



**BOARD OF EDUCATION
REGULAR MEETING**

and

Public Hearing

May 28, 2009

5:30 p.m. – Public Session

Public Comment to Precede Action Sessions

Closed Session to Commence following Action Sessions

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

AGENDA

I. CALL TO ORDER

Roll Call

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

- Mr. James A. Downs _____
- Mr. Jerry Almendarez _____
- Mrs. Yolanda Cabrera _____
- Mr. Mike Snellings _____
- Mr. Jaime R. Ayala _____
- Mrs. Bertha Arreguín _____
- Dr. Diane D'Agostino _____
- Mrs. Mollie Gaaney-Stanley _____
- Mrs. Alice Grundman _____
- Mr. Todd Beal _____
- Mrs. Ingrid Munsterman _____
- Ms. Julia Nichols _____
- Ms. Sosan Schaller _____
- Dr. Patrick Traynor _____
- Ms. Katie Orloff _____
- Mrs. Chris Estrada _____

Strategic Plan -- Mission Statement

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

II. PUBLIC SESSION 5:30 p.m. Renewal of the Pledge of Allegiance

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

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

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

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

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

III. HEARING SESSION / PUBLIC SESSION

1. Student Reports -- Washington Alternative High School
2. Bloomington High School SkillsUSA – William Reedy
3. Gifted And Talented Education (GATE) Program – Yolanda Cabrera
4. Nova Meridian Academy Charter School—Petition for Renewal (Agenda Item B-18)
5. Agenda Item B-17: Adoption of Resolution 09-25, Authorizing the Dedication of Easement to the County of San Bernardino for Bloomington Middle School Slover Avenue Development Project
6. Public Comment: Specific Consent, Action, Study/Info or Closed Session Item
(blue card; list agenda item # and subject)
7. Public Comment: Item Not on the Agenda
(white card; list topic)

Public Hearing

IV. ACTION SESSION

A. Consent Items

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

On motion of Board Member _____ and _____, the Board approved Consent Items #A-1 through #A-13.

1. Approval of Minutes: Special & Regular Meetings: May 12 & May 14, 2009
2. Approval of Student Field Trip
3. Approval of Consultants for Assembly Presentation
4. Approval of New ELD Reading Intervention Program and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *LANGUAGE! Focus on English Learning*, Grades 7-12 (Beginning June, 2009)
5. Approval of Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Introduction to College Animal Science I and Animal Science II*, Grades 10-12 (Beginning June, 2009)
6. Approval of Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Introduction to College Horticulture*, Grades 10-12 (Beginning June, 2009)
7. Approval of Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Plant Propagation*, Grades 11-12 (Beginning June, 2009)
8. Acceptance of Gifts
9. Approval of Sale and/or Disposal of Obsolete District Property
10. Approval to File a *Notice of Completion* for Bid 08-11: Carpet Installation Projects at Ten (10) Sites: Birney, Jurupa Vista, Lincoln, Terrace View, Wilson, CMS, THMS, BHS, Slover, Washington (*New Image Commercial Flooring, Inc.*)
11. Approval of Appointment of District Representatives from Bloomington and Colton High Schools to the California Interscholastic Federation (CIF) League (2009-10)
12. Approval of Amended *Agreement with the County of San Bernardino Probation Department for a School Probation Officer (*Contract No. 03-734 A-6; 2009-10)
13. Approval of Amended Agreement with Clover Enterprises, Inc., to Provide Athletic Training Services at Colton and Bloomington High Schools (2009-10)

B. Action Items

1. Approval of Personnel Employment
2. Approval of Conference Attendance
3. Approval of Contract with Aequitas Solutions for Database, Programming and Additional Application Support for the Zangle Student Information System (2009-10)
4. Approval of Purchase Orders

5. Approval of Disbursements
6. Authorization to “Piggyback” on the San Gabriel Unified School District’s Bid for DSA-Approved Relocatable Classroom Buildings District wide (2009-10)
7. Authorization to “Piggyback” on the Santa Rita Union School District’s Bid for DSA-Approved Facilities Buildings District wide (2009-10)
8. Authorization to “Piggyback” on the Pomona Unified School District’s RFP #10(08-09)FS: USDA Commodity Distribution for the SUPER Commodity Cooperative (2009-10)
9. Award of Bids: Purchase Food Products for the Nutrition Services Program (2009-10):

#2 (09-10) NS - Produce Products	#5 (09-10) NS – Tortilla Products
#3 (09-10) NS - Dairy Products	#6 (09-10) NS – Pizza Products
#4 (09-10) NS – Bread Products	
10. Approval of Contract with Andreasen Engineering, Inc., for a Record of Survey, Property Corner Markings and Additional Topography at Middle School No. 5 (Valley & Cactus, Rialto)
11. Approval of Contract with Kiley Company Real Estate Appraisers to Provide an Appraisal for the Middle School No. 5 Property
12. Approval of Contract Amendment No. 1 with John R. Byerly, Inc., for State Required Soils and Material Testing Services for Grand Terrace High School (from May 1, 2009 to July 31, 2011)
13. Approval of Contract Amendment No. 1 with Williams Architects, Inc., for Architectural and Space Planning Consulting Services for Centralized District Office Facilities
14. Approval of Extension of Time for Use of Facilities at Grand Terrace Elementary School by Calvary, The Brook (July, 2009 through June, 2010)
15. Adoption of Resolution 09-22, *Authorizing the School Bond Construction (“SBC”) Fast Track Program for all Construction Projects District wide, Allowing for Prompt Payments to the Contractors/Vendors*
16. Adoption of Resolution 09-24, *Approval of Delegation of Authority to Sign Change Orders for Construction Projects (2009-10)*
17. **Public Hearing Item:** Adoption of Resolution 09-25, *Authorizing the Dedication of Easement to the County of San Bernardino for Bloomington Middle School Slover Avenue Development Project*
18. Adoption of Resolution 08/09-2787, *Denying the Petition for Renewal of the Nova Meridian Academy Charter School*
19. Approval to Remove Edward J. Gregor from the Measure G Citizens’ Oversight Committee

V. STUDY, INFORMATION & REVIEW SESSION

1. Personnel -- Resignations
2. Discussion/Review: Board Policy 7310 Naming of Facilities – Board Member Mel Albiso
3. Authorization to Submit School District Certification for Receipt of Funds from the Inland Valley Development Agency – Jaime Ayala
4. Budget Update – Jaime Ayala
5. Facilities Update – Jaime Ayala, Alice Grundman
6. ACE Representative
7. CSEA Representative
8. MAC Representative
9. ROP Board Members
10. Superintendent's Communiqué / Correspondence / Communications
11. Board Member Comments

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

1. **Student Discipline**
2. **Interdistrict Transfer—Appeal**
3. **Personnel**
 - ◆ Public Employee: Discipline / Dismissal / Release / Reassignment (Gov. Code 54957)
4. **Conference with Real Property Negotiator** (Gov. Code 54956.8)
Property: APNs 1167-151-35, 36, 38 & 39 and 1167-221-01 & 02; 1167-151-45
District Negotiators: James A. Downs, Jaime R. Ayala, Alice Grundman,
Counsel, Best, Best & Krieger
5. **Conference with Legal Counsel—Anticipated Litigation**
Significant exposure to litigation pursuant to Government Code Section 54956.9(b)
Potential Case: One
6. **Conference with Labor Negotiator**
Agency: Jerry Almendarez Assistant Superintendent, Human Resources
Ingrid Munsterman, Director, Human Resources
Employee Organizations: Association of Colton Educators (ACE)
California School Employees' Assoc. (CSEA)
Management Association of Colton (MAC)

VII. PUBLIC SESSION -- ACTION REPORTED FROM CLOSED SESSION

VIII. ADJOURNMENT

BOARD AGENDA

REGULAR MEETING

May 28, 2009
CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT::** Approval of Minutes: Special & Regular Meetings
(May 12 & 14, 2009)
- GOAL:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement
- STRATEGIC PLAN:**
- Strategy #1 -- Communication: We will establish an effective internal and external communication system to keep all partners informed about our mission, objectives, strategies, policies, successes and strengths.
- Strategy #2 -- Curriculum: We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state tests.
- Strategy #3 – Decision Making: We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluate every district program.
- Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.
- Strategy #5 – College Career: We will identify students’ college and career aspirations, expand career and technical pathways and prepare students for successful transition to the workforce and/or further education.
- Strategy #6 -- Character: We will identify, model, reinforce, and integrate the character traits students need to graduate and thrive in further education and the workplace.
- RECOMMENDATION:** That the Board approve the minutes of the Board of Education meetings as presented:
- May 12, 2009 -- Special Meeting
 - May 14, 2009 -- Regular Meeting

BOARD OF EDUCATION
Minutes

Special Meeting
May 12, 2009
5:30 p.m.

The Board of Education of the Colton Joint Unified School District met in a *Special Session* on Tuesday, May 12, 2009, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

Resolution 09-23
Certificated Layoffs
(2009-10)

Trustees Present

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

Staff Members Present

Mr. James A. Downs	Mrs. Mollie Gainey-Stanley
Mr. Jerry Almendarez	Mrs. Alice Grundman
Mrs. Yolanda Cabrera	Mrs. Ingrid Munsterman
Mr. Mike Snellings	Ms. Julia Nichols
Mr. Jaime R. Ayala	Ms. Sosan Schaller
Mrs. Bertha Arreguín	Dr. Patrick Traynor
Mr. Todd Beal	Mrs. Chris Estrada
Dr. Diane D'Agostino	

Call to Order: Board President Marge Mendoza-Ware called the meeting to order at 5:30 p.m. Pati Ishida, Special Projects Coordinator, led in the Renewal of the Pledge of Allegiance to the Flag of the United States of America. Spanish interpreter/translation services were available.

President Mendoza-Ware announced that Closed Session would not be required and proceeded with the meeting.

Hearing Session

1. Public Input: Specific Agenda Item: *Resolution 09-23: Terminating Services of Certificated Employees as a Result of Reduction or Discontinuance of Particular Kinds of Services for 2009-10.*
 - a) Karen Houck, ACE President, reviewed the chronology of actions beginning with the Board meeting February 19, 2009, Resolution 09-12 (Discontinued specific services—52 FTEs), to offset \$6.5 million in budget cuts, referenced the April 20, 2009 hearing by the Administrative Law Judge whereby Assistant Superintendent Almendarez stated employee reductions were “financially based” and not due to over staffing. She stated that due to the savings in employee reductions and the anticipated stimulus revenue, funding could be earmarked to save jobs and there would be no need to further reduce positions this year.

The following persons shared personal experiences and concerns, expressed opposition to the Resolution and asked the Board to reconsider tonight’s proposed action:

- b) Wendy Kinder, Librarian at ROHMS, shared an analogy to stress the point, “just because you don’t notice what we do doesn’t mean we do nothing.”
- c) Sandra Harworth, first grade teacher at Grand Terrace Elementary School, single-income family, loves teaching, invited Board members to visit her classroom and observe the instructional day.
- d) Kelli Gudgeon, Terrace Hills Middle School teacher, Health, electives—ASB, Renaissance, and Knowledge Bowl, shared her experiences during her tenure and credential options.
- e) Amber Johnston, 6th grade teacher at Zimmerman Elementary, had heard that CJUSD was a great district that supported teachers and asked the Board to stand by their values of helping students succeed by supporting teachers.

Resolution 09-23
*Terminating Services of
Certificated Employees as a
Result of Reduction or
Discontinuance of Particular
Kinds of Services for 2009-10*

#121 It was moved by Mr. Albiso and seconded by Mr. Ibarra to adopt Resolution 09-23, *Terminating the Services of Certificated Employees as a Result of Reduction or Discontinuance of Particular Kinds of Services for 2009-10, Acting on the proposed decision of the Administrative Law Judge*, as presented.

Prior to action taken, Board member Albiso summarized the circumstances that lead up to the proposed action. He mentioned that CSEA and Management members offered furlough days in an effort to deter layoffs. He and Board members Ibarra and Taylor also will observe this option in an effort to assist with the budget issues in their respective districts.

He stated that stimulus funds have specific limitations and the outcome of the state-wide election (propositions) on May 19th would determine the next step. If the propositions do not pass, additional cuts would be eminent and greater than today's action. He stated that he would vote for passage of the Resolution today but if the propositions pass and the District receives stimulus funds, it is possible that some employees could be rehired and positions saved. Board member Ibarra added that cooperation from *all groups* was needed in order to exercise other options to deter layoffs. Board President Mendoza-Ware suggested that staff assist with the passage of the propositions for the May 19th election.

On a motion by Mr. Albiso, seconded by Mr. Ibarra and carried on a 4-3 vote, the Board adopted Resolution 09-23 as presented, reflecting a decrease in General fund expenditures estimated at \$3.2 million. Further, the Administration will provide the appropriate notice to the following employees on or before May 14, 2009:

Carpenter, Monica	Jones, Alisha	Sanchez, M. Guadalupe
Castro, Benjamin	Kappmeyer, Julie	Sandoval, Mark
Coronado, Anthony	Laska, Jennifer	Spencer, Debra
Emmerson, Kathrine	Martin, Heather	Strauss, Tiffany
Flores, Kirstin	Martinez, Eduardo	Swanson, Janice
Fraijo, Edrina	Matheson, Keri	Vidovich, Nicholas
Gaytan, Gabriel	Mezzanatto, Yvette	Viselli, Cassandra
Gonzalez, Patricia	Minjares, Alycia	Walker, Tim
Gudgeon, Kelli	Negrete, Teresa	Williams, Coy
Harworth, Sandra	Preston, Holly	Yang, Sharon
Hepler, Amy	Ramirez, Xochitl	
Johnston, Amber	Ruiz, Jesus	

Ayes: Albiso, Ibarra, Mendoza-Ware, Zamora

Noes: Armenta, Haro, Taylor

Adjournment

At 5:57 p.m., the Board adjourned to the next Regular Board of Education Meeting on May 28, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

BOARD OF EDUCATION
Minutes

Regular Meeting
May 14, 2009
5:30 p.m.

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, May 14, 2009, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

Trustees Present

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

Trustee Absent

Mrs. Marge Mendoza-Ware President (Excused)

Staff Members Present /*Excused

Mr. James A. Downs	Mrs. Mollie Gainey-Stanley
Mr. Jerry Almendarez	Mrs. Alice Grundman*
Mrs. Yolanda Cabrera	Mrs. Ingrid Munsterman
Mr. Mike Snellings	Ms. Julia Nichols
Mr. Jaime R. Ayala	Ms. Sosan Schaller
Mrs. Bertha Arreguín	Dr. Patrick Traynor
Mr. Todd Beal	Ms. Katie Orloff
Dr. Diane D'Agostino	Mrs. Chris Estrada

Call to Order: In the absence of Board President Marge Mendoza-Ware, Vice President Mel Albiso called the meeting to order at 5:30 p.m. and presided over the meeting. Assistant Superintendent Yolanda Cabrera led in the Renewal of the Pledge of Allegiance to the Flag of the United States of America. Spanish interpreter/translation services were available.

Hearing Session

Slover Mt. High School students Teri Smee, Torrey Brown and Brittany Sexton provided a Power Power presentation that highlighted 34 graduates during this school year and 85 potential graduates in June 2009, various academic and school activities and events, including, but not limited to, the Video Productions Club, blood drive, recent field trips, Pencil, Pen & Brush awards (20), and community activities. Upcoming events include a talent show, "True Blue and Trusted" (play), and students' arts and ceramics on May 27, and graduation day on June 15. The students expressed their personal experiences relative to their regained confidence and ability to succeed. Board members thanked the students for their presentations and for sharing their personal thoughts. They commended Principal Richardson and staff at Slover for their leadership and commitment to students.

- Employee Recognition Program: Assistant Superintendent Jerry Almendarez introduced the honorees for the month of April, 2009:
Classified: *Shelia Caggiano* — District Office, Nutrition Services
Certificated: *Brian Lopez* — Teacher, Cooley Ranch Elem.
Management: *Patrick McKee* — Principal, Birney Elem.
- Nova Meridian Charter Academy Update: Assistant Superintendent Yolanda Cabrera introduced Curriculum Director Julia Nichols who provided a brief chronological update of the renewal process and the revised timeline to reflect an action item to be submitted for consideration at the Board meeting on May 28, 2009. Information will be provided in Board Correspondence in preparation for action on May 28, 2009.
- Public Input: Specific Consent, Action, Study and Information or Closed Session Items

Hearing Session: Nova Meridian Charter Academy: The following persons addressed the Board:

- a) Sugeily Navarro, parent, spoke in support of the Charter Academy and her daughter who has been academically successful at the Academy.
- b) Gil Navarro, Education Advocate, stated that he represents a student who attends the Charter School has concerns regarding due process.

4. Public Input: Items Not on the Agenda

- a) Gil Navarro, member of the San Bernardino County Board of Education, shared concerns regarding the current dropout rate (25.4%) and asked the Board to provide additional support to students who are a few credits short from meeting graduation requirements. As requested, information will be provided in Board Correspondence regarding the number of students who have passed and not passed the CAHSEE and a plan to assist students.
- b) The following members of the Bloomington High School Kayos Kidz Club shared various concerns and asked the Board to assist with resolving issues and to recognize the club as a volunteer service club on campus. They documented their complaints and distributed copies to the Board. Following their presentations, Acting President Albiso asked the Superintendent to research the issues and to provide an update to the Board. He thanked the students for sharing their concerns and assured them that the cafeteria and other facility issues would be resolved due to site-modernization plans for Bloomington High School.
 - Oscar Lobos -- non-release of funds deposited to establish the Kayos Kidz FFA fund; the inability to receive “credits” for volunteer work;
 - Jessica Thompson -- lack of respect from the BHS administration (referenced the Awards dinner event on April 28, 2009);
 - Mary Margaret Brewer -- bathroom facility issues, safety violations and privacy rights.
- c) Randall Cenicerros, parent of four children, introduced his son Cameron (ROHMS) and daughter Carissa (Jurupa Vista Elem.). He shared concerns regarding school budget cuts and the impact on education, and he encouraged support of Propositions 1A and 1B. Carissa thanked Campus Security staff for the safe environment they provide for students.

Consent Items	#122	On a motion by Mr. Taylor, seconded by Mr. Ibarra and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved Consent Items #A-1 through #A- 9 as presented.
Minutes • 4-23-09 Regular • 4-23-09 CFD No. 2 • 4-29-09 Special	#122.1	(A-1) The Board approved the minutes of Board meetings as presented. April 23, 2009 -- Regular Board Meeting April 23, 2009 -- Community Facilities District No. 2 Board Meeting April 29, 2009 -- Special Board Meeting
Field Trips	#122.2	(A-2) The Board approved the field trips listed and authorized the expenditure of funds: See Exhibit “A’
Consultants • Assemblies & Programs	#122.3	(A-3) The Board approved the assemblies and programs to be presented at the District schools listed and authorized the expenditure of funds: See Exhibit “B’
Agreement w/ Jacqueline Solorzano for Services • Auditory Verbal Therapy	#122.4	(A-4) The Board approved the agreement as presented: cost not to exceed \$5,920 (\$80 per hour—max. 74), in accordance with the Individual Education Plan (IEP), to be paid from Special Education funds. This

- ROHMS. Special Ed. Student
• (2009-10) service provides the student with a free appropriate public education (FAPE).

- Pacific Hearing Services— #122.5 (A-5) The Board approved central auditory assessment services as Assessment Services for Special Education Student (2008-09) presented, for a cost of \$450, to be paid from Special Education funds.
 - Lewis School

- Nova Net Subscription Renewal #122.6 (A-6) The Board renewed the subscription as presented, for a cost of w/ NCS Pearson, Inc. 2009-10 \$141,755.63, to be paid from the General fund.
 - High Schools (4)Acting President Albiso requested that for all similar renewals, investments and all programs that provide services, that copies of contracts, amendments, and agreements be provided with statistical information, i.e., use the form utilized for consultants.

- Amendment for Funding #122.7 (A-7) The Board approved the amendment to the application reflecting a Reduction for Carl D. Perkins Career and Technical Ed. Improvement Act of 2006 (2009-10) \$201,569 — prior amount encumbered/accepted on 4-23-09
\$ **46,540** – reduction (due tp Federal funding & new funding formula)
\$155,029 – Total encumbered to date

- Contract Amendment w/ San #122.8 (A-8) The Board approved contract amendment #08-898 A-1 reflecting Bernardino County Preschool Services Dept. minor changes in language and a COLA increase in the amount of \$1,275,197, as presented.
 - Head Start / State Preschool Prog.
 - August 15, 2008 thru June 30, 2010

- Acceptance of Gifts #122.9 (A-9) The Board accepted gifts from donors as presented; site discretion unless otherwise noted.

See Exhibit “C”

- Action Items** #123 On a motion by Mr. Taylor, seconded by Mr. Armenta and carried on a (B-1 through B-16) 6-0 vote (Mendoza-Ware absent), the Board approved action items B-1 through B-16 as presented.

- Assign Secondary Teachers to #123.1 (B-1) The Board authorized the Assistant Superintendent of Human Teach Subject(s) Not Listed on Resources to assign secondary teachers to teach under an authorization Teaching Credentials Under approved by a Committee-on-Assignment, utilizing the provisions under Board Resolution Education Code Section 44258.7(b) as presented for the 2009-10 school year. All pertinent information is on file in the Human Resources
 - Ed. Code 44258.7(b)
 - 2009-10Division Office.

- Assign Secondary Teachers to #123.2 (B-2) The Board authorized the Assistant Superintendent of Human Teach Subject(s) Not Listed on Resources to assign secondary teachers to teach under an authorization Teaching Credentials Under approved by a Committee-on-Assignment, utilizing the provisions under Board Resolution Education Code Section 44258.7(b) & (d) as presented for the 2009-10 school year. All pertinent information is on file in the Human Resources
 - Ed. Code 44258.7(b) & (d)
 - 2009-10Division Office.

- Assign Secondary Teachers to Teach Subject(s) Not Listed on Teaching Credentials Under Board Resolution
• **Ed. Code Sections 44256(b), 44258.2 & 44263**
• Summer 2009
• 2009-10
- #123.3 (B-3) The Board authorized the Assistant Superintendent of Human Resources to assign secondary teachers to teach, under Board Resolution, subject(s) not listed on teaching credentials during summer school 2009 and during the 2009-10 school year as presented, utilizing the provisions under Education Code Sections 44256(b), 44258.2 and 44263. All pertinent information is on file in the Human Resources Division Office.
- DECLARATION of Need for Fully Qualified Educators & Certification
• CLAD & Limited Assignment
• 2009-10
- #123.4 (B-4) The Board adopted the *Declaration of Need for Fully Qualified Educators for the 2009-10 School Year* to include *CLAD Emergency Permits and Limited Assignments* “certifying” that there are insufficient numbers of certificated persons meeting the District’s specified employment criteria for specific positions as presented. The *Declaration* must be on file with the California Commission on Teacher Credentialing in order to employ teachers on emergency teaching permits. All pertinent information is on file in Human Resources Division Office. (*Title 5 Regulations)
- Contracts—Asst. Superintendents
• Align Terms w/ Fiscal Year
• Reflect 3 Furlough Days
• 2009-10
- #123.5 (B-5) The Board approved the contracts for the following positions as presented, in accordance with Education Code 53262(a):
Asst. Superintendent, Business Services Division (7-1-09 to 6-30-10)
Asst. Superintendent, Human Resources Division (7-1-09 to 6-30-11)
Asst. Superintendent, Student Services Division (7-1-09 to 6-30-10)
- Conference Attendance
- #123.6 (B-6) The Board approved conference attendance as presented, with all necessary expenses to be paid from funds indicated.
- Eva Heras – **Grimes** National 2-Way Bilingual Immersion Summer
Silvia Correa-Rocha July 6-9, 2009; Monterey, CA
Brenda DeLaVega Title I funds: \$3,962.02
Teachers
- Kent Taylor – **Dist. Office** 2009 Summer Symposium: California Assoc. of
Board Member Latino Superintendents
July 22-24, 2009; La Jolla, CA
Board funds: \$1,048.84
- Purchase Orders
- #123.7 (B-7) The Board approved purchase orders issued as presented. All pertinent information is on file in the Business Office.
- Disbursements
- #123.8 (B-8) The Board approved payment of disbursements as summarized and listed. All pertinent information is on file in the Business Office.
- Batch #1514 through Batch #1631 \$4,343,172.16
- Submission of Form J-13A & Affidavit to Calif. Dept. of Ed.
Request for Allowance of Attendance Because of Emergency Conditions
(Smith School—Electrical, 4-21-08)
- #123.9 (B-9) The Board approved submission of Form J-13A (and Board’s Affidavit) to the California Department of Education, *Request for Allowance of Attendance Because of *Emergency Conditions* at Smith Elementary School on April 21, 2008, as presented. Upon approval, the District’s ADA funding will be maintained at the level that otherwise would have been received if the electrical emergency had not occurred, including instructional-time credits. (*Primary electrical panel failure;

Education Code 46392)

Resolution 09-19
Giving Notice of Intention to Grant Easement to SB County for the Development Project
 • BMS at Slover Ave.

