computed on the transferring school's checkout grade report.

Failing Grade at time of Check-Out

No Credit

Passing Grade at Time of Check-Out

1-9 days	No Credit/ No Grade
10-16 days	0.5 Credit per subject
17-23 days	1.0 Credit per subject
24-30 days	1.5 Credits per subject
31-37 days	2.0 Credits per subject
38-44 days	2.5 Credits per subject
45-51 days	3.0 Credits per subject
52-58 days	3.5 Credits per subject
59-65 days	4.0 Credits per subject
66-72 days	4.5 Credits per subject
73+ days	5.0 Credits per subject

Note: Days are based on total time enrolled per education code, absences are not subtracted in the computation.

Comparable Courses are Offered:

The student will be enrolled in comparable courses offered at the enrolling program and may earn a total of 5 credits for each semester course successfully completed.

If the student has received 2.5 credits or more in a previous setting for a core course, and will be unable to complete the remaining semester units to earn 5 credits, the student will be enrolled in a credit recovery program to complete the remaining units.

When comparable courses are not available:

If the student has completed 2.0 credits or less in a core course, the credits may be counted as elective units and the student will be enrolled to repeat the entire course for graduation credit.

If the student has completed less than five credits in an elective program, the units will be credited towards general electives under course code #68005 – High School Elective

After the 20th day of enrollment at a comprehensive site, the student will be provided with the best offering of courses to aid them in completing their graduation requirements.

Amended 5/22/08

BOARD AGENDA

REGULAR MEETING
August 5, 2010

ADMINISTRATIVE REPORTS

TO: Board of Education
PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division
SUBJECT: Resignations
STRATEGIC PLAN: Strategy #1 – Communication
BACKGROUND: Resignations are presented to the board as an informational item only.

I. Certificated

1. **Bartlett, Amber**

SDC/SH Teacher-ROHMS
Employed August 27, 2003;
resignation effective June 30,
2010. Not returning from LOA.

2. **Vasquez, Nancy**

State Preschool Teacher - Wilson
Employed April 5, 2010;
resignation effective June 12,
2010. Employment elsewhere.

II. Classified

1. **Diaz, Maria**

State Preschool Inst. Asst. - Lewis
Employed March 24, 2008;
resignation effective June 12,
2010. Not returning from LOA.

2. **Guinto-Godoy, Araceli**

Language Assistant - CHS
Employed September 2, 2008;
resignation effective August 28,
2010. Conflict with school hours.

3. **Son, Thu**

Special Ed. Inst. Asst. – Reche
Canyon
Employed November 13, 2006;
resignation effective June 16,
2010. To complete education.

AR - 8.1

BOARD AGENDA

REGULAR MEETING
August 5, 2010

ADMINISTRATIVE REPORTS

TO: Board of Education

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

SUBJECT: Results of San Bernardino County Superintendent of Schools (SBCSS) Williams Settlement Visit for the Fourth Quarter 2009-10

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #2 – Curriculum
Strategy #4 – Facilities

BACKGROUND: California Education Code 1240 and 52055.740(4) requires that the San Bernardino County Office of Education visit each Decile 1-3 school (determined by the 2006 API) and schools receiving QEIA funding to report its findings on the following standards:

- Students have access to “sufficient” instructional materials in the four core subject areas (English/language arts, math, history/social science, and science), and, as appropriate science lab equipment in Grades 9-12, foreign languages, and health.
- Facilities do not pose an emergency or urgent threat to the health or safety of pupils or staff.
- School Accountability Report Card (SARC) reflects accurate data as to the above two standards, including “good repair.”
- Students who by the conclusion of the 12th grade, have not passed the CAHSEE, are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of 12th grade and to what extent those students are receiving those services.

SBCSS has reported **no findings** in the four areas identified above during their fourth quarter visitation of 2009-10.

In addition, the fourth quarter audit contained the results of the Williams Teacher Assignment Monitoring. The county audits classes at the identified schools that contain 20% or more English learners to ensure the teacher holds the appropriate English Learner Authorization. SBCSS has reported that all classes with over 20% or more English learners were taught by a teacher with an appropriate English Learner Authorization.