Public Hearing will be scheduled 5-28-09

#123.10 (B-10) The Board adopted Resolution 09-16, *Giving Notice of Intention to Grant Easement to the County of San Bernardino Development Project, Bloomington Middle School / Slover Avenue*, as presented. In accordance with Education Code 17556 et seq., the District will adhere to the process, including a Public Hearing (PH) at the Board Meeting on May 28, 2009:
 • Post copies of signed “Resolution of Intent” in 3 places 10 days prior to PH on 5-28-09
 • Publish Notice of PH of “Intent” in newspaper 5 days prior to Board Mtg. 5-28-09

Resolution 09-20
Temporary Borrowing from County of San Bndo Auditor/ Controller-Recorder’s Office (2009-10)

#123.11 (B-11) The Board adopted Resolution 09-20, *Temporary Borrowing from the County of San Bernardino Auditor/Controller-Recorder’s Office (2009-10)* to allow temporary cash transfers as a precautionary measure in the event the District’s cash balance is insufficient to meet current expenditures, in accordance with Article XVI, Section 6, of the California Constitution and Education Code Section 42620. [Constitutional advances can be obtained for up to 85% of the property-tax proceeds in the General fund and must be repaid by May 1st.]

Resolution 09-21
Authorize Temporary Borrowing Between Funds of the District (2009-10)

#123.12 (B-12) The Board adopted Resolution 09-21, *Authorize Temporary Borrowing Between Funds of the District (2008-09)*, to safeguard against a shortage of cash in the General fund relative to cash deferrals. There is no budget implication—funds are borrowed through interfund transfers within District funds and must be repaid in the same fiscal year or the following year if borrowed within the final 120 calendar days of a fiscal year.

Nine (9) Escrow Accounts for the Grand Terrace High School Proj.
 • Deposit of Earned Retentions
 • Multi-Prime Contractors

#123.13 (B-13) The Board approved the opening of nine (9) escrow/bank accounts for the Grand Terrace High School Project as presented, in accordance with Public Contract Code 22300. Sixteen individual contracts were awarded at the Board Meeting on *March 26, 2009 however, only nine have requesting utilizing this process. (*Minute book item #100.8).

Category 2 - Lee & Stires, Inc.	\$1,043,000
Category 4 - Nibbelink Masonry	5,414,400
Category 5 - Anderson Charnesky Structural Steel	5,260,975
Category 7 - Best Contracting Services	1,648,272
Category 10 - Hanan Construction	5,780,000
Category 13 - West Tech Mechanical	4,655,500
Category 15 - J.P.I. Development Group	4,671,000
Category 16 - Daniels Electrical Construction C.	7,879,000
Category 17 - FYR Landscaping, Inc.	1,240,688

Change in Site Expenditure Plans for 2006-07 School Site Discretionary Block Grant
 • One-Time Funds
 • 2nd & Final Apportionment
 • D’Arcy & Smith Elem. Schools

#123.14 (B-14) The Board approved the *expenditure plan change only* for the School Site Discretionary Block Grant for the sites listed; no impact on the unrestricted General fund. [Updated plans approved by each School Site Council; initial approval 1-22-09]
 Smith Elem. -- School Site Council Approval 12-11-08
 D’Arcy Elem. -- School Site Council Approval 4-21-09

- Contract Amendment #3 w/ Vanir Construction Mgmt Services
• Grand Terrace High School #123.15 (B-15) The Board approved contract amendment #3 relative to Grand Terrace High School as presented, for a cost of \$1,445,283 (general conditions) and \$625,134 (construction management fees), to be paid from Bond Fund 21 (Measure B).
- Ratification of Field Trip
• Latina History Day
• HOPE Conf.
• CHS; 3-13-09 #123.16 (B-16) The Board ratified the field trip to the *HOPE Conference attended by four Colton High School students on March 13, 2009 as presented, for a cost of \$150, to be paid from EIA/SCE funds. (*Hispanas Organized for Political Equality)
- Resolution
Opposition to AB 454 & 1207 Limiting CA In-State Tuition Rates to U.S. Citizens #124 (C-1) On a motion by Mr. Zamora, seconded by Mr. Ibarra and carried on a 6-0 vote (Mendoza-Ware absent), the Board adopted the Resolution, *Opposition to AB 454 & 1207 Limiting CA In-State Tuition Rates to U.S. Citizens* to indicate Board support of the importance of affordable higher education for all students.

Study, Information and Review Session

1. Personnel -- Resignations
2. Discussion and Review: Board Policy and Administrative Regulations: Proposed revision of *Board Policy 7310 Naming of Facilities:* A sample policy was provided for review and Acting President Albiso suggested that the District secure policies from surrounding districts for review and discussion at the next Board meeting under Study and Information.
3. Approved Change Order #3 for the Colton Middle School QEIA Project Bid No. 08-12: Information provided: Cost: \$60,763.83 (Capital Facilities Fund 25) and \$9,236.95 (Deferred Maintenance Fund 14)
4. Budget Update: Assistant Superintendent Ayala provided an update regarding the budget and a brief overview of the Governor's two May revision proposals presented earlier today and the impact on the District's budget:
 - Balance at end of school year (6-30-09); use of stimulus funds
 - Projected 2009-10 budget
 - Multi-Year Projections: additional cuts eminent
 - Cash Flow update (borrowing process, deficit will increase if Propositions IA & IB fail)
 - Options provided by the Legislative Analyst Office
 - Federal stimulus monies – Special Education, Title I, State fiscal stabilization funds
 - The Budget Subcommittee will reconvene and develop guidelines regarding “essential” expenditures

Board member Albiso stated that the Colton JUSD is one of five local districts who will receive funding from the Inland Valley Development Agency as a result of an agreement (excess tax) entered into when the *IVDA plan was adopted. As required, Superintendent Ayala will submit a Resolution to accept the \$334,791.27 at the Board meeting on May 28, 2009. Also, he suggested that Assistant Superintendents and respective staff members attend the next budget committee meeting to assist with decisions regarding textbook adoptions and waivers. (*associated with the San Bernardino International Airport Authority)

5. Facilities Update: On behalf of Facilities Director Alice Grundman, Assistant Superintendent Ayala stated that the Facilities Subcommittee met recently and information would be provided at the May 28, 2009 Board meeting.

6. ACE President Karen Houck reported on the outcome of the softball-game challenge: ACE 15, District 9. She thanked Board member Haro and everyone who participated and supported the event and offered the next challenge: “bowling” in the fall. Issues: finalizing the bell schedules at the middle schools, implementation of the middle school health curriculum/PE, and staff at each site is aggressively promoting the passage of State Propositions 1A and 1B. Board member Zamora suggested that organizers consider planning activities on “week days.”
7. CSEA – no report
8. MAC President Angela Dischinger reported that the golf tournament netted \$8,900 and she thanked everyone who participated in the tournament and assisted with the event organization and setup. She stated that MAC would donate \$10,000 to the APPLE Scholarship Foundation this year and thanked the retirees for their service to the District. “Bloomington Night” will be held at the 66er’s baseball game on May 18th and BHS Principal Cabrera extended an invitation to Board members.
9. ROP -- no report
10. Superintendent’s Communiqué / Correspondence / Communications: Superintendent Downs distributed a copy of the Communiqué that highlighted a congratulatory letter from Assembly Member Wilmer Amina Carter recognizing Mike Snellings and Todd Beal for an exemplary dropout prevention program, the Strategic Planning Team annual meeting/progress report, AVID Senior Awards night, District observance/display of purple ribbons for the *Relay for Life* event, Agua Mansa PTA Honorary Service Awards on May 27, the Management Team appreciation luncheon on May 18th, and other “calendar” events including school end-of-year awards/events, graduation dates/times, and summer school information for Colton and Bloomington High Schools.
11. Comments / Requests from Board Members

Robert Armenta reminded everyone about the American Cancer Society’s *Relay for Life* event at Colton High School on May 16th and 17th and invited Board members to participate in the opening ceremonies at 9 a.m. on Saturday.

Patt Haro commented on recent activities and events she attended:

- Congratulated nine Wilson Elem. students for participating in the Inland Valley Pentathlon (individual award winners Alexandra Avila—Essay & Hector Serrato--Art)
- Congratulated Zimmerman Elem. students who participated in the *Authors and Illustrators That Shine* activity;
- Kayos Kidz Club awards dinner and “welcome night” for 9th grade students/parents at BHS;
- CST events/activities: McKinley & Sycamore Elem. Schools (teacher Mrs. Sadler wrote play and staff performed);
- Cinco de mayo celebration at Alice Birney Elem. & STAR pep rally at Wilson Elem. School;
- BHS *Seussical Jr.* stage performance (applauded the drama and choir students);
- Crestmore staff appreciation luncheon (Supt. Downs provided an overview of District wide status)
- Bloomington Municipal Advisory Council (MAC) meeting with Board member Mendoza-Ware and Assistant Superintendent Jaime Ayala;
- Softball game between ACE vs. MAC members;
- Rogers staff participated in *McTeachers Night* fund raiser at McDonald’s on Valley Blvd, and
- She will attend the *Relay for Life* memory walk on Saturday, May 16.

David Zamora spoke about his “positive” experience in the *Relay for Life* event last year and he encouraged interested persons to participate in this experience. While he would like to participate in the Management Team luncheon and the 66er’s ballgame on May 18, he declined the invitations as he and his family would be celebrating the third birthday of his granddaughter, Selah, at Disneyland on that day.

Frank Ibarra thanked staff members for attending Board meetings and stated that Board members appreciated everyone's hard work and the support provided to the District and students. He was especially proud of the professionalism displayed by staff during the difficult times. He congratulated Assistant Superintendent Yolanda Cabrera on her retirement and commended her for her dedication to all students, but especially to the students at McKinley School during her tenure as Principal. He appreciates the invitations to the end-of-year activities and events and looks forward to attending as many as possible.

Kent Taylor expressed personal accolades to Assistant Superintendent Yolanda Cabrera, Special Projects Coordinator Pati Ishida, and Executive Assistant to the Superintendent/Board Chris Estrada for their years of dedicated service to the District. He congratulated them on their impending retirement and emphasized that they would be greatly missed by many District staff including counterparts in other districts. Regarding the bell schedules at the middle schools, he suggested that parents be given an opportunity to provide input. He commented on his attendance at the AVID recognition event held at Cal State, San Bernardino, and thanked the high school principals for their dedicated work. He commended his children's teachers for making a difference in their lives and the lives of all students: Mrs. Heney at Terrace View (Courtney—daughter) and Mr. Smith, Science Teacher at Terrace Hills Middle School (Andrew—son).

Mel Albiso spoke about placing priority in developing a plan to exit from program-improvement status as soon as possible. He requested that a Board presentation regarding the GATE program be scheduled in the near future, including a plan to increase the number of English Learners in the GATE program. As a result of many vacancies due to retirement, he suggested that the Administration evaluate each position and program carefully and to fill viable positions quickly in order to keep programs operating without disruption. He stated that he recognizes all of the good things happening in the District and that his "heart" is in Colton. He and his family participated in the *San Diego Liver Walk* in recognition of his sister-in-law's successful liver transplant and offered a sponsorship for the cancer walk on Saturday. At this time, Board member Armenta stated that he organized "Lena's Team" for the walk in memory of his Aunt Lena who was a Principal in San Bernardino (and the mother of Assistant Principal Ernesto Calles). Board member Albiso added that he participated in Reche Canyon's fund-raising event at the Claim Jumper restaurant.

Closed Session

- Student Discipline
- Interdistrict Transfer—Appeal
- Personnel
- Real Property Issues
- Anticipated Litigation
- Labor Negotiators

At 7:13 p.m., Acting President Albiso announced that the Board would recess to Closed Session to discuss items on the agenda.

Reconvened

- Closed Session Items Reported

The Board meeting reconvened at 8:14 p.m. and Acting President Albiso reported on action taken in Closed Session:

Student Discipline
(Closed Session)

- Student Discipline (6)
- Revocation (1)

#125

On a motion by Mr. Taylor, seconded by Mr. Zamora and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved *Student Discipline Items 1-6* and *Revocation Item 1*, as presented:

- | | | |
|-----------|------------|-----------------|
| (1) 89408 | (4) 157928 | (6) 158644 |
| (2) 73317 | (5) 79292 | (7) 160816—Rev. |
| (3) 69871 | | |

Other Closed Session Items

#126

No reportable action

(3 Items)

Other Closed Session Items—*No reportable action*

- ~~Interdistrict Attendance Appeal (did not take place)~~
- ~~Real Property Negotiator Grand Terrace H.S. Issues APNs 1167 151 37; 1167 151 32, 33, 34; 1167 151 31, 43, 44; 1167 151 35, 36, 38, 39; 1164 151 65, 01, 02; 1167 151 45; 1167 151 59, 58, 60~~
- Labor Negotiators

Adjournment

At 8:15 p.m., the Board adjourned to the next Regular Board of Education Meeting on May 28, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

DRAFT

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Student Field Trips**

GOAL: Improved Student Performance

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

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

FIELD TRIPS: Regular Meeting May 28, 2009

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
Sycamore Hills ** (Previously Board approved on 3-12-09)	5/18/09 To 5/22/09 (M/T/W/ Th/F) Overnight	9:00 a.m.	1:00 p.m.	San Gabriel Valley Family YMCA Camp Elk Wrightwood, CA (District)	6 th Grade Science Camp/ Students will participate in a hands-on life science education in the natural environment. ** Two GATE students who worked to raise funds for Science Camp were unsuccessful raising the total amount needed. One student raised \$94.00 and the other students raised \$100.00. For each student the cost of the trip is \$200.00	6	Donald Tornburg Brenda Betten Jessica Betcher Annette Wolcott (125)	\$25,515.00 \$25,721.00	ASB \$25,515.00 ** GATE \$206.00	Strategy #1
BHS	6/22/09 to 6/27/09 (M/T/W/T h/F/S) overnight	7:00 a.m.	1:00 p.m.	Kansas City Convention Center Kansas City, MO (air)	<i>National SkillsUSA Leadership and SkillsUSA Championships</i> Students will complete at the national level in Medical Math and Prepared Speech. One student will be a delegate at the national leadership conference.	12	William Reedy (3) + 1	\$6,067.60	ASB \$1,788.40 EIA \$510.00 SLI \$966.00 VEA \$2,803.20	Strategy #1

**** Update: Additional cost for two students**

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

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

GOAL: Improved Student Performance

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

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

ASSEMBLIES/PROGRAMS: Regular Meeting: May 28, 2009

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
CMS	2008-2009 school year (3 assemblies)	7:00 p.m. to 8:00 p.m.	<i>Project Upbeat</i> To expose students to college-going behaviors and motivate them to pursue post-secondary options.	California State University, San Bernardino	Dr. Dorothy Chen-Maynard Dr. Robert Blackey CSUSB San Bernardino, CA	\$100.00	Mandated Costs Incentive	Strategy #1
Grand Terrace	5/29/09	10:00 a.m. to 10:45 a.m.	<i>A Musical Journey Along the Lewis & Clark Trail</i> GATE students in grades 4-6 will experience an educational and entertainment program on American history.	Grand Terrace	Daniel Slosberg Pierre Cruzatte Los Angeles, CA	\$350.00	GATE	Strategy #1
Grand Terrace	6/3/09	9:25 a.m. to 10:25 a.m. 10:45 a.m. to 11:45 a.m.	<i>Art and Science Connection</i> To provide enrichment to GATE students in grades 4-6 in art and science based on program standards.	Grand Terrace	Riverside Art Museum Riverside, CA	\$150.00	GATE	Strategy #1
Grand Terrace	6/8/09	9:15 a.m. to 10:00 a.m.	<i>Super Show</i> To provide enrichment to GATE students in grades 4-6 in kite history, safety, and aerodynamics.	Grand Terrace	Kites for Kids Kite Connection, Inc. Huntington Beach, CA	\$494.00	GATE	Strategy #1

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera , Assistant Superintendent
Educational Services Division
- SUBJECT:** Approval of New ELD Reading Intervention Program and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *LANGUAGE! Focus on English Learning, Grades 7-12 (Beginning June 2009)*
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state test.
- Strategy #3: We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluation every district program.
- BACKGROUND:** The DAIT team has recommended implementation of the newly state adopted Reading Intervention program for English Learners, *LANGUAGE! Focus on English Learning*, which will provide intensive, accelerated, and extensive English Language Development instruction. The strategic approach focuses on teaching English language learners to speak, read and write proficiently in English. The program was piloted in all ELD classes during the 2008/09 spring semester. Training was provided for all ELD teachers.
- LANGUAGE! Focus on English Learning, Fourth Edition**
The Comprehensive Literacy Curriculum
Levels AB, CD, E, and F
Sopris West Educational Services © 2009
Student and Interactive Text (Levels AB, CD, E, and F)
Placement Student Edition (Levels AB, CD, E and F)
Assessment Content Mastery (Levels AB, CD, E and F)
Summative Assessments
- BUDGET
IMPLICATIONS:** The textbooks and support materials have been paid out of the 08/09 EIA (Economic Impact Aid) fund, totaling \$270,073. Any additional purchases of annual student consumables will be paid from IMFRP funds.
- RECOMMENDATION:** That the Board approve the New ELD Reading Intervention program and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *LANGUAGE! Focus on English Learning, Grades 7-12 (Beginning June 2009)*

Middle School Course Description for **ELD/Language! Level A-B**

Course Title: ELD/Language! Level A-B

Curricular Area: English Language Development

Course Number:
ENE030/ENE031/ENE032

Length: One year; course meets for two periods each day

Grade Level: 7-8

5 credits per period per semester

Note: Under special SST circumstances the course may be repeated for elective credit only with consent of the District Director of Language Support.

Prerequisites: Placement by previous year CST Language Arts scaled score below 300
2 out of 3:

- CELDT scores 1-3,
- Language! Reading Scale Placement Exam based on Lexile readability scale
- Two years below adopted curriculum as measured by DRP.

Course Description

This course is a comprehensive literacy curriculum that incorporates elements of English language development. It provides effective, explicit, sequential, logistically logical and systematic instruction for English language learners and struggling readers, writers, speakers, and spellers. It is an *accelerated program* designed to address the needs of students whose reading achievement is two or more years below grade level.

Alignment

This course is aligned to the California English Language Arts Standards and meets the requirements for intensive intervention instruction in Reading/Language Arts and intensive intervention instruction for English learners.

Instructional Materials

The following are required materials necessary for the full implementation of Language Fourth Edition – Focus on English Learning by Sopris West Educational Services (2009).

Middle School Course Description for **ELD/Language! Level A-B**

STUDENTS

<p><u>Required Textbook(s)</u></p> <ol style="list-style-type: none"> 1. Student Text (book A and B) 2. Interactive Text (book A and B) 3. Placement: Student Edition (book A and B) 	<ol style="list-style-type: none"> 4. Assessment: Content Mastery (book A and B) 5. Summative Assessments (book A and B) 6. Everyday English for non-English Speakers (book A and B classes with 	<p>newcomers)</p> <p><u>Software</u></p> <ol style="list-style-type: none"> 7. eReader 8. Sortegories
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TEACHERS

<p><u>Required Textbook(s)</u></p> <ol style="list-style-type: none"> 1. Teacher Edition volume 1 and 2 (book A and B) 2. Teacher Resource Guide (book A and B) 3. Placement: Teacher Edition (book A and B) 4. Assessment: Teacher Edition (book A and B) 5. Everyday English for Non-English Speakers Teacher Edition (for book 	<p>A-B classes with newcomers)</p> <p><u>Supplemental Materials</u></p> <ol style="list-style-type: none"> 6. Letter cards 7. Morphemes for Meaning Cards 8. Transparencies and Templates 9. Pocket Chart 10. Plastic Overhead Tiles 11. TeachTimer 12. Large-Format Picture 	<p>Cards</p> <p><u>Software</u></p> <ol style="list-style-type: none"> 13. Instructional Planning Tools for Teachers CD (book A and B) 14. Words for Teachers CD 15. Language Words 16. Kurzweil 3000 (optional) 17. Additional Sopris West software (optional)
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Exit/Promotion Criteria

Exit Criteria: Students should exit the Language! curriculum upon the completion of Book A and B, and when they consistently score 80% or better on the End-of Book Content Mastery test and reach the designated Lexile level as measured by the Language! Reading Scale. Students who have met these criteria can be exited from the Language! curriculum and placed into the core program for English with continued ELD support.

Promotion Criteria: Students who have demonstrated Mastery at 80% but have not reached the designated Lexile level, should advance to Language! C/D. Students who have not met mastery for a specific level in Language will continue to the next level of Language but consideration will be taken to group these students together so that instruction can move at an appropriate pace so the student can gain mastery of the concepts. Only in rare circumstances at the request of a Student Study Team (SST) or IEP Team Review, will a student be required to take the same level of Language! more than once.

<u>Activities</u>	<u>Percentage</u>
Class participation and Assignments (Class/Homework).....	25%
Summative Assessments.....	75%
Total: 100%	

Middle School Course Description for **ELD/Language! Level A-B**

Development Team

This Course of Study was created in 2/09 by Language Support Services

Support for English Learners

- *LANGUAGE! eReader* CD that reads aloud while students follow along in the text
- Picture cards and realia for multisensory cueing
- **Simulate It** exercises that use role plays to demonstrate comprehension and mastery
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- *LANGUAGE! Focus on English Learning* provides ongoing oral fluency practice as well as preliminary instruction for each lesson
- *LANGUAGE! Everyday English*, a separate curriculum for students with essentially no English Skills

Support for Special Education

- Thematic content that builds content knowledge systematically and cumulatively
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- Extensive use of “Mirror Text” that reflects students’ interests, world views, and background knowledge
- Acceleration options

Differentiating the Lesson for GATE Students

- Use of placement and content mastery scores
- Program can be used to move students more quickly through certain aspects of the curriculum.
- The starred activities chart the “review and accelerate” path enabling teachers to effectively move students toward complete literacy.
- True differentiation embraces acceleration as well as deceleration

Middle School Pacing Guide for **ELD/Language! Level A-B**

First Quarter

Week 1: Introduction, class rules, placement, and administration of the four baseline assessments.

Weeks: 2-4

Unit 1, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.1, R1.3, R1.4, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.16, R1.17, R2.2, R2.6, R2.7	R1.1, R1.2, R1.3, R1.6, R1.9, R1.10, R2.1, R2.5	R1.3, R1.6, R2.3, R2.5	R1.2, R1.6, R2.3	R1.1, R1.2	R1.1, R1.3
WRITING	W1.1, W1.3	W1.1, W1.4	W1.1, W1.1a, W1.1b			
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C.1.1, C.1.2, C.1.7, C.1.8	C.1.1, C.1.3	C.1.2, C.1.4			

Weeks: 5-7

Unit 2, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.2, R2.6	R1.6, R1.7, R1.10, R2.5	R1.3, R1.4, R1.6, R2.3, R2.5	R1.2, R2.5	R1.1, R1.2, R1.3	R1.1, R1.3
WRITING	W1.3, W2.2	W1.4	W1.1, W1.1a	W2.4		
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C1.3, C1.8	C.1.2, C1.3	C.1.2, C1.4			

Weeks: 8-10

Unit 3, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.1, R2.2, R2.6	R1.6, R1.7, R1.8, R1.10	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6	R1.1, R1.2, R1.3	R1.3
WRITING	W1.1, W1.3	W1.1, W1.4	W1.1, W1.1a, W1.1b			
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C.1.1, C1.3, C1.8	C.1.3, C1.6	C.1.2			

Middle School Pacing Guide for **ELD/Language! Level A-B**

Second Quarter

Weeks: 11-13

Unit 4, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.2, R2.6,	R1.2, R1.3, R1.6, R1.7, R1.8, R1.10,	R1.3, R1.4, R1.6, R2.3, R2.5	R1.2, R1.6	R1.1, R1.2, R1.3	R1.1, R1.3, R2.4
WRITING	W1.1, W1.3	W1.4	W1.1, W1.1a, W1.1b			
LISTENING SKILLS	L1.4	L1.5, L1.6	L1.5, L1.6			
WRITTEN/ORAL CONVENTIONS	C.1.1, C1.2, C1.3, C1.6, C1.8	C1.3	C.1.2, C1.3	C.1.2	C.1.1	

Weeks: 14-15

Unit 5, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.6	R1.2, R1.3, R1.6, R1.7, R1.8	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6	R1.1, R1.2, R1.3	R1.1, R1.3, R2.4
WRITING	W1.1	W1.4	W1.1, W1.1a, W1.1b, W1.2			
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C1.2, C1.8	C1.3	C.1.2, C1.3	C1.2	C1.1	

Weeks: 16-18

Unit 6, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.5, R1.6, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.6	R1.2, R1.3, R1.6, R1.7, R1.9	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6	R1.1, R1.3	R1.1, R1.3, R2.4
WRITING	W1.1	W1.4	W1.1, W1.1a, W1.1b, W1.2			
LISTENING SKILLS		L1.5				
WRITTEN/ORAL CONVENTIONS	C.1.2, C1.3, C1.8	C.1.3	C.1.2, C1.3	C1.2	C1.1	

Middle School Pacing Guide for **ELD/Language! Level A-B**

Third Quarter

Weeks 19-22:

Unit 7, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.13, R1.14, R1.15, R1.16, R2.6, R2.7	R1.3, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R2.1, R2.5	R1.2, R1.3, R1.4, R1.6, R1.8, R2.3	R1.1, R1.2, R1.6, R2.2, R2.6	R1.1, R1.2, R1.3, R2.3, R2.5	R1.1, R1.2, R2.4
WRITING	W1.3	W1.1, W1.4	W1.1, W1.1a, W1.1b	W1.2a, W1.2b, W1.2c, W1.2d, W1.4	W1.2a, W1.2b, W1.2c,	W1.2a, W1.2c,
LISTENING SKILLS		L1.6,		L1.3, L2.3	L2.3a	
WRITTEN/ORAL CONVENTIONS	C1.2, C1.3, C1.5, C1.6, C1.7, C1.8	C1.3, C1.6, C1.7	C1.2, C1.3, C1.4, C1.8		C1.1, C1.4, C1.5,	C1.2, C1.4

Weeks: 23-25

Unit 8, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.12, R1.13, R1.14, R1.15, R1.16, R2.2, R2.6	R1.3, R1.5, R1.6, R1.7, R1.8, R2.1	R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R1.2, R1.3, R2.3	R1.1, R2.4
WRITING	W1.2, W1.3	W1.4	W1.1, W1.1a, W1.1b, W1.4	W1.2a, W1.2d, W1.4	W1.2a, W1.2b, W1.2c	
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.2, C1.5, C1.6, C1.7, C1.8	C1.3, C1.6, C1.7	C1.2, C1.3, C1.4, C1.8	C1.1	C1.1, C1.4	C1.1, C1.2, C1.4

Middle School Pacing Guide for **ELD/Language! Level A-B**

Weeks: 26-28

Unit 9, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R.12, R13, R14 R15, R16, R17, R2.2, R2.6	R1.5, R1.6, R2.1	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R1.3	R1.1
WRITING	W1.3, W2.1	W1.4, W2.1a, W2.1b,	W1.1, W1.1a, W1.1b,	W1.4, W2.1a, W2.1b, W2.1c, W2.1d		
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C.1.2, C1.3, C1.5, C1.6, C1.7, C1.8	C.1.3, C1.6	C.1.2, C1.3, C1.4, C1.8	C.1.1	C.1.1, C.1.2, C1.4	C.1.1, C.1.2, C1.4

Fourth Quarter

Weeks: 29-32

Unit 10, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.13, R1.14, R1.15, R1.16, R1.17, R2.6,	R1.3, R1.5, R1.6, R1.7, R2.1	R1.3, R1.4, R1.6, R1.8, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R1.3, R2.3	R1.1, R2.4
WRITING	W1.3	W1.4, W2.1a, W2.1b,	W1.1, W1.1a, W1.1b, W1.4	W1.4, W2.1a, W2.1b, W2.1c, W2.1d		
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.3, C1.5, C1.6, C1.7, C1.8	C1.3, C1.6	C.1.2, C1.3, C1.4, C1.8	C.1.1	C1.5	C.1.2

Middle School Pacing Guide for **ELD/Language! Level A-B**

Weeks: 33-34

Unit 11, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.13, R1.14, R1.15, R1.16, R1.17, R2.6	R1.3, R1.6, R1.7, R2.1	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R2.3	R1.1, R2.4
WRITING	W1.1, W1.3	W1.4	W1.1			W2.2
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.2, C1.3, C1.5, C1.6, C1.8	C1.3	C1.2, C1.3, C1.4, C1.8	C1.1	C1.1	C1.2

Weeks: 35-38

Unit 12, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.12, R1.13, R1.14, R1.15, R1.16, R1.17, R2.6	R1.3, R1.4, R1.6, R2.1	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R1.2, R2.3	R1.1
WRITING	W1.3	W1.4, W2.1a, W2.1b		W2.1a, W2.1b, W2.1c, W2.1d	W1.2a, W1.2b, W1.2c	W2.2
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.3, C1.8	C1.3	C1.2, C1.3, C1.4, C1.8		C1.5	C1.2

END SEMESTER TWO

Middle School Pacing Guide for **ELD/Language! Level A-B**

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words [e.g., change *cow* to *how*; *pan* to *an*].
- 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
- 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].
- 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].
- 1.15 Read common word families [e.g., *-ite, -ate*].
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

Punctuation

- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

- 1.4 Stay on the topic when speaking.

Middle School Pacing Guide for ELD/Language! Level A-B

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant-consonant-vowel [= *sup/ per*]).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations [e.g., *Jan., Sun., Mr., St.*].
- 1.5 Identify and correctly use regular plurals [e.g., *-s, -es, -ies*] and irregular plurals [e.g., *fly/flies, wife/wives*].
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-, un-, -ing, -ly*].
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.5 Restate facts and details in the text to clarify and organize ideas.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus.

Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Middle School Pacing Guide for **ELD/Language! Level A-B**

Grade Three

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.2 Decode regular multisyllabic words.
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 1.8 Use knowledge of prefixes [e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*] and suffixes [e.g., *-er*, *-est*, *-ful*] to determine the meaning of words.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.5 Distinguish the main idea and supporting details in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create a single paragraph:
 - a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

Penmanship

- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Evaluation and Revision

- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

- 1.5 Punctuate dates, city and state, and titles of books correctly.

Spelling

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., *hair-hare*].

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

Middle School Pacing Guide for **ELD/Language! Level A-B**

Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

- 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.2 Create multiple-paragraph compositions:
- Provide an introductory paragraph.
 - Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - Include supporting paragraphs with simple facts, details, and explanations.
 - Conclude with a paragraph that summarizes the points.

Penmanship

- 1.4 Write fluidly and legibly in cursive or joined italic.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives:
- Relate ideas, observations, or recollections of an event or experience.
 - Provide a context to enable the reader to imagine the world of the event or experience.
 - Use concrete sensory details.
 - Provide insight into why the selected event or experience is memorable.
- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Use simple and compound sentences in writing and speaking.
- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Grammar

- 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

- 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

Middle School Pacing Guide for **ELD/Language! Level A-B**

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.

1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

Writing

1.0 Writing Strategies

Organization and Focus

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.
- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- c. Offer a concluding paragraph that summarizes important ideas and details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

2.0 Speaking Applications (Genres and Their Characteristics)

2.3 Deliver oral responses to literature:

- a. Summarize significant events and details.

Middle School Pacing Guide for **ELD/Language! Level A-B**

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Writing

1.0 Writing Strategies

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Capitalization

1.4 Use correct capitalization.

Middle School Course Description for **ELD/Language! Level C-D**

Course Title: ELD/Language! Level C-D

Curricular Area: English Language Development

Course Number:
ENE050/ENE051/ENE052

Length: One year; course meets for two periods each day

Grade Level: 7-8

5 credits per period per semester

Note: Under special SST circumstances the course may be repeated for elective credit only with consent of the District Director of Language Support.

Prerequisites: Placement by previous year CST Language Arts scaled score below 300
2 out of 3:

- CELDT scores 1-5
- Language! Reading Scale Placement Exam based on Lexile readability scale
- Two years below adopted curriculum as measured by DRP.

Course Description

This course is a comprehensive literacy curriculum that incorporates elements of English language development. It provides effective, explicit, sequential, logistically logical and systematic instruction for English language learners and struggling readers, writers, speakers, and spellers. It is an *accelerated program* designed to address the needs of students whose reading achievement is two or more years below grade level.

Alignment

This course is aligned to the California English Language Arts Standards and meets the requirements for intensive intervention instruction in Reading/Language Arts and intensive intervention instruction for English learners.

Instructional Materials

The following are required materials necessary for the full implementation of Language Fourth Edition – Focus on English Learning by Sopris West Educational Services (2009).

Middle School Course Description for ELD/Language! Level C-D

STUDENTS

<p><u>Required Textbook(s)</u></p> <ol style="list-style-type: none"> 1. Student Text (book C and D) 2. Interactive Text (book C and D) 	<ol style="list-style-type: none"> 3. Placement: Student Edition (book C and D) 4. Assessment: Content Mastery (book C and D) 5. Summative Assessments 	<p>(book C and D)</p> <p><u>Software</u></p> <ol style="list-style-type: none"> 6. eReader 7. Sortegories
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TEACHERS

<p><u>Required Textbook(s)</u></p> <ol style="list-style-type: none"> 1. Teacher Edition volume 1 and 2 (level C and D) 2. Teacher Resource Guide (level C and D) 3. Placement: Teacher Edition (book C and D) 4. Assessment: Teacher Edition (book C and D) <p><u>Supplemental Materials</u></p>	<ol style="list-style-type: none"> 5. Letter cards 6. Morphemes for Meaning Cards 7. Transparencies and Templates 8. Pocket Chart 9. Plastic Overhead Tiles 10. TeachTimer 11. Large-Format Picture Cards 	<p><u>Software</u></p> <ol style="list-style-type: none"> 12. Instructional Planning Tools for Teachers CD (book C and D) 13. Words for Teachers CD 14. Kurzweil 3000 (optional) 15. Additional Sopris West software (optional)
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Exit/Promotion Criteria

Exit Criteria: Students should exit the Language curriculum upon the completion of book C and D and when they consistently score 80% or better on the End-of Book Content Mastery test and reach the designated Lexile level as measured by the Language! Reading Scale. Students who have met these criteria can be exited from the Language! curriculum and be placed in the core program for English with continued ELD support as needed.

Promotion Criteria: Students who have demonstrated Mastery at 80% but have not reached the designated Lexile level, should require a Student Study Team meeting to determine further interventions. Only in rare circumstances at the request of a Student Study Team (SST) or IEP Team Review, will a student be required to take the same level of Language! more than once.

<u>Activities</u>	<u>Percentage</u>
Class participation and Assignments (Class/Homework).....	25%
Summative Assessments.....	<u>75%</u>
	Total: 100%

Development Team

This Course of Study was created in 2/09 by Language Support Services

Middle School Course Description for **ELD/Language! Level C-D**

Support for English Learners

- *LANGUAGE! eReader* CD that reads aloud while students follow along in the text
- Picture cards and realia for multisensory cueing
- **Simulate It** exercises that use role plays to demonstrate comprehension and mastery
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- *LANGUAGE! Focus on English Learning* provides ongoing oral fluency practice as well as preliminary instruction for each lesson
- *LANGUAGE! Everyday English*, a separate curriculum for students with essentially no English Skills

Support for Special Education

- Thematic content that builds content knowledge systematically and cumulatively
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- Extensive use of “Mirror Text” that reflects students’ interests, world views, and background knowledge
- Acceleration options

Differentiating the Lesson for GATE Students

- Use of placement and content mastery scores
- Program can be used to move students more quickly through certain aspects of the curriculum.
- The starred activities chart the “review and accelerate” path enabling teachers to effectively move students toward complete literacy.
- True differentiation embraces acceleration as well as deceleration.

Middle School Pacing Guide for **ELD/Language! Level C-D**

SEMESTER ONE

First Quarter

Weeks 1-3: **Level C Bridge, Introduction, class rules, placement, and administration of the four baseline assessments.**

Weeks: 4-6

Unit 13, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.4, 1.5, 1.9, 1.10, 1.11, 1.12, 1.13, 1.16, 1.17	1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.7	1.2, 1.5, 2.2,	1.1, 1.2, 2.3	1.1, 2.4
WRITING STRATEGIES	1.3	1.4	1.1a, 1.1b, 1.2	1.4,	1.2a, 1.2b, 1.2c	
LISTENING SKILLS	1.2			1.3		
WRITTEN/ORAL CONVENTIONS		1.3, 1.7	1.2, 1.3, 1.4, 1.8	1.5		1.2

Weeks: 7-9

Unit 14, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13, 1.16, 1.17, 2.2, 2.6	1.2, 1.3, 1.6. 1.7, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.6, 2.3	1.2, 2.2,2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4,
WRITING			1.1a, 1.1b		1.2a, 1.2b, 1.2c	
LISTENING SKILLS				1.3		
WRITTEN/ORAL CONVENTIONS	1.2, 1.3, 1.8	1.3, 1.4, 1.7	1.2, 1.3, 1.4, 1.8	1.2	1.1, 1.5	1.2

Middle School Pacing Guide for **ELD/Language! Level C-D**

Second Quarter

Weeks: 10-12

Unit 15, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.10, 1.11, 1.13, 1.14, 1.16, 1.17, 2.2, 2.6	1.3, 1.6, 1.7, 1.9, 2.1	1.2, 1.3, 1.4, 1.5, 1.6, 2.3,	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING	1.3	1.4, 1.3, 1.7, 1.8	1.1a, 1.1b, 1.2,	1.4	1.2a, 1.2b, 1.2c	
LISTENING SKILLS				1.3		
WRITTEN/ORAL CONVENTIONS	1.3, 1.5, 1.6, 1.7		1.2, 1.3, 1.4, 1.8	1.2	1.5	1.2

Weeks: 13-14

Unit 16, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.4, 1.5, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 2.2, 2.6	1.3, 1.6, 1.7, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING	1.3	1.4	1.1a, 1.1b, 1.2, 2.3	1.4	1.2a, 1.2b, 1.2c	
LISTENING SKILLS				1.3		
WRITTEN/ORAL CONVENTIONS	1.1, 1.3, 1.7, 2.3, 2.5, 2.6, 2.7, 2.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8,	1.2	1.1, 1.5	1.2

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Weeks: 15-17

Unit 17, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.8, 1.9, 1.10, 1.11, 1.14, 1.16, 1.17, 2.2, 2.6	1.3, 1.6, 1.7, 1.9, 2.1, 2.5	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING	1.3	1.4	1.1b, 1.2, 2.3	1.2a, 1.4	1.2a, 1.2b, 1.2c	
LISTENING SKILLS	1.4, 1.5	1.5, 1.6		1.3		
WRITTEN/ORAL CONVENTIONS	1.3, 1.5, 1.6, 1.7, 1.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8,	1.2	1.1, 1.5	1.2

Week: 18-19

Unit 18, Lesson 1-5

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.13, 1.16, 2.6	1.3, 1.6, 1.7, 1.8, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 1.6, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING	1.3	1.4	1.1a, 1.1b, 1.2	1.4	1.2a, 1.2b, 1.2c	1.3
LISTENING SKILLS		1.5, 1.6		1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8	1.1		

END SEMESTER ONE

Middle School Pacing Guide for **ELD/Language! Level C-D**

SEMESTER TWO: Third Quarter

Week 20-21: **Administration of the four baseline assessments. Unit 18 (continued) , Lessons 6-10**

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.13, 1.16, 2.6	1.3, 1.6, 1.7, 1.8, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 1.6, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING STRATEGIES	1.3	1.4	1.1a, 1.1b, 1.2	1.4	1.2a, 1.2b, 1.2c	1.3
LISTENING SKILLS		1.5, 1.6		1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8	1.1		

Weeks: 22-24

Unit 19, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.11, 1.12, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.9, 2.7	1.2, 1.3, 1.4, 1.6, 2.3	1.2, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING STRATEGIES		1.4	1.1a, 1.1b		1.1a, 1.1b, 1.1c	
LISTENING SKILLS		1.5, 1.6, 1.8		1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.2, 1.3, 1.4, 1.6, 1.8	1.2	1.5	

Weeks: 25-27

Unit 20, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.11, 1.12, 1.14, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.9	1.2, 1.3, 1.4, 1.6, 2.3	1.2, 1.6, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING		1.4		1.1a, 1.2b, 1.2c, 1.2d, 1.2e		1.1, 1.2a, 1.2b, 1.2c
LISTENING SKILLS			1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.2, 1.3, 1.6, 1.8		1.5	

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Weeks: 28-29

Unit 21, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.11, 1.12, 1.14, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.9, 2.1		1.2, 1.6, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING		1.4		1.2a, 1.2b, 1.2c, 1.2d, 1.2e	1.1a, 1.1b, 1.1c	
LISTENING SKILLS			2.1a, 2.1b, 2.1c, 2.3			
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.8	1.2, 1.3	1.5	

Fourth Quarter

Weeks: 30-32

Unit 22, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.11, 1.12, 1.14, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 2.7	1.2, 1.3, 1.6, 2.3	1.2, 1.6, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING		1.4			1.1a, 1.1b, 1.1c, 2.1a, 2.1b	
LISTENING SKILLS		1.5, 1.6, 1.8, 2.1c	1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.3, 1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.2, 1.6, 1.8	1.2	1.1, 1.5	1.1

Weeks: 33-34

Unit 23, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.11, 1.14, 1.16, 2.2, 2.6	1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.7	1.2, 1.3, 1.4, 1.6, 2.3	1.2, 2.2	1.1, 1.2, 1.3, 2.3, 3.7	1.1, 1.5, 2.4
WRITING		1.3, 1.4	1.1a, 1.1b			
LISTENING SKILLS		1.8	1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7	1.3, 1.4, 1.5, 1.7	1.2, 1.6, 1.8	1.1, 1.2	1.1, 1.5	1.3

Middle School Pacing Guide for **ELD/Language! Level C-D**

Weeks: 35-38

Unit 24, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.11, 1.14, 1.16, 2.2, 2.6	1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.7	1.2, 1.3, 1.4, 1.6, 2.3, 2.5	1.2, 1.6, 2.2	1.3, 2.3	1.1, 1.2, 1.5, 2.4
WRITING		1.3, 1.4	1.1a, 1.1b	1.2a, 1.2b, 1.2c, 1.2d, 1.2e		
LISTENING SKILLS		1.8	1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7	1.3, 1.4, 1.5, 1.7	1.2, 1.3, 1.6, 1.8	1.2	1.1, 1.5	1.3

END SEMESTER TWO

Middle School Pacing Guide for ELD/Language! Level C-D

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].
 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].
 1.12 Use knowledge of vowel digraphs and *r*- controlled letter-sound associations to read words.
 1.13 Read compound words and contractions.
 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].
 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.
 2.6 Relate prior knowledge to textual information.

3.0 Literary Response and Analysis

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

1.0 Writing Strategies

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

Punctuation.

- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.4 Stay on the topic when speaking.
 1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.3 Relate an important life event or personal experience in a simple sequence.

Middle School Pacing Guide for **ELD/Language! Level C-D**

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant/consonant-vowel [= *sup/ per*]).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-*, *un-*, *-ing*, *-ly*].

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.7 Interpret information from diagrams, charts, and graphs.

Writing

1.0 Writing Strategies

Research

- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., *was*, *were*, *says*, *said*, *who*, *what*, *why*).
- 1.8 Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.8 Retell stories, including characters, setting, and plot.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Recount experiences or present stories:

Middle School Pacing Guide for ELD/Language! Level C-D

GRADE THREE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.2 Decode regular multisyllabic words.
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., *dog/ mammal/ animal/ living things*].
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 1.7 Use a dictionary to learn the meaning and other features of unknown words.
- 1.8 Use knowledge of prefixes [e.g., *un-, re-, pre-, bi-, mis-, dis-*] and suffixes [e.g., *-er, -est, -ful*] to determine the meaning of words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.5 Distinguish the main idea and supporting details in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create a single paragraph:
 - a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

Penmanship

- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

- 1.6 Use commas in dates, locations, and addresses and for items in a series.

Spelling

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *[qu]*, consonant doubling, changing the ending of a word from *[-y]* to *[-ies]* when forming the plural), and common homophones [e.g., *hair-hare*].

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Make brief narrative presentations:
 - a. Provide a context for an incident that is the subject of the presentation.
 - b. Provide insight into why the selected incident is memorable.
 - c. Include well-chosen details to develop character, setting, and plot.
- 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

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Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.5 Use a thesaurus to determine related words and concepts.
- 1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions:
 - a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.

Penmanship

- 1.4 Write fluidly and legibly in cursive or joined italic.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Use simple and compound sentences in writing and speaking.
- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Grammar

- 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

- 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

- 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

Middle School Pacing Guide for **ELD/Language! Level C-D**

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

3.0 Literary Response and Analysis

Literary Criticism

- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create multiple-paragraph narrative compositions:
a. Establish and develop a situation or plot.
b. Describe the setting.
c. Present an ending.
1.2 Create multiple-paragraph expository compositions:
a. Establish a topic, important ideas, or events in sequence or chronological order.
b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
c. Offer a concluding paragraph that summarizes important ideas and details.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives:
a. Establish a plot, point of view, setting, and conflict.
b. Show, rather than tell, the events of the story.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.3 Make inferences or draw conclusions based on an oral report.

Middle School Pacing Guide for **ELD/Language! Level C-D**

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Writing

1.0 Writing Strategies

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions:

a. Engage the interest of the reader and state a clear purpose.

b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

c. Conclude with a detailed summary linked to the purpose of the composition.

Research and Technology

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Yolanda Cabrera , Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Introduction to College Animal Science I* and *Animal Science II*, Grades 10-12 (Beginning June 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #5: We will identify students' college and career aspirations, expand career and technical pathways and prepare students for successful transition to the workforce and / or further education.
- BACKGROUND:** These courses are part of the Career Technical program alignment project to meet the Perkins Grant requirements and will give students college credit at Mt. SAC due to an articulation agreement. The course descriptions and textbook were approved by the Secondary Curriculum Council on April 14, 2009.
- Textbook will be used for *Introduction to College Animal Science* and *Animal Science II*.
- Introduction to Animal Science,**
Fourth Edition – Pearson, Prentice Hall (2009)
- BUDGET
IMPLICATIONS:** The textbook and support materials will be purchased with site funds.
- RECOMMENDATION:** That the Board approve the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Introduction to College Animal Science I* and *Animal Science II*, Grades 10-12 (Beginning June 2009)

Course Description for **Animal Science 2**

Course Title: Animal Science 2

Curricular Area: Career Technical Education

Course Number:

Length: One year

Grade Level: 11-12

Prerequisites: Introduction to College Animal Science 1, Algebra I

Meets a UC a-g Requirement: Yes “g”

Meets NCAA Requirement: No

CTE Course Sequence: Concentrator course for Animal Science pathway

Meets High School Graduation Requirement for:
10 Elective credits

Course Description

Introduction to College Animal Science 1 & 2 (ICAS 1 & 2) introduces students to what Animal Science has become in the modern world. These two courses will be articulated annually with AGAN 1 as taught at Mt. San Antonio Community College (MTSAC). Any student successfully completing these two courses with a C or better grade will receive at no cost three (3) semester units for AGAN 1 at MTSAC.