The following is the list of school sites subject to review by the county office for compliance with California Education Code 1240 and 52055.740(4):

Elementary		Secondary
Birney	Lincoln	Bloomington Middle
Crestmore	McKinley	Colton Middle
Grand Terrace	Rogers	Bloomington High
Grant	Wilson	Colton High
Grimes	Zimmerman	
Lewis		

AR-8.2



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

SUPERINTENDENT

2010 JUL 23 A 7:34

July 15, 2010

Mr. James Downs, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Downs,

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2006 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/09, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

The instructional materials sufficiency reviews, facilities inspections, School Accountability Report Card (SARC) reviews, and California High School Exit Examination (CAHSEE) site validation reviews (as appropriate) were conducted during the first quarter of the 2009/10 school year and the findings were reported to you in October 2009. The Valenzuela Documentation Review (as appropriate) was conducted during the third quarter of 2009/10 and the findings were reported to you in April 2010. The teacher assignment monitoring review was completed in the fourth quarter of 2009/10 and the results are included in this report.

In summary, there are no findings to report in the following areas:

1. **Instructional Materials**
2. **School Facilities**
3. **SARC**
4. **CAHSEE Intensive Instruction and Services**

In summary, my findings were as follows:

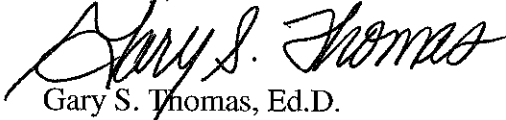
5. Teacher Assignment Monitoring

The teacher assignment monitoring and review process for the 2009/10 school year began November 30, 2009 and concluded by report to the California Commission on Teacher Credentialing on July 1, 2010. Please see attachment for teacher assignment monitoring findings.

This report serves as your district's *fourth quarterly report* for the 2009/10 school year. Please agendize this report for your next regularly scheduled Board meeting.

It has been a pleasure to work in partnership with you and the staff of the Colton Joint Unified School District.

Sincerely,

A handwritten signature in black ink that reads "Gary S. Thomas". The signature is written in a cursive style with a large, stylized initial "G".

Gary S. Thomas, Ed.D.
County Superintendent

Enclosure

cc: Mr. Mel Albiso, Board President
Mr. Jim Ayala, Williams Liaison
Dr. Patrick Traynor, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services
Mr. Dennis Mobley, SBCSS Governance Liaison
Mr. James Kruk, SBCSS Williams Settlement Manager

**Colton Joint Unified School District
Williams Teacher Assignment Monitoring Data
2009-10**

2006 API Cohort District	School Name	Enrollment	EL Enrollment	Decile	(A)		(B)		(C)	
					Number of classes with 20% or more English Learners	Number of teachers holding appropriate English Learner Authorization	Number of classes with 20% or more English Learners	Number of teachers holding appropriate English Learner Authorization	Number of classes with 20% or more English Learners	Number of teachers holding appropriate English Learner Authorization
Colton	Birney (Alice) Elementary	778	390	1	33	33	33	0	0	0
Colton	Bloomington High	3135	431	2	203	203	203	0	0	0
Colton	Bloomington Middle	942	203	2	135	135	135	0	0	0
Colton	Colton High	3322	430	2	183	183	183	0	0	0
Colton	Colton Middle	1076	200	1	114	114	114	0	0	0
Colton	Crestmore Elementary	905	472	2	36	36	36	0	0	0
Colton	Grand Terrace Elementary	714	150	3	21	21	21	0	0	0
Colton	Grant (Ulysses S.) Elementary	780	257	3	33	33	33	0	0	0
Colton	Grimes (Ruth) Elementary	644	250	2	27	27	27	0	0	0
Colton	Lewis (Mary B.) Elementary	820	362	1	34	34	34	0	0	0
Colton	Lincoln (Abraham) Elementary	705	295	1	31	31	31	0	0	0
Colton	McKinley (William) Elementary	619	272	3	28	28	28	0	0	0
Colton	Rogers (Paul J.) Elementary	751	243	2	32	32	32	0	0	0
Colton	Wilson (Woodrow) Elementary	648	168	1	23	23	23	0	0	0
Colton	Zimmerman (Walter) Elementary	813	458	1	36	36	36	0	0	0
		16,652	4,581		969	969	969	0	0	0