ICAS 2 builds on the knowledge gained in ICAS 1. ICAS 2 focuses on the reproduction, nutrition, and health/disease requirements and issues required for the domesticated animals used by the agricultural industries around the world today. Traditional animal husbandry has been revolutionized in the last 50 years and has become less driven by tradition and more driven by business and modern science based technology.

In addition, FFA/leadership development, career awareness, record keeping and supervised agricultural experience projects (SAEs) will be an important part of the course.

Alignment

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

Instructional Material

Required Textbook(s)

INTRODUCTION TO ANIMAL SCIENCE (GLOBAL, BIOLOGICAL, SOCIAL, AND INDUSTRY PERSPECTIVES) / W. Stephen Damron—4th ed. Copyright 2009 Pearson, Prentice Hall
ISBN 13: 978-0-13-513486-3

California Agricultural Education Record Book

Supplemental Materials

Power point shows for *INTRODUCTION TO ANIMAL SCIENCE (GLOBAL, BIOLOGICAL, SOCIAL, AND INDUSTRY PERSPECTIVES)* / W. Stephen Damron—4th ed. Copyright 2009 Pearson, Prentice Hall
ISBN 13: 978-0-13-513486-3

Colton Joint Unified School District Course of Study
Course Description for Animal Science 2

Official FFA Manual, National FFA Organization, Copy write 2008

Web Sites

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

Exit Criteria

Activities	Percentage
FFA/Leadership	5%
Class Participation	10%
SAE	10%
Lab Assignments and projects	10%
Tests	30%
Final Exam	<u>35%</u>
	Total: 100%

Development Team

Richard Montgomery created this Course of Study in 2009.

Colton Joint Unified School District Course of Study
Course Description for Animal Science 2

PACING GUIDE

First Quarter

Weeks 1-2

PART TWO:

THE BIOLOGICAL SCIENCES OF ANIMAL SCIENCE

Chapter 5 Introduction to Nutrition

Weeks 3-5

Chapter 6 The Gastrointestinal Tract and Nutrition

Weeks 6-8

Chapter 7 Feedstuffs Classification

Second Quarter

Weeks 9-12

Chapter 8 Genetics

Weeks 13-15

Chapter 9 Animal Breeding

Weeks 16-17

Chapter 10 Biotechnology and Genetic Engineering

Week 18

Testing and Application

SAE Project Completion & Presentation

Third Quarter

Weeks 19-20

Chapter 11 Animal Reproduction

Week 21

Chapter 12 Lactation

Weeks 22-24

Chapter 13 Animal Behavior

Weeks 25-27

Chapter 14 Animal Health

Fourth Quarter

Weeks 28-29

PART FOUR:

ANIMALS AND SOCIETY

Chapter 26 Careers and Career Preparation in the Animal Services

Week 30

Chapter 27 Animals as Consumers of Grain: Asset or Liability?

Weeks 31-32

Chapter 28 Food Safety and Consumer Concerns

Weeks 33-34

Chapter 29 Animal Welfare and Animal Rights

Week 35

Chapter 30 Animals in Sustainable Agriculture

Week 36

Testing and Application

SAE Project Completion & Presentation

OBJECTIVES AND COMPETENCIES TO BE DEVELOPED

Weeks 1-2

PART TWO: THE BIOLOGICAL SCIENCES OF ANIMAL SCIENCE

Foundation Standards

Algebra I (Grades eight through twelve)

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step 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

Geometry (Grades eight through twelve)

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Probability and statistics (Grades eight through twelve)

8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter-plots, and box-and-whisker plots.

Investigation and experimentation (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.

Course Description for **Animal Science 2**

Principles of economics (Grade twelve)

- 12.2 Students analyze the elements of America's market economy in a global setting.
- 12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- 12.2.3 Explain the roles of property rights, competition, and profit in a market economy.
- 12.2.5 Understand the process by which competition among buyers and sellers determines a market price.
- 12.2.6 Describe the effect of price controls on buyers and sellers.
- 12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- 12.2.10 Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.4.3 Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

Reading (Grades nine and ten)

- 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).

Reading (Grades eleven and twelve)

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Writing (Grades nine and ten)

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

Course Description for **Animal Science 2**

- 2.3 Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.
- 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.
 - Highlight central ideas or images.
 - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- Report information and convey ideas logically and correctly.
 - Offer detailed and accurate specifications.
 - Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - Anticipate readers' problems, mistakes, and misunderstandings.

Writing (Grades eleven and twelve)

- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.
- 2.5 Write job applications and resumes:
- Provide clear and purposeful information and address the intended audience appropriately.
 - Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - Modify the tone to fit the purpose and audience.
 - Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 2.6 Deliver multimedia presentations:
- Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly.

Written and oral English language conventions (Grades eleven and twelve)

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

Course Description for **Animal Science 2**

- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

Listening and speaking (Grades nine and ten)

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.3 Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Listening and speaking (Grades eleven and twelve)

- 1.8 Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
- 2.4 Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

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

Course Description for **Animal Science 2**

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.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

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.

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D4.0 Students understand animal reproduction, including the function of reproductive organs:

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.

D5.2 Understand how to use animal performance data in the selection and management of production animals.

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

Course Description for **Animal Science 2**

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

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.

D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program. D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem. D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations. D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

D8.1 Understand animal waste treatment and disposal management systems.

D8.2 Understand various methods for using animal waste and their environmental impacts.

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

D9.1 Know the early warning signs of animal distress and how to rectify the problem.

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

Course Description for **Animal Science 2**

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of non-edible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how non-meat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and non-meat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

Chapter 5 Introduction to Nutrition

Learning objectives of Chapter 5.

After studying this chapter the student should be able to:

- Define nutrition and understand the reasons for studying nutrition.
- Explain what a nutrient is and know the difference between dietary essential and nonessential nutrients; classify the nutrients; and list the 50 dietary essential nutrients.
- Describe the general uses of nutrients in the body and discuss the major factors that affect an animal's needs for nutrients.
- Explain in detail the three major types of animal trials that nutritionists use.
- Define and explain feedstuff analysis.
- List sources of current information about nutrition.
- Summarize the feeds evaluation procedures described in this chapter.

Weeks 3-5

Chapter 6 The Gastrointestinal Tract and Nutrition

Learning objectives of Chapter 6.

After studying this chapter the student should be able to:

- Describe the methods of the breakdown of food.
- Classify digestive systems according to stomach type and type of diet consumed.
- Describe the steps of digestion.
- Identify the differences and similarities in the digestive processes of animals.
- Explain the importance of the complex stomach of the ruminant and its benefits to the animal.

Weeks 6-8

Chapter 7 Feedstuffs Classification

Learning objectives of Chapter 7.

After studying this chapter the student should be able to:

- Describe how feedstuffs are classified and identify the major categories of feedstuffs and their characteristics.
- Identify the nutritive characteristics in various feedstuff categories.

Weeks 9-12

Chapter 8 Genetics

Learning objectives of Chapter 8.

After studying this chapter the student should be able to:

- Explain the role that genetics plays in animal production.
- Describe the location of genes within a cell.
- Explain the process of cellular division with relation to the replication of cells containing a full complement of genetic information.
- Explain the process of cellular division that ultimately produces cells containing only half of the genetic information.
- Describe how variation in traits is passed from parent to offspring.
- Describe how gene frequencies change in a population.
- Explain the concept of relationship between individuals.
- Describe several systems of mating individuals.

Course Description for **Animal Science 2**

- Summarize the implications of genetic engineering, the promise it holds for future animal production, and the opportunities that animals will have to provide even greater benefits to humanity.

Weeks 13-15

Chapter 9 Animal Breeding

Learning objectives of Chapter 9.

After studying this chapter the student should be able to:

- Define *animal breeding* and explain its contributions to animal science.
- Describe the general principles of animal breeding as it applies to beef cattle.
- Define *heritability* and *genetic correlations*.
- Explain how to use EPDs in beef cattle breeding.
- Describe the uses and benefits of a beef cattle sire summary.
- Describe the general principles of animal breeding as it applies to dairy cattle.
- Explain why associations among traits are so important to dairy cattle selection.
- Identify goals on traits of emphasis in dairy cattle selection.
- Describe the DHI system and explain its use in dairy cattle selection.
- List the ways in which swine genetic improvement is similar to and different from the other major species.
- Describe the difference in the way breeds influence the swine industry compared to the other industries.
- Describe the general principles of animal breeding as it applies to sheep.

Weeks 16-17

Chapter 10 Biotechnology and Genetic Engineering

Learning objectives of Chapter 10.

After studying this chapter the student should be able to:

- Describe the magnitude of the biotechnology industry in the United States.
- Define *biotechnology* and explain how genetic engineering is a part of biotechnology.
- Describe in general terms how organisms are genetically engineered.
- List the uses of such biotechnological innovations as monoclonal antibodies, gene therapy, cloning, and micro propagation.

Course Description for **Animal Science 2**

- Describe current and future uses of genetic engineering as it applies to field crop, food crop, and livestock production.
- Describe developing uses of rDNA organisms as disease models, for organ donation, as bioreactors for pharmaceuticals, as neutraceutical producers, and as waste managers.
- Explain the regulatory mechanism in place to control genetically engineered organisms.
- Identify some of the concerns that society has about genetic engineering.

Week 18

SAE Project Completion & Presentations
School Finals

Weeks 19-20

Chapter 11 Animal Reproduction

Learning objectives of Chapter 11.

After studying this chapter the student should be able to:

- Describe how the endocrine system drives the production of gametes.
- Identify the various anatomical features of female and male reproductive systems.
- Compare and contrast the functions of the male and female gonads.
- State how conception, pregnancy, and parturition occur.
- Discuss the considerable influence of the environment on reproductive function.
- Describe the uses and advantages of the technologies recently employed in animal reproduction.

Week 21

Chapter 12 Lactation

Learning objectives of Chapter 12.

After studying this chapter the student should be able to:

- Describe the process of lactation.
- List the components of milk.
- Identify the major components of the mammary gland.
- Identify and describe a typical lactation curve.
- Explain the problem of lactose intolerance.
- Describe the process by which various components are added to milk.

Course Description for **Animal Science 2**

- Compare and contrast the effect that species has on milk composition.
- Explain the process by which BST increases milk production.

Weeks 22-24

Chapter 13 Animal Behavior

Learning objectives of Chapter 13.

After studying this chapter the student should be able to:

- Describe the overall field of animal behavior and explain why it is important.
- Explain the individual areas of study in animal behavior.
- Cite the general effects of handling on livestock production.
- Discuss how animal temperament and handling interact.
- Describe the role of fear and fear memories in handling.
- List the benefits of training animals to be handled and to accept restraint.
- Cite the effects of novelty, vision, noise, and shadows on livestock movement.
- Discuss the concept of flight zone.
- Identify the role of genetics in handling.
- Outline the basics of handling facility layout.

Weeks 25-27

Chapter 14 Animal Health

Learning objectives of Chapter 14.

After studying this chapter the student should be able to:

- Explain the nature of disease.
- Describe the causes of disease in general terms.
- Outline a procedure for diagnosing disease.
- Describe the body's defenses against disease.
- Describe the elements of herd health.
- Identify the effects of animal disease on human well-being.
- Describe the elements of regulatory animal medicine.

Course Description for **Animal Science 2**

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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 with parent and administration approval if they pass the shop safety test. **All** students will be required to pass a shop safety test.

Stretching the Lesson for GATE Students:

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

Weeks 28-29

PART FOUR: ANIMALS AND SOCIETY

Foundation Standards

Algebra I (Grades eight through twelve)

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step 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

Geometry (Grades eight through twelve)

Course Description for **Animal Science 2**

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Probability and statistics (Grades eight through twelve)

8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter-plots, and box-and-whisker plots.

Investigation and experimentation (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.

Principles of economics (Grade twelve)

12.2 Students analyze the elements of America's market economy in a global setting.

12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

12.2.3 Explain the roles of property rights, competition, and profit in a market economy.

12.2.5 Understand the process by which competition among buyers and sellers determines a market price.

12.2.6 Describe the effect of price controls on buyers and sellers.

12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

12.2.10 Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.4.3 Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

Reading (Grades nine and ten)

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).

Course Description for **Animal Science 2**

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).

Reading (Grades eleven and twelve)

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Writing (Grades nine and ten)

1.4 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.5 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

1.6 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.6 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

2.4 Write expository compositions, including analytical essays and research reports:

g. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

h. Convey information and ideas from primary and secondary sources accurately and coherently.

i. Make distinctions between the relative value and significance of specific data, facts, and ideas.

j. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

k. Anticipate and address readers' potential misunderstandings, biases, and expectations.

l. Use technical terms and notations accurately.

2.6 Write business letters:

e. Provide clear and purposeful information and address the intended audience appropriately.

f. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

g. Highlight central ideas or images.

h. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications.

c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers' problems, mistakes, and misunderstandings.

Course Description for **Animal Science 2**

Writing (Grades eleven and twelve)

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

2.5 Write job applications and resumes:

- 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., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Written and oral English language conventions (Grades eleven and twelve)

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

Listening and speaking (Grades nine and ten)

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

2.2 Deliver expository presentations:

- g. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- h. Convey information and ideas from primary and secondary sources accurately and coherently.
- i. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- j. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- k. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- l. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

- h. Prepare and ask relevant questions.
- i. Make notes of responses.
- j. Use language that conveys maturity, sensitivity, and respect.
- k. Respond correctly and effectively to questions.

Course Description for **Animal Science 2**

- l. Demonstrate knowledge of the subject or organization.
- m. Compile and report responses.
- n. Evaluate the effectiveness of the interview.

Listening and speaking (Grades eleven and twelve)

1.9 Use effective and interesting language, including:

- d. Informal expressions for effect
- e. Standard American English for clarity
- f. Technical language for specificity

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

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.

Course Description for **Animal Science 2**

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D4.0 Students understand animal reproduction, including the function of reproductive organs:

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.

D5.2 Understand how to use animal performance data in the selection and management of production animals.

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

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.

D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program. D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem. D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations. D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

Course Description for **Animal Science 2**

D8.0 Students understand the challenges associated with animal waste management:

D8.1 Understand animal waste treatment and disposal management systems.

D8.2 Understand various methods for using animal waste and their environmental impacts.

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

D9.1 Know the early warning signs of animal distress and how to rectify the problem.

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of non-edible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how non-meat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

Course Description for **Animal Science 2**

D12.5 Understand how meat products and non-meat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

Weeks 28-29

Chapter 26 Careers and Career Preparation in the Animal Services

Learning objectives of Chapter 26.

After studying this chapter the student should be able to:

- Describe the general job market in agriculture and animal science.
- Identify the general areas of curriculum in animal science and the careers that each area leads to.
- Develop a strategy for directing your education toward a satisfying career.

Week 30

Chapter 27 Animals as Consumers of Grain: Asset or Liability?

Learning objectives of Chapter 27.

After studying this chapter the student should be able to:

- Discuss the flaws of the "grain to people" argument as a solution to world hunger.
- Describe the advantages of feeding grain to animals.
- Explain how using animals in agriculture provides for good land use.
- Discuss how consumer preferences affect animal product production.

Weeks 31-32

Chapter 28 Food Safety and Consumer Concerns

Learning objectives of Chapter 28.

After studying this chapter the student should be able to:

- Describe the complexities of the food safety issues facing the food industries.
- Discuss the basics of the history of food safety during the 20th century.
- Describe the magnitude of the problem of food safety to consumers.
- Identify the most important of the food borne pathogens.
- Differentiate between the roles of various government agencies in providing for a safe food supply.
- Describe the current and changing roles of FSIS in food safety.

Course Description for **Animal Science 2**

- Describe HACCP and state its purpose and principles.
- Explain the level of safety associated with bovine somatotropin, growth-promoting hormones, and antibiotics in animal production.
- Describe the value of food irradiation.

Weeks 33-34

Chapter 29 Animal Welfare and Animal Rights

Learning objectives of Chapter 29.

After studying this chapter the student should be able to:

- Describe the basis for the general concern, but the lack of a consensus opinion, relating to animal welfare and animal rights.
- Compare and contrast animal welfare issues and animal rights issues. If possible, reconcile whether animal rights and animal welfare are different or the same issue to you.
- Cite the major pieces of legislation that have been passed in this country regarding animal welfare and animal rights.
- Describe the major philosophical differences among various groups that have an interest in this subject.
- Outline a view of the issues likely to be debated for legislative action.

Week 35

Chapter 30 Animals in Sustainable Agriculture

Learning objectives of Chapter 30.

After studying this chapter the student should be able to:

- Define and describe sustainable agriculture.
- Describe sustainable practices.
- Explain the "systems philosophy" of sustainable agriculture.
- Elaborate on the place of animals in sustainable systems.
- Identify a monoculture system and contrast it to a diversified system.
- Identify areas of concern for making livestock systems more sustainable.
- Explain the "lifestyle element" of sustainable agriculture.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations

Course Description for **Animal Science 2**

- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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 with parent and administration approval if they pass the shop safety test. **All** students will be required to pass a shop safety test.

Stretching the Lesson for GATE Students:

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

Week 36

SAE Project Completion & Presentations
School Finals

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera , Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Introduction to College Horticulture, Grades 10-12 (Beginning June 2009)***

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2: We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state test.

Strategy #3: We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluation every district program.

BACKGROUND: These courses are part of the Career Technical program alignment project to meet the Perkins Grant requirements and will give students college credit at Mt. SAC due to an articulation agreement. The course descriptions and textbook were approved by the Secondary Curriculum Council on April 14, 2009.

Horticulture: Principles and Practices
Fourth Edition – Pearson, Prentice Hall (2009)

BUDGET IMPLICATIONS: The textbook and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Introduction to College Horticulture, Grades 10-12 (Beginning June 2009)*

Course Description for **Introduction to College Horticulture Principles and Practices**

Course Title: Introduction to College Horticulture Principles and Practices

Curricular Area: Career Technical Education

Course Number:

Length: One year

Grade Level: 10-12

Prerequisites: Biology, Any Agriculture class, Algebra I

Meets a UC a-g Requirement: Yes “g”

Meets NCAA Requirement: No

CTE Course Sequence: Introductory course in Ornamental Horticulture pathway

Meets High School Graduation Requirement for:
10 Elective credits

Course Description

Horticulture is a science and an art. A student of horticulture needs to be familiar with the basic principles and concepts of plant growth. Therefore, students are required to have completed biology and a basic agriculture course before taking this class.

This course covers basic horticulture skills and techniques for use in gardening, nursery, and landscape applications. Emphasis on propagation, cultural practices, and the study of plant relationships, structure, growth and development.

In addition, FFA/leadership development, career awareness, record keeping and supervised agricultural experience projects (SAEs) will be an important part of the course.

This course will be articulated annually with AGOR 1 as taught at Mt. San Antonio Community College (MTSAC). Any student successfully completing this course with a C or better grade will receive at no cost three (3) semester units for AGOR 1 at MTSAC.

Alignment

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

Course Description for **Introduction to College Horticulture Principles and Practices**

Instructional Material

Required Textbook(s)

Horticulture: Principles and Practices, Fourth Edition / George Acquah Copyright 2009 Pearson, Prentice Hall ISBN 10: 0-13-159247-5

California Agricultural Education Record Book

Supplemental Materials

Power point shows for *Horticulture: Principles and Practices, Fourth Edition / George Acquah* Copyright 2009 Pearson, Prentice Hall ISBN 10: 0-13-159247-5

Official FFA Manual, National FFA Organization, Copy write 2008

Web Sites

<http://www.calaged.org> California Agriculture Teachers Assoc. Web page

<http://www.ffa.org> National FFA Web page

Course Description for **Introduction to College Horticulture Principles and Practices**

Exit Criteria

Activities	Percentage
FFA/Leadership	5%
Class Participation	10%
SAE	10%
Lab Assignments and projects	10%
Unit and Chapter Tests.....	30%
Final Exam	<u>35%</u>
Total:	100%

Development Team

Richard Montgomery created this Course of Study in 2009.

Course Description for **Introduction to College Horticulture Principles and Practices**

PACING GUIDE

Week 1

Part 1 THE UNDERLYING SCIENCE

Chapter 1 What is horticulture

Week 2-3

Chapter 2 Classifying and naming horticultural plants

Week 4-5

Chapter 3 Plant anatomy

Week 6-7

Chapter 4 Plant growth environment

Week 8

Chapter 5 Plant physiology

Week 9-10

Chapter 6 Breeding horticultural plants

Week 11

Part 2 PROTECTING HORTICULTURAL PLANTS

Chapter 7 Biological enemies of horticultural plants

Week 12-13

Chapter 8 Principles and methods of disease and pest control

Week 14-15

Part 3 PROPAGATING HORTICULTURAL PLANTS

Chapter 9 Sexual propagation

Week 16-17

Chapter 10 Asexual propagation

Week 18

Testing and Application

SAE Project Completion & Presentation

Week 19-20

Part 4 GROWING PLANTS INDOORS

Chapter 11 Growing houseplants

Week 21-22

Chapter 12 Controlled environment production

Course Description for **Introduction to College Horticulture Principles and Practices**

Week 23

Chapter 13 Greenhouse production

Week 24

Chapter 14 Growing succulents

Week 25

Part 5 GROWING PLANTS OUTDOORS: ORNAMENTALS

Chapter 15 Principles of landscaping

Week 26

Chapter 16 Nursery production

Week 27

Chapter 17 Installation of the landscape

Chapter 18 Turf production and use

Week 28

Chapter 19 Pruning

Week 29-30

Part 6 GROWING PLANTS OUTDOORS: VEGETABLES, FRUITS AND NUTS

Chapter 20 Growing vegetables

Week 31

Chapter 21 Herb gardening

Week 32

Chapter 22 Organic farming

Chapter 23 Growing fruit trees, nuts, and small fruits

Week 33

Part 7 SPECIAL TECHNIQUES AND HANDLING OF HORTICULTURAL PRODUCTS

Chapter 24 Floral design

Week 34

Chapter 25 Terrarium culture

Chapter 26 Bonsai: the art of miniature plant culture

Week 35

Chapter 27 Post-harvest handling of horticultural products

Week 36

Testing and Application

SAE Project Completion & Presentation

Course Description for **Introduction to College Horticulture Principles and Practices**

OBJECTIVES AND COMPETENCIES TO BE DEVELOPED

Week 1

PART I THE UNDERLYING SCIENCE

Overview

Horticulture is a science and an art. A student of horticulture needs to be familiar with certain basic principles and concepts of science. Students should have completed basic science courses before taking applied ones such as horticulture. Part I of the course is designed to review pertinent basic scientific principles and concepts. The amount of time spent on this part will depend upon the background of the students. In some cases, a quick review is all that will be necessary. However, it is very important that students see the relationship between the science and practice of horticulture. It is therefore very critical that every concept be deliberately explained with examples in horticulture. For example, Mendelian genetics should be linked with how plant breeders operate in developing new garden cultivars or improved ones. Classroom work can be supplemented with videos, computer-based instructional aids, and field trips.

State and Pathway standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15
Geometry (Grades eight through twelve) 8,10,11,12
Probability and statistics (Grades eight through twelve) 8
Investigation and experimentation (Grades nine through twelve) 1
Principles of economics (grade twelve) 12
Reading (Grades nine and ten) 2
Reading (Grades eleven and twelve) 2
Writing (Grades nine and ten) 1,2
Writing (Grades eleven and twelve) 1,2
Writing and oral English language conventions (Grades eleven and twelve) 1
Listening and speaking (Grades nine and ten) 1,2
Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) Pathway Standards

F. Ornamental Horticulture Pathway

F1.0 Students understand plant classification and use principles:
F2.0 Students understand plant physiology and growth principles:
F3.0 Students understand sexual and asexual plant reproduction:
F4.0 Students understand basic integrated pest management principles:
F5.0 Students understand water and soil (media) management practices:
F6.0 Students understand ornamental plant nutrition practices:
F7.0 Students understand the selection, installation, and maintenance of turf:

Course Description for **Introduction to College Horticulture Principles and Practices**

F8.0 Students understand nursery production principles:

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

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

F11.0 Students understand basic floral design principles:

CHAPTER 1 WHAT IS HORTICULTURE?

Learning objectives of Chapter 1.

After studying this chapter, the student should be able to

1. Define the term *horticulture*.
2. Briefly discuss the history of horticulture.
3. Describe the boundaries of horticulture in relation to other applied sciences.
4. Discuss the importance of horticulture in society.
5. List ten jobs that require training *in* horticulture.
6. List and describe four horticulture-related industries (service industries).

Week 2-3

CHAPTER 2 CLASSIFYING AND NAMING ORTICULTURAL PLANTS

Learning objectives of Chapter 2.

After studying this chapter, the student should be able to

1. Define the term *taxonomy*.
2. Explain the need for a universal nomenclature.
3. Describe the binomial nomenclature.
4. Describe various operational systems of classification of plants based on growth form, fruits, life cycle, use, stem type, leaf characteristics, adaptation, and flower type.

Week 4-5

CHAPTER 3 PLANT ANATOMY

Learning objectives of Chapter 3.

After studying this chapter, the student should be able to

1. Describe the levels of eukaryotic organization.
2. Describe the cell structure and function of major organelles.
3. List and describe the primary tissues of higher plants and their functions.
4. Describe various plant organs and how they are used as a basis for classifying horticultural plants.

Materials needed for suggested practical exercises

Course Description for **Introduction to College Horticulture Principles and Practices**

Note:

- a. Materials listed are only suggested; additional materials may be required.
 - b. Some materials may have to be obtained and planted a week or more before the date of use.
 - c. Some materials may already be available on campus.
 - d. Some materials may be used for more than one demonstration or lab work.
1. Drawing of a typical plant cell
 2. Drawing of a typical animal cell
 3. Prepared slides showing various tissues
 - a. Xylem
 - b. Phloem
 - c. Epidermis
 4. Prepared slides showing
 - a. Transverse sections of monocot stem and root
 - b. Transverse sections of dicot stem and root
 5. Seeds
 - a. Dicot (e.g. peas, lima)
 - b. Monocot (e.g. corn, rice)
 6. Potting soil
 7. Pots/containers
 8. Flowers
 - a. Simple/solitary
 - b. Inflorescence
 9. Leaves
 - a. Simple
 - b. Compound
 - c. Dicot
 - d. Monocot
 10. Fruits
 - a. Tomato (berry)
 - b. Peach (drupe)
 - c. Cucumber (pepo)
 - d. Pea (pod)

Equipment needed

1. Light microscope
2. Binoculars

Facilities needed

1. Greenhouse
2. Laboratory

Field trip/s

- a. Greenhouse
- b. Florist
- c. Public Park
- d. Botanical Park
- e. Arboretum

Course Description for **Introduction to College Horticulture Principles and Practices**

Week 6-7

CHAPTER 4 PLANT GROWTH ENVIRONMENT

Learning objectives of Chapter 4.

After studying this chapter, the student should be able to

1. List the important plant growth factors in both the aboveground and below ground environments.
2. Discuss the roles *of* each environmental factor in plant growth and development.
3. Describe how each environmental factor may be managed for better plant performance.

Week 8

CHAPTER 5 PLANT PHYSIOLOGY

Learning objectives of Chapter 5.

After studying this chapter, the student should be able to

1. Describe the generalized pattern of growth in organisms (sigmoid curve).
2. Describe the generalized phases of plant growth.
3. Discuss vegetative growth and development in plants and how growth patterns are used as a basis for the classification of plants.
4. Describe reproductive growth and development in plants.
5. Describe the role of environmental factors on plant growth and development.
6. Describe specific growth processes-photosynthesis, respiration, transpiration, translocation, and absorption-and their roles in plant growth and development.
7. Discuss specific ways in which growers may manipulate physiological processes for increased plant productivity and quality.

Week 9-10

CHAPTER 6 BREEDING HORTICULTURAL PLANTS

Learning objectives of Chapter 6.

After studying this chapter, the student should be able to

1. Discuss the importance of genetics in horticultural plant improvement.
2. Explain the genetic basis of biological variation.
3. Describe and discuss the steps in a simple plant breeding program.
4. Discuss the use of molecular biotechnological tools in plant improvement.
5. Discuss specific practical applications of classical genetics and molecular biology in plant improvement.

Course Description for **Introduction to College Horticulture Principles and Practices**

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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:

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Stretching the Lesson for GATE Students:

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

Week 11

PART II PROTECTING HORTICULTURAL PLANTS

Overview

The environments in which plants grow and develop contain pathogens that can cause diseases in horticultural plants. Improper amounts of growth factors result in malnourished and weak plants that are predisposed to diseases and insect pests. To change the productivity (phenotype) of a plant, the grower may use improved cultivars (genotype) or change the environment by providing additional nutrition (e.g., by way of fertilizing and controlling insect pests and diseases). In horticultural production, growers manipulate both the genotype and the environment for best plant performance. Students need to understand the scientific basis of the strategies involved in plant protection.

State and Pathway standards addressed

California Foundation Standards

Course Description for **Introduction to College Horticulture Principles and Practices**

Algebra I (Grades eight through twelve) 10,12,13,15
Geometry (Grades eight through twelve) 8,10,11,12
Probability and statistics (Grades eight through twelve) 8
Investigation and experimentation (Grades nine through twelve) 1
Principles of economics (grade twelve) 12
Reading (Grades nine and ten) 2
Reading (Grades eleven and twelve) 2
Writing (Grades nine and ten) 1,2
Writing (Grades eleven and twelve) 1,2
Writing and oral English language conventions (Grades eleven and twelve) 1
Listening and speaking (Grades nine and ten) 1,2
Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) Pathway Standards

F. Ornamental Horticulture Pathway

F1.0 Students understand plant classification and use principles:
F2.0 Students understand plant physiology and growth principles:
F3.0 Students understand sexual and asexual plant reproduction:
F4.0 Students understand basic integrated pest management principles:
F5.0 Students understand water and soil (media) management practices:
F6.0 Students understand ornamental plant nutrition practices:
F7.0 Students understand the selection, installation, and maintenance of turf:
F8.0 Students understand nursery production principles:
F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
F11.0 Students understand basic floral design principles:

CHAPTER 7 BIOLOGICAL ENEMIES OF HORTICULTURAL PLANTS

Learning objectives of Chapter 7.

After studying this chapter, the student should be able to

1. Discuss the economic effects of pests in horticulture.
2. List the categories of organisms that are pests to plants.
3. Distinguish among insect pests on the basis of life cycle.
4. Distinguish among insect pests on the basis of feeding habits.

Week 12-13

Course Description for **Introduction to College Horticulture Principles and Practices**

CHAPTER 8 PRINCIPLES AND METHODS OF DISEASES AND PEST CONTROL

Learning objectives of Chapter 8.

After studying this chapter, the student should be able to

1. Discuss the general principles of pest control.
2. Discuss the rationale behind each of the four control strategies.
3. Classify pesticides.
4. Classify insecticides.
5. Classify herbicides.
6. Discuss the strategies for the safe and effective use of herbicides.
7. Describe the equipment used in the application of pesticides.
8. Describe the pros and cons of each pest-control strategy.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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:

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Stretching the Lesson for GATE Students:

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

Week 14-15

PART III PROPAGATING HORTICULTURAL PLANTS

Course Description for **Introduction to College Horticulture Principles and Practices**

Overview

Propagation may be presented from the perspective of the plant as a part of the lifecycle necessary for survival, and from the perspective of the grower, as a means of economic production of the plant. In the wild, plants develop certain strategies to ensure self-perpetuation. In domestication, some of these strategies may be a nuisance in cultivation and as such have to be circumvented or eliminated all together. Flowering plants are commonly propagated from seed. Non-flowering plants of necessity must be propagated from vegetative parts of the plant other than seed. Certain plants have the flexibility of being able to be propagated sexually or vegetatively. Either mode of propagation has advantages and disadvantages.

State and Pathway standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15
 Geometry (Grades eight through twelve) 8,10,11,12
 Probability and statistics (Grades eight through twelve) 8
 Investigation and experimentation (Grades nine through twelve) 1
 Principles of economics (grade twelve) 12
 Reading (Grades nine and ten) 2
 Reading (Grades eleven and twelve) 2
 Writing (Grades nine and ten) 1,2
 Writing (Grades eleven and twelve) 1,2
 Writing and oral English language conventions (Grades eleven and twelve) 1
 Listening and speaking (Grades nine and ten) 1,2
 Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) Pathway Standards

F. Ornamental Horticulture Pathway

F1.0 Students understand plant classification and use principles:
F2.0 Students understand plant physiology and growth principles:
F3.0 Students understand sexual and asexual plant reproduction:
F4.0 Students understand basic integrated pest management principles:
F5.0 Students understand water and soil (media) management practices:
F6.0 Students understand ornamental plant nutrition practices:
F7.0 Students understand the selection, installation, and maintenance of turf:
F8.0 Students understand nursery production principles:
F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
F11.0 Students understand basic floral design principles:

CHAPTER 9 SEXUAL PROPAGATION

Learning objectives of Chapter 9.

After studying this chapter, the student should be able to

Course Description for **Introduction to College Horticulture Principles and Practices**

1. Describe how seeds are commercially produced.
2. List and discuss the factors that affect the use of seeds in plant propagation.
3. Describe how seed germination can be improved.
4. List and discuss the environmental conditions for seed germination.

Week 16-17

CHAPTER 10 ASSEXUAL PROPAGATION

Learning objectives of Chapter 10.

After studying this chapter, the student should be able to

1. Distinguish between sexual and asexual methods of propagation.
2. Discuss the advantages and disadvantages of asexual propagation.
3. Describe propagation by cutting.
4. Describe propagation by budding.
5. Describe propagation by grafting.
6. Describe propagation by layering.
7. Describe propagation by underground plant parts.
8. Describe and discuss micropropagation.

Week 18

School Finals

SAE Project Completion & Presentation

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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:

Course Description for **Introduction to College Horticulture Principles and Practices**

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Stretching the Lesson for GATE Students:

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

Weeks 19-20

PART IV GROWING PLANTS INDOORS

Overview

Plants are normally grown outdoors in the open where they are exposed to natural sources of growth factors: light, air, water, and temperature. For a variety of reasons, plants are grown indoors. They may be grown for commercial purposes, or used indoors for aesthetic and other functional purposes. Plants can be successfully grown or maintained indoors provided the required growth factors are provided in adequate amounts.

State and Pathway standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15
Geometry (Grades eight through twelve) 8,10,11,12
Probability and statistics (Grades eight through twelve) 8
Investigation and experimentation (Grades nine through twelve) 1
Principles of economics (grade twelve) 12
Reading (Grades nine and ten) 2
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Writing (Grades eleven and twelve) 1,2
Writing and oral English language conventions (Grades eleven and twelve) 1
Listening and speaking (Grades nine and ten) 1,2
Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) Pathway Standards

F. Ornamental Horticulture Pathway

F1.0 Students understand plant classification and use principles:
F2.0 Students understand plant physiology and growth principles:
F3.0 Students understand sexual and asexual plant reproduction:
F4.0 Students understand basic integrated pest management principles:
F5.0 Students understand water and soil (media) management practices:
F6.0 Students understand ornamental plant nutrition practices:

Course Description for **Introduction to College Horticulture Principles and Practices**

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

F8.0 Students understand nursery production principles:

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

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

F11.0 Students understand basic floral design principles:

CHAPTER 11 GROWING HOUSEPLANTS

Learning objectives of Chapter 11.

After studying this chapter, the student should be able to

1. Distinguish between the practices involved in growing plants in the house and under controlled environments (greenhouses).
2. List and discuss the factors that one should consider in growing houseplants.
3. List ten common houseplants.
4. Discuss the correct ways of watering plants.
5. Discuss the correct ways of feeding plants.
6. Describe how plants are repotted.

Weeks 21-22

CHAPTER 12 CONTROLLED ENVIRONMENT HORTICULTURE

Learning objectives of Chapter 12.

After studying this chapter, the student should be able to

1. Discuss different designs, construction materials, and locations of greenhouses.
2. Describe the methods of controlling indoor plant growth factors (light, temperature, moisture, nutrients, and air) for the benefit of crops.
3. Describe how greenhouses are used in the production of horticultural plants.
4. Compare and contrast greenhouse and field production of crops.

Week 23

CHAPTER 13 GREENHOUSE PRODUCTION

Learning objectives of Chapter 13.

After studying this chapter, the student should be able to

1. Discuss the categories of greenhouse production.
2. Discuss the distribution of greenhouse production in the United States.
3. Discuss greenhouse ground culture.
4. Discuss hydroponics culture.
5. Discuss plug production in its importance to the horticultural industry.

Course Description for **Introduction to College Horticulture Principles and Practices**

Week 24

CHAPTER 14 GROWING SUCCULENTS

Learning objectives of Chapter 14.

After studying this chapter, the student should be able to

1. Describe the basic characteristics of succulents.
2. Describe how succulents are propagated.
3. Distinguish between desert and jungle cacti.
4. Describe the methods of cacti propagation.
5. Discuss how to care for cacti for healthy growth.
6. Describe how to propagate and care for bromeliads.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

Support for English Language Learners:

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Stretching the Lesson for GATE Students:

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

Week 25

PART V GROWING PLANTS OUTDOORS: ORNAMENTALS

Course Description for **Introduction to College Horticulture Principles and Practices**

Overview

Landscaping has two main goals - function and aesthetics. A good landscape is the result of creativity and the application of scientific principles. Landscaping is the judicious allocation and arrangement of plants to sites in the landscape to beautify and serve specific functional purposes. Landscaping is associated with the outdoors. However, what is done outdoors can conceptually be duplicated indoors.

State and Pathway standards addressed

California Foundation Standards

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Geometry (Grades eight through twelve) 8,10,11,12
Probability and statistics (Grades eight through twelve) 8
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F8.0 Students understand nursery production principles:
F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
F11.0 Students understand basic floral design principles:

CHAPTER 15 PRINCIPLES OF LANDSCAPING

Learning objectives of Chapter 15.

After studying this chapter, the student should be able to

1. Define the term *landscaping* and discuss its categories.

Course Description for **Introduction to College Horticulture Principles and Practices**

2. List and discuss the basic principles of landscaping.
3. Describe the steps involved in a landscape design.
4. Describe how plants are selected for a landscape.

Week 26

CHAPTER 16 NURSERY PRODUCTION

Learning objectives of Chapter 16.

After studying this chapter, the student should be able to:

1. Describe how a site for locating a nursery is selected.
2. List the categories of plants produced by a nursery business.
3. Discuss container and field nursery production systems.
4. List at least five plants in each of the categories of bedding plants, ground covers, ornamental grasses, trees, shrubs, and plants with underground modified structures.

Week 27

CHAPTER 17 INSTALLATION OF THE LANDSCAPE

Learning objectives of Chapter 17.

After studying this chapter, the student should be able to:

1. Define hardscaping.
2. Distinguish between formal garden and informal garden.
3. List five common plants in each of the categories of bedding plants, ground covers, ornamental grasses, trees, and shrubs.
4. Discuss how the plants in each of the categories in (3) above are planted.

CHAPTER 18 TURF PRODUCTION AND USE

Learning objectives of Chapter 18.

After studying this chapter, the student should be able to

1. Distinguish between the terms *lawn* and *turf*.
5. List three examples each of popular cool- and warm-season turfgrasses.
6. Discuss the guidelines for selecting turfgrass species.
7. Describe how a lawn may be established by seeding, sodding, sprigging, or plugging,
5. List advantages and disadvantages of each method of lawn establishment.
6. Discuss how a lawn mowing schedule is developed and implemented.
7. Describe how pests and diseases are controlled in a lawn.

Week 28

Course Description for **Introduction to College Horticulture Principles and Practices**

CHAPTER 19 PRUNING

Learning objectives of Chapter 19.

After studying this chapter, the student should be able to

1. List and discuss the general purposes of pruning.
2. List the basic pruning tools and their uses.
3. List and discuss the basic strategies of pruning.
4. Describe how roots, fruit trees, ornamental trees, and shrubs are pruned.
5. Describe specialty pruning strategies such as espalier, topiary, and pollarding.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

Support for English Language Learners:

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Stretching the Lesson for GATE Students:

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

Weeks 29-30

PART VI GROWING PLANTS OUTDOORS: VEGETABLES, FRUITS, AND NUTS

Course Description for **Introduction to College Horticulture Principles and Practices**

Overview

In addition to growing plants in the landscape for aesthetic purposes, some homeowners devote a portion of their land, usually in the backyard, to plant crops that can be eaten. This may be in the form of a vegetable garden or a small fruit orchard. Just like planting ornamentals, the success of such an undertaking depends on the observance of certain principles. The appropriate site should be selected. Similarly, crops that are adapted to the climatic zones should be selected. Gardening in the backyard provides a hobby for homeowners. Because backyard gardens are readily within the reach of gardeners, they are regularly attended to and may appear cosmetic in some cases.

State and Pathway standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15
 Geometry (Grades eight through twelve) 8,10,11,12
 Probability and statistics (Grades eight through twelve) 8
 Investigation and experimentation (Grades nine through twelve) 1
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 Listening and speaking (Grades nine and ten) 1,2
 Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) Pathway Standards

F. Ornamental Horticulture Pathway

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F5.0 Students understand water and soil (media) management practices:
F6.0 Students understand ornamental plant nutrition practices:
F7.0 Students understand the selection, installation, and maintenance of turf:
F8.0 Students understand nursery production principles:
F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
F11.0 Students understand basic floral design principles:

CHAPTER 20 GROWING VEGETABLES OUTDOORS

Course Description for **Introduction to College Horticulture Principles and Practices**

Learning objectives of Chapter 20.

After studying this chapter, the student should be able to

1. Describe the characteristics of a home garden.
2. Discuss the benefits of a home garden.
3. Design a vegetable garden.
4. List and describe the basic tools required by a gardener.
5. Discuss the choice of garden site and vegetable varieties to grow.
6. Describe how selected vegetables are cultivated.

Week 31

CHAPTER 21 HERB GARDENING

Learning objectives of Chapter 21.

After studying this chapter, the student should be able to

1. List ten herbs.
2. Discuss the use of herbs in the landscape.
3. Discuss the medicinal and culinary uses of herbs.
4. Describe the general cultivation and care of herbs.

Week 32

CHAPTER 22 ORGANIC FARMING

Learning objectives of Chapter 22.

After studying this chapter, the student should be able to

1. List the major sources of organic matter for gardening.
2. Describe the importance of organic matter in soil fertility.
3. Discuss the sources and importance of mulches.
4. Discuss the methods of disease and pest control in organic farming.
5. Describe how composting can be done on a small scale.

CHAPTER 23 GROWING FRUIT TREES, NUTS AND SMALL FRUITS

Learning objectives of Chapter 23.

After studying this chapter, the student should be able to

1. Discuss the establishment of an orchard.
2. Discuss the management of an orchard.

Course Description for **Introduction to College Horticulture Principles and Practices**

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

Support for English Language Learners:

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Stretching the Lesson for GATE Students:

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

PART VII: SPECIAL TECHNIQUES AND HANDLING OF HORTICULTURAL PRODUCTS

Week 33

CHAPTER 24 FLORAL DESIGN

Learning objectives of Chapter 24.

After studying this chapter, the student should be able to

1. List five plant species that make good cut flowers.
2. List five plant species that make good dried flowers.

Course Description for **Introduction to College Horticulture Principles and Practices**

3. Describe how cut flowers are managed for longevity.
4. Describe how flowers are dried for preservation.
5. Describe the principles of flower arranging.
6. List five tools or materials used by the florist.
7. Describe how plants are chosen in creating a floral design.
8. List four different floral designs.
9. Describe the steps in creating a floral design.

Week 34

CHAPTER 25 TERRARIUM CULTURE

Learning objectives of Chapter 25.

After studying this chapter, the student should be able to

1. Describe how a terrarium works.
2. Discuss the selection of containers and plant species for a terrarium.
3. Discuss the maintenance and care of a terrarium.

CHAPTER 26 BONSAI - THE ART OF MINIATURE PLANT CULTURE

Learning objectives of Chapter 26.

After studying this chapter, the student should be able to

1. Describe the art of bonsai.
2. Discuss the principles of bonsai design.
3. Describe the steps involved in creating a bonsai.
4. List plant species that are amenable to this art form.
5. Discuss how to use and care for a bonsai.

Week 35

CHAPTER 27 POST-HARVEST HANDLING AND MARKETING OF HORTICULTURAL PLANTS

Learning objectives of Chapter 27.

After studying this chapter, the student should be able to

1. Describe the various methods of cold storage of horticultural products.
2. Describe how products are handled while being transported.
3. Describe methods of processing products.
4. Discuss the advantages and disadvantages of direct and nondirect product marketing alternatives.
5. List and describe the basic elements in a product marketing operation.
6. Discuss the role of intermediaries in the marketing process.

Week 36

Course Description for **Introduction to College Horticulture Principles and Practices**

SAE Project Completion & Presentations
School Finals

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera , Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Plant Propagation* , Grades 11-12 (Beginning June 2009)**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #5: We will identify students' college and career aspirations, expand career and technical pathways and prepare students for successful transition to the workforce and / or further education.

BACKGROUND: These courses are part of the Career Technical program alignment project to meet the Perkins Grant requirements and will give students college credit at Mt. SAC due to an articulation agreement. The course descriptions and textbook were approved by the Secondary Curriculum Council on April 14, 2009.

Plant Propagation: Principles and Practices
Seventh Edition – Pearson, Prentice Hall (2009)

BUDGET IMPLICATIONS: The textbook and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Plant Propagation*, Grades 11-12 (Beginning June 2009)

Course Description for **College Plant Propagation**

Course Title: Plant Propagation

Curricular Area: Career Technical Education

Course Number:

Length: One year

Grade Level: 11-12

Prerequisites: Introduction to College Horticulture Principles and Practices, Algebra I

Meets a UC a-g Requirement: Yes “g”

Meets NCAA Requirement: No

CTE Course Sequence: Concentrator course in Ornamental Horticulture pathway

Meets High School Graduation Requirement for:
10 Elective credits

Course Description

This course covers basic plant propagating skills and techniques for use in gardening, nursery, and landscape applications. Emphasis on propagation, cultural practices, and the study of plant relationships, structure, growth and development.

In addition, FFA/leadership development, career awareness, record keeping and supervised agricultural experience projects (SAEs) will be an important part of the course.

This course will be articulated annually with AGOR 2 as taught at Mt. San Antonio Community College (MTSAC). Any student successfully completing this course with a C or better grade will receive at no cost three (3) semester units for AGOR 2 at MTSAC.

Alignment

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

Instructional Material

Textbook(s)

Plant Propagation: Principles and Practicess, Seventh Edition / Hartman and Copyright 2009 Pearson, Prentice Hall ISBN 10: 0-13-159247-5

California Agricultural Education Record Book

Supplemental Materials

Power point shows for *Horticulture: Principles and Practices, Fourth Edition / George Acquaaah* Copyright 2009 Pearson, Prentice Hall ISBN 10: 0-13-159247-5

Official FFA Manual, National FFA Organization, Copy write 2008

Web Sites

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

Colton Joint Unified School District Course of Study
Course Description for College Plant Propagation

Exit Criteria

Activities	Percentage
FFA/Leadership	5%
Class Participation	10%
SAE	10%
Lab Assignments and projects	10%
Unit and Chapter Tests.....	30%
Final Exam	<u>35%</u>
	Total: 100%

Development Team

Richard Montgomery created this Course of Study in 2009.

Course Description for **College Plant Propagation**

PACING GUIDE

PART ONE GENERAL ASPECTS OF PLANT PROPAGATION

Week 1	
Chapter 1	How Plant Propagation Evolved in Human Society
Weeks 2-3	
Chapter 2	Biology of Plant Propagation
Weeks 4-5	
Chapter 3	The Propagation Environment

PART TWO SEED PROPAGATION

Weeks 6-7	
Chapter 4	The Development of Seeds
Weeks 8-9	
Chapter 5	Principles and Practices of Seed Selection
Weeks 10-11	
Chapter 6	Techniques of Seed Production and Handling
Weeks 12-13	
Chapter 7	Principles of Propagation from Seeds
Weeks 14-15	
Chapter 8	Techniques of Propagation By Seed

PART THREE VEGETATIVE PROPAGATION.

Weeks 16-17	
Chapter 9	Principles of Propagation by Cuttings
Week 18	
SAE presentation	
School Finals	
Weeks 19-20	
Chapter 10	Techniques of Propagation by Cuttings
Weeks 21-22	
Chapter 11	Principles of Grafting and Budding
Weeks 23	
Chapter 12	Techniques of Grafting
Weeks 24	
Chapter 13	Techniques of Budding
Weeks 25	
Chapter 14	Layering and Its Natural Modifications
Weeks 26	
Chapter 15	Propagation by Specialized Stems and Roots
Weeks 27	
Chapter 16	Principles and Practices of Clonal Selection

Course Description for **College Plant Propagation**

PART FOUR METHODS OF MICROPROPAGATION.

Weeks 28

Chapter 17 Principles of Tissue Culture and Micropropagation

Weeks 29

Chapter 18 Techniques for Micropropagation

PART FIVE PROPAGATION OF SELECTED PLANTS.

Weeks 30-31

Chapter 19 Propagation Methods and Rootstocks for Fruit and Nut Species.

Weeks 32-33

Chapter 20 Propagation of Ornamental Trees, Shrubs, and Woody Vines.

Weeks 34-35

Chapter 21 Propagation of Selected Annuals and Herbaceous Perennials Used as Ornamentals.

Week 36

SAE presentation

School Finals

Course Description for **College Plant Propagation**

OBJECTIVES AND COMPETENCIES TO BE DEVELOPED

PART ONE GENERAL ASPECTS OF PLANT PROPAGATION

Part I contains the general aspects of propagation and includes *Chapters 1 to 3*.

Chapter 1 is a discussion of historical facts of plant propagation.

Chapter 2 is a comprehensive view of propagation from the standpoint of gene and epigenetic control of development. Biotechnology is introduced as three separate branches: tissue culture technology, gene marker technology and recombinant gene technology. This technology has not only found its place in commercial propagation, but is an essential aspect of current genetic engineering. This chapter is intended to provide the basic biological background that we believe is necessary for a comprehensive understanding of propagation.

Chapter 3 integrates the concepts and application of manipulation of the propagation environment using engineering systems, computerization, and mechanization. It also incorporates ecological aspects, including integrated pest management (IPM) and best management practices (BMP).

State Foundation and Pathway Standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15

Geometry (Grades eight through twelve) 8,10,11,12

Probability and statistics (Grades eight through twelve) 8

Investigation and experimentation (Grades nine through twelve) 1

Principles of economics (grade twelve) 12

Reading (Grades nine and ten) 2

Reading (Grades eleven and twelve) 2

Writing (Grades nine and ten) 1,2

Writing (Grades eleven and twelve) 1,2

Writing and oral English language conventions (Grades eleven and twelve) 1

Listening and speaking (Grades nine and ten) 1,2

Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) 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.

G1.0 Students understand plant classification principles:

G2.0 Students understand cell biology:

G3.0 Students understand plant physiology and growth principles:

G4.0 Students understand sexual and asexual reproduction of plants:

G5.0 Students understand pest problems and management:

G6.0 Students understand soils and plant production:

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

G8.0 Students understand effective water management practices:

G9.0 Students understand the concept of an "agrosystem" approach to production:

G10.0 Students understand local crop management and production practices:

G11.0 Students understand plant biotechnology:

Course Description for **College Plant Propagation**

Week 1

Chapter 1 How Plant Propagation Evolved in Human Society

Learning objectives of Chapter 1. After studying this chapter the student should understand:

Plant propagation is defined as the purposeful production of specific plants referred to as cultivars. This process has two functions. One is to multiply specific kinds of plants that have been selected for their usefulness to humans. The second is to maintain their genetic potential for these characteristics during the propagation process. Thus, plant propagation has a kind of reciprocal relationship to plant breeding. Plant breeding introduces genetic variation to create new cultivars of plants; propagation controls genetic variation to maintain the genetic potential of cultivars during reproduction. The development of plant propagation is thought to have been a pivotal event in human history representing the transition between hunting and gathering and the origin of human societies. Present day advances in agriculture and horticulture as well as many biological problems have their origin in the co-evolutionary events of plant selection and human history. To understand this development over the past 10,000 years, it is important to have both a knowledge of specific historical trends, as described in this chapter, and an understanding of the underlying biological principles that have directed these activities.

Weeks 2-3

Chapter 2 Biology of Plant Propagation

Learning objectives of Chapter 2. After studying this chapter the student should understand:

The most important biological principle in plant propagation is the alternation of a biological generation (sporophytic) of vegetative growth through mitosis with a generation of reproductive development (gametophytic). The first allows expansion of a genotype into specific ecological sites, the second provides a mechanism for variation and production of new genotypes. These processes result in two kinds of populations: a) seedling populations of genetically different individuals; and b) clonal populations of individuals with the same genotype. Genes and the molecular biology of DNA provide a mechanism both for transmitting traits from generation to generation and controlling gene expression during plant development. Advances in biotechnology provide unprecedented control of both genetic and epigenetic processes through: a) cell and tissue culture technology, b) gene marker technology, and c) recombinant gene technology. Epigenetic processes which control the expression of genes without a change in gene structure are primary factors in growth and development of life cycles of seedlings, clones, and apomicts. These are described for annuals, biennials, and perennials and involve cycles of ontogenetic age and seasonal development. Growth and development of individual organisms involve phase changes of embryonic growth, juvenile growth, transitional and mature development.

Weeks 4-5

Chapter 3 The Propagation Environment

Learning objectives of Chapter 3. After studying this chapter the student should understand:

Unique ecological conditions exist during propagation. Commercial propagators may have to compromise to obtain an “average environment” in which a whole range of species is propagated either by cuttings, seed, or tissue culture explants. The environmental conditions that are optimum for plant propagation are frequently conducive for pests (pathogenic fungi, viruses, bacteria, insect, and mite development). Astute propagators not only manage the environment during propagation, but also manipulate the environment of stock plants prior to selecting propagules, i.e., shading and stooling to maximize rooting potential of a propagule; and post propagation - hardening-off (weaning rooted cuttings from the mist system and changing fertility regimes) to ensure growth and survival of tender rooted liner plants after propagation.

Course Description for **College Plant Propagation**

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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 with parent and administration approval if they pass the shop safety test. **All** students will be required to pass a shop safety test.

Stretching the Lesson for GATE Students:

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

PART TWO SEED PROPAGATION

Part II covers seed propagation and includes *Chapters 4 to 8*. Seed propagation has made major advances in both the understanding of seed biology and the technology of seedling handling.

Chapter 4 starts with seed development.

Chapter 5 includes the principles and practices of seed selection.

Chapter 6 covers the techniques of seed production and handling.

Chapters 7 and 8, respectively, cover the theory

State Foundation and Pathway Standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15

Geometry (Grades eight through twelve) 8,10,11,12

Probability and statistics (Grades eight through twelve) 8

Investigation and experimentation (Grades nine through twelve) 1

Principles of economics (grade twelve) 12

Reading (Grades nine and ten) 2

Reading (Grades eleven and twelve) 2

Writing (Grades nine and ten) 1,2

Course Description for **College Plant Propagation**

Writing (Grades eleven and twelve) 1,2

Writing and oral English language conventions (Grades eleven and twelve) 1

Listening and speaking (Grades nine and ten) 1,2

Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) Pathway Standards

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G2.0 Students understand cell biology:

G3.0 Students understand plant physiology and growth principles:

G4.0 Students understand sexual and asexual reproduction of plants:

G5.0 Students understand pest problems and management:

G6.0 Students understand soils and plant production:

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

G8.0 Students understand effective water management practices:

G9.0 Students understand the concept of an “agrosystem” approach to production:

G10.0 Students understand local crop management and production practices:

G11.0 Students understand plant biotechnology:

Weeks 6-7

Chapter 4 The Development of Seeds

Learning objectives of Chapter 4. After studying this chapter the student should understand:

Knowledge of seed development is most important for understanding various aspects of seed quality discussed in Chapter 6. The environment during seed development and the conditions during seed harvest are critical to producing quality seeds. To evaluate problems related to seed quality, a fundamental understanding of seed development, especially seed filling (deposition of food reserves) and seed desiccation (maturation drying), are most important.

Weeks 8-9

Chapter 5 Principles and Practices of Seed Selection

Learning objectives of Chapter 5. After studying this chapter the student should understand:

Seed propagation involves the control of gene frequencies within seedling populations so that the seedling progeny will be “true to name” and “true to-type” cultivars. The ability to control this process in annual, biennial, and some perennial herbaceous cultivars depends, first, on breeding systems (self-pollination, crosspollination and apomixis) and, second, on specific management procedures including isolation from unwanted cross-pollination and roguing out undesirable individuals.

Hybrid seed is produced by controlled crossing of unique selected parental lines. Seed production may be produced through a system of pedigreed production involving separate generations of controlled plantings. Progeny of such seed may be certified as to the production system utilized to control genetic purity. Production of improved seed of woody perennials is more complex and may require that the seed be identified as to origin, seed production area, or seed orchard.

Course Description for **College Plant Propagation**

An important concept is the distinction between phenotype selection (based of phenotype of source plant) and genotype selection (based on genotype of progeny plants). Sometimes desirable seedling progeny may be identified in the nursery row.

Weeks 10-11

Chapter 6 Techniques of Seed Production and Handling

Learning objectives of Chapter 6. After studying this chapter the student should understand:

By far, more plants are propagated from seed for the production of food, fiber, and ornamental use than any other propagation method. There are more recent advancements in techniques related to seed germination than any other area of plant propagation. It has become standard to purchase seeds treated with a presowing treatment for vegetable and flower production. As examples, most pansy seeds are primed to avoid thermodormancy for summer sowing. Lettuce seed is commonly pelleted to facilitate mechanical sowing as are many flower seeds. Newer techniques (like pregermination) must also be evaluated by growers and may become important in the future. Seed quality and handling makes a large contribution to the production practices discussed in Chapter 8.

Weeks 12-13

Chapter 7 Principles of Propagation from Seeds

Learning objectives of Chapter 7. After studying this chapter the student should understand:

The physical, physiological, and biochemical concepts of seed germination discussed in Chapter 7 provide important background for understanding many of the practices presented in Chapter 8. Newer practices like seed priming, pre-germination, and older practices to satisfy dormancy are easier to understand after the basic principles are presented.

Weeks 14-15

Chapter 8 Techniques of Propagation By Seed

Learning objectives of Chapter 8.

This chapter brings together all the concepts presented in previous seed chapters into production techniques for horticultural and forestry crops. This includes treatments to overcome dormancy, use of pretreated seeds, and optimizing seedling emergence. The major production schemes to propagate nursery, vegetable, and flower crops from seed are included in this chapter.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture

Course Description for **College Plant Propagation**

- Hands on Practice and Projects

Support for English Language Learners:

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Support for Special Education Students:

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Stretching the Lesson for GATE Students:

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

PART THREE VEGETATIVE PROPAGATION.

Part III entails vegetative propagation and includes *Chapters 9 to 16*.

Chapters 9 and 10 cover, respectively, the theory and practice of cutting propagation.

Chapter 11 includes the principles of grafting and budding, followed by the practices of grafting (Chapter 12) and budding (Chapter 13).

Chapters 14 and 15, respectively, cover layering and propagation by specialized structures.

Chapter 16 is a comprehensive analysis of the concepts of clones, which has been expanded and reordered to be the last chapter in the vegetative propagation section.

State Foundation and Pathway Standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15

Geometry (Grades eight through twelve) 8,10,11,12

Probability and statistics (Grades eight through twelve) 8

Investigation and experimentation (Grades nine through twelve) 1

Principles of economics (grade twelve) 12

Reading (Grades nine and ten) 2

Reading (Grades eleven and twelve) 2

Writing (Grades nine and ten) 1,2

Writing (Grades eleven and twelve) 1,2

Writing and oral English language conventions (Grades eleven and twelve) 1

Listening and speaking (Grades nine and ten) 1,2

Listening and speaking (Grades eleven and twelve) 1,2

California Career Technical Education (CTE) 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.

G1.0 Students understand plant classification principles:

G2.0 Students understand cell biology:

Course Description for **College Plant Propagation**

G3.0 Students understand plant physiology and growth principles:

G4.0 Students understand sexual and asexual reproduction of plants:

G5.0 Students understand pest problems and management:

G6.0 Students understand soils and plant production:

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

G8.0 Students understand effective water management practices:

G9.0 Students understand the concept of an “agrosystem” approach to production:

G10.0 Students understand local crop management and production practices:

G11.0 Students understand plant biotechnology:

Weeks 16-17

Chapter 9 Principles of Propagation by Cuttings

Learning objectives of Chapter 9. After studying this chapter the student should understand:

The first section of this chapter explores the *scientific approaches utilized to understand the regenerative process of adventitious root and bud formation*. This includes:

- the descriptive — observations made of rooting and bud formation,
- correlative effects —studies on how hormonal control affects rooting and bud formation,
- the biochemical basis for adventitious root formation, and
- molecular — the biotechnological advances in asexual propagation.

The second section of the chapter deals with *factors affecting rooting and bud formation*. This includes:

- the management of stock plants to maximize cutting propagation,
- treatment of cuttings, and
- environmental manipulation of cuttings.

A working knowledge of the basic concepts underlying adventitious organ formation will allow students to better understand why certain practices were developed for cutting propagation and will provide the basis for practical problem solving skills in propagation.

Week 18

SAE presentation

School Finals

Weeks 19-20

Chapter 10 Techniques of Propagation by Cuttings

Learning objectives of Chapter 10. After studying this chapter the student should understand:

Today’s propagation systems are more market-driven than product-driven. This means that propagators must first analyze market demands, then select and develop cultivars, and utilize optimum propagation techniques to produce plants for their customers. Cuttings are still the most important means of propagating ornamental shrubs - deciduous species as well as the broad- and narrow-leaved types of evergreens. Cuttings are also used widely in commercial greenhouse propagation of many florists’ crops - poinsettias, chrysanthemums, geraniums; in propagating foliage crops, certain fruit crops, vegetables (horseradish, chicory, artichoke, sweet potato) and forestry species.

Course Description for College Plant Propagation

Weeks 21-22

Chapter 11 Principles of Grafting and Budding

Learning objectives of Chapter 11. After studying this chapter the student should understand:

Fruit and nut trees are grafted because of difficulty in propagation by cuttings, and the superiority and high-value of the grafted crop. Grafting is among the most expensive propagation techniques, surpassing even micropropagation. **Budding**, which is a form of grafting, is 3 times more costly than cuttings, and 14 times more expensive than seedling propagation. Horticulture and forestry have sought to develop clonal propagation systems that avoid labor-intensive graftage. Yet traditional and highly efficient grafting and budding systems are essential for the propagation of many woody plant species. New markets continue to require grafted and budded plants for improved plant quality, fruit yield, superior forms, and increased ecological plant ranges. In the US southeast, where high temperatures and periodic flooding of soils (low soil oxygen) are the norm, cultivars of birch (*Betula*), fir (*Abies*), and oak (*Quercus*) are grafted onto adapted rootstocks. The propagator benefits via new markets, while the consumer gains a greater variety of tolerant landscape plants.

Week 23

Chapter 12 Techniques of Grafting

Learning objectives of Chapter 12. After studying this chapter the student should understand:

Since man first learned to graft plants, myriad grafting techniques have developed. This chapter presents the most important grafting methods. Among them, a person who can use a sharp knife can find one that meets any specific grafting need. Success in grafting depends, however, not only on a technically correct graft, but in preparation of the scion and rootstock for graftage. Equally critical is the optimum time for grafting and proper aftercare.

Week 24

Chapter 13 Techniques of Budding

Learning objectives of Chapter 13. After studying this chapter the student should understand:

Chip budding and T-budding are the two most important types of budding for woody ornamentals and fruit trees. A strategy of some ornamental and fruit tree nurseries in England is to chip bud or T-bud initially in the nursery row. Grafting with a whip-and-tongue graft is used as a back-up for budded plants which do not take. There are other variations of this where different budding and grafting systems are combined in field production.

Week 25

Chapter 14 Layering and Its Natural Modifications

Learning objectives of Chapter 14. After studying this chapter the student should understand:

Layering is similar to rooting of cuttings except that rooting takes place before the plant part is removed from the parent part. Layering increases the potentiality for rooting to take place on difficult-to-root plants by manipulating the stem by bending or girdling and/or controlling the light in the rooting area by blanching or etiolation. On the other hand, layering increases the labor intensity, cumbersomeness of the method, and cost. Nevertheless, layering has historically played a very important role in mass nursery production and today is a major procedure for specific hard-to-root clones, particularly in the production of fruit tree rootstocks and some cultivars.

Course Description for **College Plant Propagation**

Week 26

Chapter 15 Propagation by Specialized Stems and Roots

Learning objectives of Chapter 15. After studying this chapter the student should understand:

The propagation of a specific group of plants, termed geophytes, produce specialized structures that adapt them for survival in particular environments. Each type of structure is described in terms of definition and morphology, seasonal growth pattern, and methods of propagation. Each of these geophytic species produce specialized structures which have a unique morphology produced by modifications of stems and/or roots.

These structures function as storage organs that enable the plant to survive adverse periods of environmental cycles, such as warm, cold, or wet-dry periods. At the same time, these structures function as a means of clonal reproduction in which vegetative propagules can be separated from the mother plant or divided by artificial means and multiplied in consecutive daughter generations. Although some species propagate by seeds, most cultivars are clones and have some of the same advantages and disadvantages of other clonal cultivars.

Most seedlings have long juvenile periods before flowering but once mature, they flower annually. Natural multiplication results from production of miniature bulblets, cormels, tubers and tuberous roots arising from lateral or apical buds and which can be detached (separation) for propagation. For adequate natural increase of some species and for rapid and large scale propagation of others, appropriate structures (bulbs, corms, tubers, rhizomes, tuberous stems and roots) are divided into individual cuttings or segments which produce either naturally occurring or adventitious growing points. Most species of this group are well adapted to micropropagation. Like other clones, systemic infections are serious problems and pathogen control programs are an important part of the propagation systems (described in Chapter 16).

Week 27

Chapter 16 Principles and Practices of Clonal Selection

Learning objectives of Chapter 16. After studying this chapter the student should understand:

The clone is one of the most important categories of cultivar in horticulture and includes many herbaceous and woody perennial crops. Clones originate through clonal selection among individual seedlings, mutations, somaclonal variation within a clone, and clonal selection among individual plants of a clonal population. Phenotypic variations among individual plants of a clone may be due to environmental effects, genetic variation, ontogenetic development (phase changes), and effects of pathogenic infections. Individuals within a clone may show a pattern of horizontal and vertical variation depending upon the source of variation. Genetic variations (mutations) within a clone show periclinal, mericlinal, and sectorial chimeral arrangements depending upon the cellular structure of the meristem. Ontogenetic aging produces juvenile, transitional, and mature phase changes during vegetative growth and in some plants may be enhanced, stabilized, or reversed by specific management procedures. Systemic pathogens, such as viruses, viroids, protoplasma, and fastidious bacteria are particularly insidious because once a clone is infected, the pathogen remains systemic.

Selection of propagation sources of clones must be made for trueness to name, trueness to type, and freedom from pathogens. Phenotypic selection (as with seeds) is based on phenotype of the source; genotypic selection, the other hand, is based on the phenotypes of the vegetative progeny. Tests to determine trueness to name include visual inspection, fingerprinting methods (isozymes, DNA markers), and serological tests (ELISA). Trueness to type requires visual inspection of vegetative progeny. Pathogens can be detected by visual inspections, culture indexing, virus indexing, serology and certain biochemical

Course Description for **College Plant Propagation**

tests. Pathogens can be eliminated from infected plant parts by selection, shoot apex culture, micrografting, heat treatments, thermotherapy, and growing seedlings. Propagation sources can come from commercial plants, production material in the nursery, or from special stock blocks. The development and maintenance of clonally selected sources and their maintenance in pedigreed systems of registration and certification has become a major aspect of vegetative propagation. Clonal repositories to maintain genetic collections, virus-tested stock or both are also an important aspect of propagation.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

Support for English Language Learners:

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Support for Special Education Students:

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Stretching the Lesson for GATE Students:

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

PART FOUR METHODS OF MICROPROPAGATION.

Part IV includes tissue culture and micropropagation. *Chapters 17 and 18 explore* the theory and techniques of tissue culture and micropropagation.

State Foundation and Pathway Standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15

Geometry (Grades eight through twelve) 8,10,11,12

Probability and statistics (Grades eight through twelve) 8

Investigation and experimentation (Grades nine through twelve) 1

Principles of economics (grade twelve) 12

Course Description for **College Plant Propagation**

Reading (Grades nine and ten) 2

Reading (Grades eleven and twelve) 2

Writing (Grades nine and ten) 1,2

Writing (Grades eleven and twelve) 1,2

Writing and oral English language conventions (Grades eleven and twelve) 1

Listening and speaking (Grades nine and ten) 1,2

Listening and speaking (Grades eleven and twelve) 1,2

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G8.0 Students understand effective water management practices:

G9.0 Students understand the concept of an “agrosystem” approach to production:

G10.0 Students understand local crop management and production practices:

G11.0 Students understand plant biotechnology:

Week 28

Chapter 17 Principles of Tissue Culture and Micropropagation

Learning objectives of Chapter 17. After studying this chapter the student should understand:

This chapter is a basic discussion of tissue culture procedures and the theories behind their practices. These concepts are essential to problem solving for persons involved in commercial micropropagation. Tissue culture propagation has become a standard propagation system for many common horticultural crops. There are over one hundred commercial tissue culture labs in the U.S. alone. Persons involved with these labs must have specialized training and have a working knowledge of the basic concepts presented in this chapter. In addition, the emerging field of biotechnology relies heavily on regeneration of transformed (genetically engineered) plants from tissue culture. Increasingly, there are employment opportunities in laboratories for students trained in tissue culture propagation.

Week 29

Chapter 18 Techniques for Micropropagation

Learning objectives of Chapter 18. After studying this chapter the student should understand:

Micropropagation is a viable propagation option for many plant species especially ornamentals. It is the standard system used to propagate most foliage plants, many herbaceous perennials, and woody nursery crops. It is also an integral part of producing disease-free stock plants for vegetative propagated greenhouse crops and many small and tree fruits. This chapter is a practical discussion of the techniques required to equip a lab and perform the procedures for micropropagation. Most horticultural students should become

Course Description for **College Plant Propagation**

familiar with tissue culture even if their future employment does not involve performing micropropagation, because they will be purchasing plants that were micro propagated.

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

Support for English Language Learners:

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Support for Special Education Students:

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Stretching the Lesson for GATE Students:

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

PART FIVE PROPAGATION OF SELECTED PLANTS.

Part V is the propagation of individual crops, and includes *Chapters 19 to 21*. The chapters on propagation of selected plants are listed by genus with cross listing of common names. This portion of the class has very little direct teaching and is designed for hands on individual projects with close teacher supervision.

State Foundation and Pathway Standards addressed

California Foundation Standards

Algebra I (Grades eight through twelve) 10,12,13,15

Geometry (Grades eight through twelve) 8,10,11,12

Probability and statistics (Grades eight through twelve) 8

Investigation and experimentation (Grades nine through twelve) 1

Principles of economics (grade twelve) 12

Reading (Grades nine and ten) 2

Reading (Grades eleven and twelve) 2

Course Description for **College Plant Propagation**

Writing (Grades nine and ten) 1,2

Writing (Grades eleven and twelve) 1,2

Writing and oral English language conventions (Grades eleven and twelve) 1

Listening and speaking (Grades nine and ten) 1,2

Listening and speaking (Grades eleven and twelve) 1,2

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G8.0 Students understand effective water management practices:

G9.0 Students understand the concept of an “agrosystem” approach to production:

G10.0 Students understand local crop management and production practices:

G11.0 Students understand plant biotechnology:

Weeks 30-31

Chapter 19 Propagation Methods and Rootstocks for Fruit and Nut Species.

Learning objectives of Chapter 19.

After studying this chapter the student should understand:

Weeks 32-33

Chapter 20 Propagation of Ornamental Trees, Shrubs, and Woody Vines.

Learning objectives of Chapter 20.

After studying this chapter the student should understand:

Weeks 34-35

Chapter 21 Propagation of Selected Annuals and Herbaceous Perennials Used as Ornamentals.

Learning objectives of Chapter 21.

After studying this chapter the student should understand:

Week 36

SAE presentation

School Finals

Course Description for **College Plant Propagation**

Determining Acceptable Progress:

- Vocabulary Quizzes
- Chapter Tests
- Chapter Presentations
- Demonstration and completion of projects

Learning Experiences and Instruction:

- Text Work
- Group and Individual Projects
- Presentations
- Chapter Reviews
- Lecture
- Hands on Practice and Projects

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Stretching the Lesson for GATE Students:

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

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

SUBJECT: **Acceptance of Gifts**

GOAL: Community Relations

STRATEGIC PLAN: Strategy #6 -- Character: We will identify, model, reinforce, and integrate the character traits students need to graduate and thrive in further education and the workplace.

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

EXHIBIT "A" -- Gifts

DONATIONS: Regular Meeting May 28, 2009

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Alice Birney Elementary School	McDonald's - Kiaco, Inc. 2009 Porterfield Way, Suite D, Upland, A 91786	Check #4675 Field trips, student & staff incentives	\$647.76
Cooley Ranch Elementary	Wal-Mart Foundation 702 S. W. 8 th Street, Bentonville, Arkansas 72716	Check #1549415	\$1,000.00
D'Arcy Elementary	Edison International Annual Campaign Pledge Quarterly Match Contribution of employee donations – James E. Harris P.O. Box 3288, Princeton, NJ 08543-3288	Check #149758	\$369.45
Grant Elementary	James A. Downs c/o CJUSD 1212 Valencia Drive, Colton, CA 92324	Check#1255	\$100.00
Grant Elementary	Edison International Annual Campaign Pledge Quarterly Match Contribution of employee donations P.O. Box 3288, Princeton, NJ 08543-3288 Carlos Villalba 283 West D Street, Colton, CA 92324	Check#149422	\$120.00
Grimes Elementary	Edison International Annual Campaign Pledge Quarterly Match Contribution of employee donations P.O. Box 3288, Princeton, NJ 08543-3288	Check #149942 Student's classroom – Alyssa Riddle	\$30.00
Lincoln Elementary	Lincoln Elementary P.T.A. 444 E. Olive Street, Colton, CA 92324	Check #2480 Field Trips - Transportation costs	\$2,480.00
Reche Canyon Elementary	General Mills Box Tops for Education Box Tops for Education P.O. Box 2185, Young America, MN 55553-2185	Check #000492159	\$215.50
Reche Canyon Elementary	eScrip 1810 Gateway Drive, Suite 380 San Mateo, CA 94404	Check #38565	\$2.70
Reche Canyon Elementary	ASD.com 180 Freedom Avenue, Murfreesboro, TN 37129	Check #089872	\$48.52
Rogers Elementary	Rogers Elementary P.T.A. 955 W. Laurel Street, Colton, CA 92324	Check #203 Bench payment	\$1,000.00
Slover Mt. High School	Colton Woman's Club P.O. Box 247, Colton, CA 92324-0247	Check #5666	\$500.00
Terrace Hills Middle School	James A. Downs c/o CJUSD 1212 Valencia Drive, Colton, CA 92324	Check #1256	\$100.00

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

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

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

GOAL: Support Services

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

BACKGROUND: The property listed below is considered not suitable for further use in the Colton Joint Unified School District. In accordance with Education Code 17545, any District property may be sold or disposed of if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use.

Norwalk CNG Compressor Class 1, Group D, S/N M-49594

RECOMMENDATION: That the Board approve the disposal of the obsolete District property, as presented.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: **Board of Education**

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

SUBJECT: **Approval to File Notice of Completion: Bid #08-11 – Carpet Installation Project at Jurupa Vista, BHS, Washington, Birney, Lincoln, CMS, Slover, Wilson, Terrace View and Terrace Hills (New Image Commercial Flooring, Inc.)**

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #4 – Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: New Image Commercial Flooring, Inc. has satisfactorily completed their work in accordance with the contract documents. It is time to file the Notice of Completion.

District staff and administrators conducted walk-through inspections of this project and it is complete and in satisfactory condition. The final 10% contract retention will be released per the contract documents.

BUDGET IMPLICATIONS:

Bid 08-11 – Carpet Installation Project – Deferred Maintenance Fund 14	\$12,325.10
Total of 10% Retention to be Released	<u>\$12,325.10</u>

RECOMMENDATION: That the Board approve filing of the Notice of Completion as presented.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval of Appointment of District Representatives from Bloomington and Colton High Schools to California Interscholastic Federation (CIF) Leagues (2009/10)

GOAL:(s) Improved Student Performance

STRATEGIC PLAN: Shared Community Belief: The success of our children ensures the long-term success of our community.

BACKGROUND: Education Code 33353 (a)(1) requires that school districts annually appoint representatives to CIF leagues to maintain voting privileges on issues that affect the league and section levels of the athletic programs.

The following names are proposed to the governing board to serve as CIF representatives to league:

Colton High School	<i>Robert Verdi, Principal</i>
Colton High School	<i>David Drake, Athletic Director</i>
Bloomington High School	<i>Ignacio Cabrera, Principal</i>
Bloomington High School	<i>William Webb, Athletic Director</i>

BUDGET No cost to District

IMPLICATIONS:

RECOMMENDATION: That the Board approve the recommendation to appoint the district representatives from Bloomington and Colton High Schools to California Interscholastic Federation League (2009/10).

BOARD AGENDA

REGULAR MEETING
May 28, 2009

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Amended Agreement (Contract No. 03-734 A-6) with the County of San Bernardino Probation Department for a School Probation Officer (2009/10)

GOAL:(s) School Safety & Attendance, Community Relations & Parent Involvement

STRATEGIC PLAN: Parameter: We will always maintain safe learning environments.

BACKGROUND: The District has participated in this program since the 1997-98 school year. It provides a full-time school probation officer and has proven to be a very worthwhile service. The District previously entered into Agreement, contract No. 03-734, July 1, 2005. The cost to the District is approximately \$25,518. This represents only a portion of the salary of a Probation Officer which is offset by additional grant funding through the San Bernardino County Probation Department. The term of the agreement is July 1, 2009 through June 30, 2010.

BUDGET IMPLICATIONS: Approximately \$25,518 to be paid from the School Safety & Violence Prevention funds.

RECOMMENDATION: That the Board approve the sixth amendment to the agreement (Contract No. 03-734 A-6) with the County of San Bernardino Probation Department for a School Probation Officer (2009/10) as presented.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Amended Agreement with Clover Enterprises, Inc., to Provide Athletic Training Services at Colton and Bloomington High Schools (2009/10)

GOAL:(s) Student Safety/Budget Planning

STRATEGIC PLAN: Shared Community Belief: The success of our children ensures the long-term success of our community.

BACKGROUND: During 2007/08, the District entered into an agreement with Clover Enterprises, Inc. to provide athletic training services for all CIF sanctioned sports beginning with the fall football season and concluding with the end of the spring football season.

BUDGET IMPLICATIONS: Approximately \$34,000 to be paid from the School Safety & Violence Prevention funds.

RECOMMENDATION: That the Board approve the amendment to the agreement with Clover Enterprises to Provide Athletic Training Services at Colton and Bloomington High Schools (2009/10) as presented.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: Board of Education
PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division
SUBJECT: Approval of Personnel Employment
GOAL: Human Resources Development

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

Strategic Parameter #3: No new program, service, or position will be approved unless it is consistent with the strategic plan, benefits clearly justify the cost, and provisions are made for staff development and program evaluation.

I-D Certificated – Substitute Teacher

1. Cozma, Claudia
2. Frailing, Janna
3. Garcia, Rena
4. Johnson, Laralyn
5. Langhorn, Crystalle
6. Laury, Wendy
7. Lobeto, Kassandra
8. Luu, Ho
9. Muljana, Andrew
10. Overholt, Casey
11. Rapisardi, Julia
12. Roberts, Robin
13. Thomas, Jennifer
14. Walker, Krystal
15. Yang, Yeekong

II-D Classified – Substitute

- | | |
|-----------------------|----------------------------|
| 1. Canada, Frank | Sub Special Ed Inst. Asst. |
| 2. Henderson, Donovan | General Laborer |
| 3. Martin, Jacob | General Laborer |
| 4. Vicario, Joe | General Laborer |

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

ACTION: On motion of Board Member _____, the Board approved the recommendations for employment.

BOARD AGENDA

REGULAR MEETING

May 28, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Conference Attendance

GOAL: Human Resources Development

STRATEGIC PLAN: **Strategy #1:** We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes and strengths.
Strategic Parameter #4: No program or service will be retained unless it continues to make an optimal contribution to the mission and benefits continue to justify the cost.

Patricia Ervin – **BMS**
Teacher

Too Good for Drugs:
Violence Training
June 23-24, 2009
Lake Arrowhead, CA
Mandated Costs: \$822.00

Lucy Leyva-**CHS**
Launa Kennedy
Teachers

California Association for the
Gifted Teacher Institute and
Summer Demonstration School
July 26-29, 2009
Goleta, CA
GATE funds: \$1,561.00

Nuh Kimbwala – **BMS**
Principal
Lopez-Sevilla, Marisa
AVID Coordinator
Paul Lucero
Curriculum Program Specialist
Michelle Boswell
Counselor
Jennifer Mullendore
Patricia Peterson
Yvette Roman
Ginger Witt
Teachers

AVID Summer Institute
August 3-7, 2009
San Diego, CA
APIP funds: \$13,500.16

Christy Marin-**CMS**
Principal
Adriana McGuffee
Counselor
Victoria Patterson
Librarian
James French
Vici Haag
Rachell Loyd
John McGuffee
Zoe Pamintuan
Teachers

AVID Summer Institute
August 3-7-, 2009
San Diego, CA
AVID funds: \$11,422.50

Rodger Golgart – CHS
Teacher

Vernier Hands On AP
Chemistry Workshop
August 12-13, 2009
Boston, MA
GATE funds: \$993.47

Total : \$28,299.13

RECOMMENDATION: That the Board approve conference attendance as presented.

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

BOARD AGENDA

REGULAR MEETING
March 28, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Contract with Aequitas Solutions for Database, Programming and Additional Application Support for the Zangle Student Information System (2009-2010)

GOAL: Support Services/Budget Planning

STRATEGIC PLAN: 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.

BACKGROUND: The Information Technology (IT) Department is in need of additional database support and programming support for the District's first year (2009-2010) on the Zangle student information system. Additional programming expertise is needed for in-house application modification, custom report writing and hands-on application support. Aequitas Solutions has experience providing custom application development and supporting the Zangle system.

BUDGET IMPLICATIONS: No impact to the General Fund
The \$67,000 will be provided by the CSIS-Best Practices Cohort money, which is used to cover Student Information System and CSIS related costs only.

RECOMMENDATION: That the Board approve the contract with Aequitas Solutions for database, programming and additional application support for the Zangle student information system (2009-2010), as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Purchase Orders**

GOAL: **Student Performance / Personnel Development**

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

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$141,149.94 as listed.

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

Attachment to Board Agenda

<u>P.O.</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>RESOURCE CODE*</u>	<u>AMOUNT</u>
096028	Southern CA Edison	Site Impr./New High School	0000	\$19,585.71
096045	Troxell Communication	New Equip./BMS	7258	\$11,049.00
096069	Houghton Mifflin	Inst. Matls./Smith	7156	\$10,629.29
096073	UCLA Center for Mathematics	Txtbks./THMS	7156	\$19,950.00
096085	Houghton Mifflin	Inst. Matls./Rogers	7156	\$13,936.88
096089	Houghton Mifflin	Txtbks./Lincoln	7156	\$15,915.67
096109	Dave Bang Associates Inc.	New Equip./BHS	5850	\$12,417.80
096110	Maintex	Cust. Supp./Purchasing	0000	\$13,975.15
096148	Troxell	New Equip./Crestmore	7091	\$10,268.72
096151	Houghton Mifflin	Txtbks./Grimes	7156	\$13,421.72
TOTAL				\$141,149.94

LEGEND

0000	Revenue Limit/Unrestricted	6761	Art, Music, PE Supp/Eq.
0001	Child Dev. Facilities	7055	CAHSEE Intensive Inst. & Svs
0100	Microsoft Voucher Prg-Schools	7056	CAHSEE Individualized Mtls.
0110	E-Rate Technology Program	7090	Economic Impact Aid- SCE
0750	Mandated Costs Incentive	7010	Agricultural Vocational Ed.
0790	Donations, Misc.	7156	Inst. Mtls. Block Grant K-12
1100	State Lottery Revenue	7158	Inst. Matls./Williams' Case
3010	NCLB: Title 1, Pt a Grnt Low Inc.	7230	Transport.- Home to School
3025	NCLB: Title 1, Pt D SBPRT2 N&D	7240	Transportation Spec. Ed.
3405	Spec. Ed. Workability I	7250	School Based Coord. Program
3175	NCLB: Title I, Part A Prog. Imprv.	7255	Immediate Intervention UPSP
3550	Voc. Prgs - Voc & Appl Secndry & Ad	7258	High Priority Schls Grant Prog.
3710	NCLB: title IV, Pt A Drug Free	7271	CA Peer Asst & Review Prog. Tea
4035	NCLB: Title II Part A	7294	Staff Dev-Math & Reading AB466
4110	IASA - Title VI-Formula Entitle	7320	Staff Development/Adm. TrgP
4203	NCLB: Title III LEP Stdnt Prg.	7390	Pupil Retention BG AB825
5035	CD -Blk Grnt-25% Qlity/Discrtn	7395	Schl/Library Imprv. Bg AB825
4045	NCLB: Title II Part D	7396	Schl Site Disc. Block Grant
5210	Head Start	7400	QEIA-Quality Educ. Invstmnt Act
5630	NCLB: Title X Mck-Vnto Homeless	8150	RMA-Ongoing Major Maint.
5640	Medi-Cal Billing Option	9002	AB466 Site Reimbursement
6055	Child Care & Dev- State Preschool	9005	Medi-Cal Admin. Activities (MAA)
6060	Child Care and Dev.-Alt Pymnt Prg.	9286	Special Project Adm.
6092	Cal Safe Child Care & Dev.	9701	Sycamore Main 50/67686-22
6205	Deferred Maint. Apportnmt.	9705	SSB 77/67686-00-12 Grand Terr
6275	Teacher Recruitment & Retention	9707	SSB 77/67686-00-11 McKinley El
6285	Community Based Eng. Tutor	9737	CHS Mod. 57/67686-00-007
6286	English Lang. Learner Train	9812	Capital Facilities/Builder Fee
6405	School Violence - School Safety	9878	Uninsured Losses/Liability
6500	Special Ed.	9884	Workmens Comp. Ins.
6760	Arts & Music Block Grant		

BOARD AGENDA

REGULAR MEETING
May 28, 2009

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Approval of Disbursements
- GOAL:** Budget Planning
- STRATEGIC PLAN:**
- Strategy #1 -- Communication: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes and strengths.
- Strategy #2 -- Curriculum: We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state tests.
- Strategy #3 -- Decision Making: We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluate every district program.
- Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.
- Strategy #5 -- College Career: We will identify students' college and career aspirations, expand career and technical pathways and prepare students for successful transition to the workforce and/or further education.
- Strategy #6 -- Character: We will identify, model, reinforce, and integrate the character traits students need to graduate and thrive in further education and the workplace.
- RECOMMENDATION:** That the Board approve disbursements paid as listed, from Batch #1632 through Batch #1707 for the sum of \$2,186,832.73
- ◆ Board of Trustees Payment Report is available at the Board of Education Meeting for review.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the disbursements as listed.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Authorization to Piggyback the San Gabriel Unified School District Bid for DSA Approved Relocatable Classroom Buildings District-wide (2009-2010)

GOAL: Support Services/Budget Planning

STRATEGIC PLAN: Strategy #4 – Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: The San Gabriel Unified School District has awarded a bid for DSA approved relocatable classroom buildings. This bid will be used to purchase or lease DSA approved relocatable classroom buildings throughout the District as needs arise. The prices and terms of this contract are favorable and it would be in the District’s best interest to “piggyback” this bid in accordance with Public Contract Code 20118.

Additional lease/purchases to be made from Facilities funds as needs in the District arise. The Facilities Department brings specific Board items with specific budget implications to the Board for approval when additional classrooms are needed.

BUDGET IMPLICATIONS: Purchases made as needed from various Facilities Funds 21, 25, 30 and 35.

Typical building costs:
Standard 24’x40’ classroom with carpet, delivered, set on DSA approved wood foundation - \$41,791.00
Portable 12’x40’ restroom with Boys, Girls, Staff, Staff layout - \$72,737.00

RECOMMENDATION: That the Board authorize the District to piggyback the San Gabriel Unified School District bid for DSA approved relocatable classroom buildings District-wide (2009-2010).

ACTION: On motion of Board Member _____ and _____, the Board authorized the District to piggyback the San Gabriel Unified School District bid for DSA approved relocatable classroom buildings District-wide (2009-2010), as presented.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Authorization to Piggyback the Santa Rita Union School District Bid for DSA Approved Facilities Buildings District-wide (2009-2010)**

GOAL: Support Services/Budget Planning

STRATEGIC PLAN: Strategy #4 – Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: The Santa Rita Union School District has awarded a bid for DSA approved Facilities Buildings. This bid will be used to purchase or lease DSA approved relocatable classroom buildings throughout the District as needs arise. The prices and terms of this contract are favorable and it would be in the District’s best interest to “piggyback” this bid in accordance with Public Contract Code 20118.

Additional lease/purchases to be made from Facilities funds as needs in the District arise. The Facilities Department brings specific Board items with specific budget implications to the Board for approval when additional classrooms are needed.

BUDGET IMPLICATIONS: Purchases made as needed from various Facilities Funds 21, 25, 30 and 35.

Typical building costs:
Standard 24’x40’ with carpet, delivered, set on DSA approved wood foundation - \$49,680.00
Restroom building that meets our District standard is not offered on this bid.

RECOMMENDATION: That the Board authorize the District to piggyback the Santa Rita Union School District bid for DSA Facilities Buildings District-wide (2009-2010).

ACTION: On motion of Board Member _____ and _____, the Board authorized the District to piggyback the Santa Rita Union School District bid for DSA Facilities Buildings District-wide (2009-2010), as presented.

BOARD AGENDA

REGULAR MEETING
May 28, 2009

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Authorization to “Piggyback” the Pomona Unified School District’s RFP #10(08-09)FS: USDA Commodity Distribution for the SUPER Commodity Cooperative
- GOAL(s):** Support Services/Budget Planning
- STRATEGIC PLAN:** Strategic Parameter #7: We will practice fiscal responsibility by balancing the educational needs of our students with the district’s long-term financial stability.
- BACKGROUND:** The Pomona Unified School District, on behalf of the SUPER Commodity Cooperative, of which the Colton Joint Unified School District is a member, awarded a competitive contract for the distribution of USDA commodities to:
- Gold Star Foods in Los Angeles for USDA commodities and fresh cut produce and
 - Leabo Foods Distribution in Rancho Cucamonga, California for “Fee for Service” processed commodities.
- This RFP is effective on July 1, 2009.
- The prices and terms of the contract are favorable and it would be in the District’s best interest to “piggyback” this service contract in accordance with Public Contract Code 20118.
- BUDGET IMPLICATIONS:** All costs for the distribution of commodities will be paid from the Nutrition Services Fund.
- RECOMMENDATION:** That the Board authorize the District to use the Pomona Unified School District’s RFP #10(08-09)FS: USDA Commodity Distribution for the SUPER Commodity Cooperative.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT:: **Award of Bids: Purchase Food Products for the Nutrition Services Programs (2009-10).**

#2 (09-10) NS - Produce Products #5 (09-10) NS – Tortilla Products
#3 (09-10) NS - Dairy Products #6 (09-10) NS – Pizza Products
#4 (09-10) NS – Bread Products

GOALS: Support Services / Budget Planning

STRATEGIC PLAN: Strategic Parameter #7: We will practice fiscal responsibility by balancing the educational needs of our students with the district’s long-term financial stability.

BACKGROUND: Bids were solicited for Nutrition Services food products for the 2009-10 school year. The bids were advertised and conducted in accordance with Public Contract Code 20111.

A schedule showing the bids received and the costs based on the average monthly usage amount follows

Produce Products – 5 vendors solicited, 2 withdrew, 2 responded:

Harvest Produce - \$23,800.03

United Fresh Produce –\$20,115.95

Dairy Products – 7 vendors solicited, 3 vendors responded

Driftwood Dairy - \$49,926.23

Hollandia Dairy – \$68,122.12

Rock View Dairy - \$52,870.03

Bread Products – 3 vendors solicited, 3 responded

Galasso’s Bakery - \$7,529.30

Gold Star Foods - \$7,428.60

Moreno Bros. Distribution - \$7,172.65

Tortilla Products – 5 vendors solicited, 3 responded

Casa Trejo Tortilla Factory – did not meet general conditions of the bid
Moreno Brothers Distribution: \$1,179.05

Romero Food Products – did not meet general conditions of the bid

Pizza Products – 5 vendors solicited, 2 responded

Domino’s Pizza – to be split between two franchisees based on their service areas – total \$48,266.00

- Wido’s Pizza – to service Colton High School, Terrace Hills Middle School, Colton Middle School, Ruth O. Harris Middle School, Washington Alternative High School, and Slover Mountain High
- MMM Pizza – to service Bloomington High School and Bloomington Middle School -

**BUDGET
IMPLICATIONS:**

All costs to be paid from Nutrition Services funds.

RECOMMENDATION:

That the Board award Bids: purchase Food Products for the Nutrition Services Programs (2009-10).

- | | |
|----------------------------------|-----------------------------------|
| #2 (09-10) NS - Produce Products | #5 (09-10) NS – Tortilla Products |
| #3 (09-10) NS - Dairy Products | #6 (09-10) NS – Pizza Products |
| #4 (09-10) NS – Bread Products | |

ACTION:

On motion of Board Member _____ and _____,
the Board awarded Bids #2-6 (09-10) NS to purchase food products for the Nutrition Services programs.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Contract with Andreasen Engineering, Inc. for a Record of Survey, Property Corner Markings and Additional Topography at Middle School No. 5 (Valley and Cactus, Rialto)**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: Andreasen Engineering, Inc. performed a topographical survey on this property in 2004.

In preparation for construction, additional surveys are necessary. Preparation of a record of survey, property corner markings and additional topography for this site is necessary.

BUDGET IMPLICATIONS: \$9,980 – Capital Facility Fund 25

RECOMMENDATION: That the Board approve contract with Andreasen Engineering, Inc. for a record of survey, property corner markings and additional topography at Middle School #5 (Valley and Cactus, Rialto), as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Contract with Kiley Company Real Estate Appraisers to Provide an Appraisal for the Middle School No. 5 Property**

GOAL: Facility/Support Services.

STRATEGIC PLAN: Strategy #4 - Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: In accordance with the guidelines of the State School Building Program, the District is required to have an appraisal within six months of submitting a project application for state funding.

Staff recommends an appraisal be completed and a project application be submitted to the Office of Public School Construction.

District staff solicited proposals and recommends Kiley Company Real Estate Appraisers based on past experience and professional timely service.

Parkcenter	Realty	Advisors
\$5,500		
Kiley Company Real Estate Appraisers		
\$4,500		
Jones Roach & Caringella, Inc.		No
response		

BUDGET IMPLICATIONS: \$4,500 – Capital Facilities Fund 25

RECOMMENDATION: That the Board approve a contract with Kiley Company Real Estate Appraisers to provide an appraisal for the New Middle School no. 5 property, as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Contract Amendment No. 1 with John R. Byerly, Inc., for State Required Soils and Material Testing Services for the Grand Terrace High School (from May 1, 2009 to July 31, 2011)**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: This amendment is to revise the contract duration.

On February 19, 2005, the Board approved a contract with John R. Byerly, Inc., in the amount of \$1.2 million for state required soils and materials testing services of which \$35,161 have been previously expended. Current work will total \$720,000. Due to the delay with the construction project, the contract duration is amended from May 1, 2009 to July 31, 2011.

This firm prepared all of the pre-construction soils investigation and reports required for the design of the project. This amendment is required to reinstate the contractual services.

BUDGET IMPLICATIONS: \$720,000 – Bond Fund 21 (Measure B)

RECOMMENDATION: That the Board approve contract amendment no. 1 with John R. Byerly, Inc., for State required soils and material testing services for the Grand Terrace High School (from May 1, 2009 to July 31, 2011), as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Contract Amendment No. 1 With Williams Architects, Inc., for Architectural and Space Planning Consulting Services for a Centralized District Office Facilities**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 - Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: The original agreement with Williams Architects Inc. was approved by the Board on January 17, 2008 for architectural and space-planning consulting services for a feasibility study for a centralized District Office at the vacant Stater Bros. The feasibility study determined the Stater Bros. facility could not accommodate the space needs for the various departments throughout the District.

The original contract has not been exceeded. This amendment only changes the scope of the contract to reflect a change in location.

The consulting services will be provided on a time and material basis under the terms and conditions of the original contract and not to exceed \$10,000 without Board approval.

Office space is becoming available over the next year at 851 S. Mt. Vernon Ave. A feasibility study is necessary to determine if it is suitable for additional District offices. Approximately 6,786 sq. ft. is available now and an additional 6,000 sq. ft. will be available by January 2010 or sooner.

The primary scope of services is to provide space planning for the District departments which may be relocated to this facility. The space plans will show how much of the existing walls, ceilings and infrastructure can be re-used and what new construction is necessary. A cost estimate for improvements will also be prepared based on the conceptual space plan drawings.

BUDGET IMPLICATIONS: \$10,000 – Capital Facilities Fund 25 (Not to exceed)

RECOMMENDATION: That the Board approve the contract amendment No. 1 with Williams Architects, Inc., for architectural and space planning consulting services for a centralized District Office Facilities, as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Extension of Time for Use of Facilities at Grand Terrace Elementary by Calvary, the Brook (July 2009 through June 2010)**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: Calvary, the Brook has utilized Grand Terrace Elementary School since May, 2004. The church is requesting a fifth extension through June 30, 2010. They have provided information regarding evidence of current construction of their own facility. The Board approved a fifth extension on September 18, 2008 for the period of January 2009 through June 30, 2009.

Under Board Policy 3140(b)(2)(a), the use of facilities by church or other religious organizations is permitted for two six-month periods. At the end of twelve months, use is subject to Board review and approval. Organizations are expected to demonstrate intent to provide their own facility and evidence prior to Board approving further use.

BUDGET IMPLICATIONS: Applicant to continue to pay only the direct costs of operating the facility.

RECOMMENDATION: That the Board approve the extension of time for Use of Facilities at Grand Terrace Elementary by Calvary, the Brook (July 1, 2009 through June 30, 2010), as presented.

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

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Adoption of Resolution No. 09-22 Authorizing the School Bond Construction (“SBC”) Fast Track Program for all Construction Projects District Wide, Allowing for Prompt Payments to the Contractors/Vendors.**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: The San Bernardino County District Financial Services instituted the School Bonds Construction (“SBC”) Fast Track Program for the expenditure of State and local bond funds for the construction and/or modernization of school facilities.

The purpose of the SBC Fast Track Program is to streamline the payment process for construction contracts. This will allow payments to be processed within 48 hours or less. After initial payment audit, the invoices are no longer audited until the last payment is processed, allowing the contractor/vendors to be paid promptly.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board adopt Resolution No. 09-22 authorizing School Bonds Construction (SBC) Fast Track Program for all construction projects District-wide allowing for prompt payments to the contractors/vendors, as presented.

ACTION: On motion of Board Member _____ and _____, the Board adopted Resolution No. 09-22 as presented.

**RESOLUTION # 09-22 OF THE GOVERNING BOARD OF
THE COLTON JOINT UNIFIED SCHOOL DISTRICT
AUTHORIZING PARTICIPATION IN THE SAN
BERNARDINO COUNTY SUPERINTENDENT OF
SCHOOLS SCHOOL BONDS CONSTRUCTION FAST
TRACK PROGRAM**

WHEREAS, the San Bernardino District Financial Services on behalf of the San Bernardino County Superintendent of Schools and San Bernardino County Auditor/Controller-Recorder is instituting the School Bonds Construction (“SBC”) Fast Track Program for the expenditure of State bond funds for the construction and/or modernization of school facilities; and

WHEREAS, the purpose of the SBC Fast Track Program is to streamline the payment process for construction contracts; and

WHEREAS, the Colton Joint Unified School District desires to participate in the SBC Fast Track Program.

NOW, THEREFORE, be it resolved as follows:

1. The Colton Joint Unified School District agrees to participate in the SBC Fast Track Program and abide by the guidelines and requirements of the program.
2. The Purchasing Manager and the Assistant Superintendent, BSD will be required to execute an Initial Set-Up form certifying that all required documents on that Form have been obtained by the District and that all public bidding requirements have been satisfied. These two individuals may also be required to execute documentation relating to changes to the original construction contracts. Jaime R. Ayala, Assistant Superintendent, BSD and David Beeson, Manager of Purchasing are hereby authorized to execute all necessary documents for participation in the SBC Fast Track Program.
3. District Financial Services will review the District’s compliance with the Fast Track Program’s requirements and guidelines (Step by Step), and the Public Works Building Contract Procedures. Violation of the requirements or guidelines (Step by Step), or Public Works Building Contract Procedures will result in Letters of Notice to the District. If the District receives three (3) Letters of Notice or commits a major violation (for instance, failure to comply with the public bid requirements), participation in the Fast Track Program can be revoked.
4. Jaime R. Ayala as Assistant Superintendent, BSD and David Beeson as Purchasing Manager will be responsible for the District’s compliance with all legal requirements and Fast Track Program requirements. In exchange, the District’s construction payments will be expedited.
5. The District will send Jaime R. Ayala and David Beeson to a training workshop provided by District Financial Services and these individuals understand the obligations involved with participating in the Fast Track Program.

6. Any changes in authority regarding the execution of any documents relating to the SBC Fast Track Program will be approved by this Governing Board.

Approved and adopted this ___ day of _____, 2009.

Marge Mendoza-Ware
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 Board held on the ____ day of _____ 2009, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

David R. Zamora
Clerk of the Governing Board for the
Colton Joint Unified School District

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Adoption of Resolution No. 09-24 for Approval of Delegation of Authority to Sign Change Orders for Construction Projects (2009-10)**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: A change order for a construction project is the addition or reduction of the scope of work defined in the original contract documents. By law, the total dollar amount increase in change orders may not exceed ten percent of the original contract amount or else the District must either go out to formal bid for the change order or have the Board approve the change order per Public Contract Code 20118.4(a)(2).

Staff is proposing that they be authorized to approve changes to the extent of the lesser of \$80,000 or ten percent of the original contract price in order to avoid holding up any ongoing project by waiting for the next Board meeting as follows:

Original Contract Amount	Maximum Change Order Authorization
To \$350,000	10%
\$351,000 to \$1,000,000	10%, not to exceed \$80,000

Ed Code 35161: “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board, and may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.”

The Board can delegate authority to James A. Downs, Superintendent and Jaime R. Ayala, Assistant Superintendent, Business Services Division to sign change orders, not to exceed the lesser of \$80,000 or ten percent of the original contract price for all District construction projects during the 2009-10.

In order to keep the Board informed at every Board meeting, the Business

Services Division will include a recap of every change order by contractor approved between meetings in the Study, Information and Review Section of the agenda.

In case there are any after-the-fact ratifications of contracts and/or their related change orders; they will be immediately shared with the Board and brought forward as an action item with explanations and alternatives on how to proceed.

BUDGET

IMPLICATIONS: Construction change orders would be approved by staff to the extent of the lesser of \$80,000 or 10% of the original contract.

RECOMMENDATION: That the Board adopt Resolution No. 09-24 for approval of delegation of authority to sign change orders for construction projects (2009-10), as presented.

ACTION: On motion of Board Member _____ and _____, the Board adopted Resolution No. 09-24, as presented.

RESOLUTION NO. 09-24

RESOLUTION OF THE GOVERNING BOARD OF THE COLTON JOINT UNIFIED SCHOOL DISTRICT FOR APPROVAL OF DELEGATION OF AUTHORITY TO SIGN CHANGE ORDERS FOR CONSTRUCTION PROJECTS FOR THE 2009/10 FISCAL YEAR.

WHEREAS, the Governing Board (“Board”) of the Colton Joint Unified School District (“District”) provides for the education need for K-12 students within its boundaries; and

WHEREAS, the Board of the District approves the delegation of authority to James A. Downs, Superintendent and Jaime R. Ayala, Assistant Superintendent, Business Services Division to sign change orders, not to exceed 10 percent of the original contract price and following the change order limit in the table below for all District construction projects during the 2009-10 fiscal year as provided for by Education Code 35161; and

WHEREAS, in the event there are any after-the-fact ratifications of contracts and/or their related change orders; they will be immediately shared with the Board and brought forward as an action item with explanations and alternatives on how to proceed.

Original Contract Amount	Maximum Change Order Authorization
To \$350,000	10%
\$351,000 to \$1,000,000	10%, not to exceed \$80,000

NOW, THEREFORE, be it resolved by the Board of the Colton Joint Unified School District as follows:

1. That the above recitals are true and correct.
2. That the Board accepts and adopts the Resolution for approval of delegation of authority to approve change orders for construction projects up to ten percent of the original contract amount and following the change order limit in the table above for the 2009-10 fiscal year.

ADOPTED, SIGNED AND APPROVED this ___th day of _____, 2009.

President, Board of Education

Vice-President, Board of Education

Clerk, Board of Education

Member, Board of Education

Member, Board of Education

Member, Board of Education

Member, Board of Education

Secretary, Board of Education

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Adoption of Resolution No. 09-25 Authorizing the Dedication of Easement to the County of San Bernardino for Bloomington Middle School Slover Avenue Development Project**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.

BACKGROUND: The County of San Bernardino requests to widen the north side of Slover Ave. between Cedar Ave. and Larch Ave. The county will be installing concrete sidewalk, curb, gutter and pedestrian ramps and other related infrastructure improvements. The easement will be located on a portion of the Bloomington Middle School property.

Staff and legal counsel 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 (3) public places within the District not less than ten (10) days prior to the public hearing.
2. Publish a Notice of Public Hearing of Intention to Dedicate Easement once in a newspaper of general circulation not less than five days prior to the public hearing.
3. Have the Public Hearing at the next regularly scheduled board meeting.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board adopts Resolution No. 09-25 authorizing the dedication of easement to the County of San Bernardino for Bloomington Middle School Slover Avenue development project, as presented.

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

RESOLUTION NO. 09-25

OF THE BOARD OF EDUCATION OF COLTON JOINT UNIFIED SCHOOL DISTRICT AUTHORIZING THE DEDICATION OF AN EASEMENT (RIGHT OF WAY) TO THE COUNTY OF SAN BERNARDINO (BLOOMINGTON MIDDLE SCHOOL/SLOVER AVENUE)

WHEREAS, the County of San Bernardino (“County”) has requested that the Colton Joint Unified School District (“School District”) dedicate an easement to the County upon a portion of the School District’s Bloomington Middle 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 the state, or any political subdivision or municipal corporation thereof, for public street or highway 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 the County for the widening of the north side of Slover Avenue between Cedar Avenue and Larch Avenue and installation of concrete sidewalk, curb, gutter and pedestrian ramps and other related infrastructure improvements and the operation, maintenance and repair of said street and improvements 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 May 14, 2009, the School District’s governing board, in a regular open meeting, by a two-thirds vote of all its members adopted Resolution No. 09-19 (the “Resolution”) declaring its intention to dedicate the Easement;

WHEREAS, in accordance with the Education Code section 17557, the School District’s governing board fixed May 28, 2009, for a public hearing (“Public Hearing”) upon the question of making the dedication of the Easement to the County;

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 (10) days before the public hearing, and one published notice, not less than five days before the Public Hearing, in a local newspaper;

WHEREAS, pursuant to Education Code section 17558, on May 28, 2009, 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 the County; 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 the County.

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 ___ day of _____, 2009.

Marge Mendoza-Ware
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 Board held on the ___ day of _____ 2009, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

David R. Zamora
Clerk of the Governing Board for the
Colton Joint Unified School District

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 May 28, 2009, 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 the County of San Bernardino for the purposes of widening the north side of Slover Avenue between Cedar Avenue and Larch Avenue and installation of concrete sidewalk, curb, gutter and pedestrian ramps and other related infrastructure improvements and the operation, maintenance and repair of said street improvements. Said proposed easement will be located on a portion of the District’s Bloomington Middle School site located at 18829 Orange Street, Bloomington, CA 92316.

Questions and/or comments should be directed to Alice H. Grundman, Director of Facilities Planning & Construction at (909) 580-5000 ext. 6640.

r1S, R5W, SEC 22 SBM
Slover Avenue – Grant of Easement
W.O. # H14283 – Sidewalk Construction
APN(s) 0253-231-01, 02, 03 & 04 & 0253-232-06 & 07 (ptns)

EXHIBIT “A”

Those portions of a parcel of land described as follows:

Lots 11 through 16 of Block 24 and Lots 11 and 12 of Block 25 of Tract entitled “Bloomington Villa Lots” as recorded in Book 19 of Maps, Pages 27 and 28, records of the County of San Bernardino, State of California.

Together with that portion of Church Street commencing at Orange Street and extending south to Slover Avenue, in the Townsite of Bloomington, abandoned per the Official Minutes of the Board of Supervisors of said County dated July 10, 1922.

Also together with that portion of Church Street between Orange Street and Slover Avenue, as shown on said map, abandoned per the Official Minutes of the Board of Supervisors of said County dated November 19, 1923.

Also together with that portion of Vine Street lying between the south line of Orange Street and the north line of Slover Avenue, as shown on said map, abandoned per the Official Minutes of the Board of Supervisors of said County dated January 19, 1948.

Also together with Lot 2 of Block 24 and Lots 3 and 4 of Block 26 of the Tract entitled “Townsite of Bloomington”, as per map recorded in Book 12 of Maps, Page 34 records of said County.

Said portions of said parcel described as follows:

Parcel “A” (Slover Avenue)

That portion of said parcel lying southerly a line that is parallel with and 52.00 feet distant northerly, measured at right angles, from the centerline of Slover Avenue, 30.00 feet half width, as shown on said Maps.

Parcel “B” (Cedar Avenue)

That portion of said parcel lying westerly a line that is parallel with and 60.00 feet distant easterly, measured at right angles, from the centerline of Cedar Avenue, 40.00 feet half width, as shown on said Maps.

Parcel “C” (return @ northeast corner of Cedar Avenue and Slover Avenue)

A triangular shaped parcel of land bounded as follows:

On the south by the northerly line of the hereinabove described Parcel “A”;
On the west by the easterly line of the hereinabove described Parcel “B”;
On the northeast by the long chord of a curve concave to the northeast and having a radius of 35.00 feet, said curve being tangent to the northerly line of the hereinabove described Parcel “A” and tangent to the easterly line of the hereinabove described Parcel “B”.

T1S, R5W, SEC 22 SBM
Slover Avenue – Grant of Easement
W.O. # H14283 – Sidewalk Construction
APN(s) 0253-231-01, 02, 03 & 04 & 0253-232-06 & 07 (ptns)

Parcel "D" (return @ northwest corner of Larch Avenue and Slover Avenue)

A triangular shaped parcel of land bounded as follows:

On the east by the westerly right-of-way line of Larch Avenue, 33.00 feet half width, per Grant of Easement recorded July 10, 1963, in Book 5945 Page 930, Official Records of said County;
On the south by the northerly line of the hereinabove described Parcel "A";
On the northwest by the long chord of a curve concave to the northwest and having a radius of 35.00 feet, said curve being tangent to said westerly right-of-way line of Larch Avenue and tangent to the northerly line of the hereinabove described Parcel "A".

Parcel "E" (return @ southeast corner of Cedar Avenue and Orange Street)

A triangular shaped parcel of land bounded as follows:

On the west by the easterly line of the hereinabove described Parcel "B";
On the north by the southerly right-of-way line of Orange Street, 30.00 feet half width per said "Townsite of Bloomington" Map;
On the southeast by the long chord of a curve concave to the southeast and having a radius of 35.00 feet, said curve being tangent to the easterly line of the hereinabove described Parcel "B" and tangent to said southerly right-of-way line of Orange Street.

(End Exhibit "A")

Job No. H14283
Prepared by: M.Y.

This legal description was prepared by me or under my direction.

By: Travis G. Kottwitz
Travis G. Kottwitz, P.L.S. #7617
Date: 03/11/09

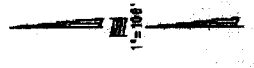


Colton Joint Unified 0253-23
 Tax Rate Area
 64027

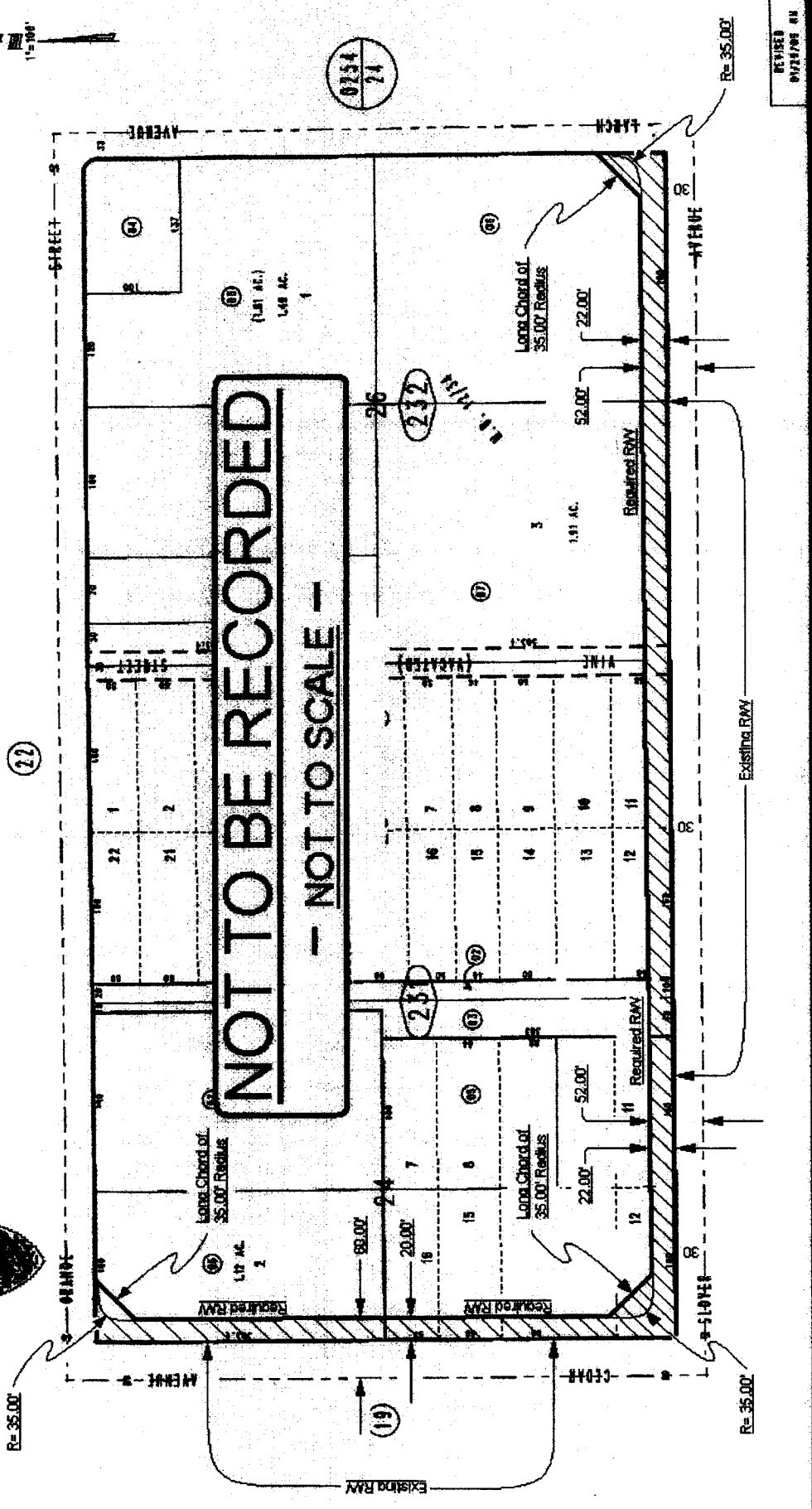
BILL POSTHUS, Assessor Ptn. Bloomington Villa Lots & Re-Sub. Ptn. Townsite of Bloomington. M.B. 19/27-28
 Ptn. Townsite of Bloomington. M.B. 12/34

THIS MAP IS FOR THE PURPOSE
 OF AD VALOREM TAXATION ONLY.

(22)



NOT TO BE RECORDED
 - NOT TO SCALE -



RECORDED
 02/27/02 88

RECORDING REQUESTED BY:
 County of San Bernardino
 Department of Public Works
 Transportation – Design, Rm. 145
 825 East Third Street
 San Bernardino, CA 92415-0835

WHEN RECORDED MAIL TO:
 Same as above

RECORDER:
 Record without fee subject to Govt. Code 6103
 Recordation required to complete chain of title

UNINCORPORATED AREA A.P.N.(s) 0253-231-01, 02, 03, 04, 06 and 0253-232-07 & 06 (ptn)	GRANT OF EASEMENT	DOCUMENT TRANSFER TAX \$0.00 Dept. Code : 11700
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Bloomington Elementary School District

hereby GRANT(S) to the COUNTY OF SAN BERNARDINO, a body corporate and politic of the State of California, an EASEMENT for HIGHWAY and ROADWAY PURPOSES over, under and across the following described real property in said County:

SEE EXHIBIT "A" LEGAL DESCRIPTION ATTACHED

Name: Title:	Date	Name: Title:	Date
This is to certify that the interest in real property conveyed by the within instrument to the County of San Bernardino, State of California, a body corporate and politic, is hereby accepted by the undersigned officer/agent on behalf of the Board of Supervisors pursuant to authority conferred by resolution of the Board of Supervisors adopted on April 21, 1986, and the Grantee consents to recordation thereof by its duly authorized officer/agent.		Township: <u>1S</u> Range: <u>5W</u> Section: <u>22</u> Geo Index: <u>4016</u> Sect.: <u>22</u> Quad.: <u>03</u> Road Name(s) : <u>Slover Ave.</u> Project Name : <u>Sidewalk Construction</u> Work Order No. : <u>H14283</u> Parcel No. (s) : <u>Bloomington School District</u> A.P.N. (s) : <u>0253-231-01, 02, 03, 04, 06 and 0253-232-07 & 06 (ptn)</u>	
By: _____	Date: _____		

MAIL TAX STATEMENTS TO PARTY SHOWN ON FOLLOWING LINE

Name	Street Address	City & State
Not Applicable		

Township <u>1 S</u> Range <u>5 W</u> Sec. <u>22</u>	Work Order No. <u>H14283</u>
Road Name <u>Slover Avenue</u>	Parcel No. (s) _____
Project Name <u>Sidewalk Construction</u>	A.P.N. (s) <u>0253-231-01,02 ,03, 04, 06 & 0253-232-06 & 07 (ptn)</u>

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

State of _____
County of _____
On _____ before me, _____
DATE NOTARY PUBLIC NAME AND TITLE OF OFFICER
personally appeared _____
NAME(S) OF SIGNER(S)

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 OF NOTARY (Seal)

OPTIONAL

Though the data below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document.

Description of Attached Document

Title or Type of Document: _____
Document Date: _____ Number of Pages: _____
Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

Individual
 Corporate Officer
Title(s): _____

Partner -- Limited General
 Attorney-In-Fact
 Trustee
 Guardian or Conservator
 Other: _____

Signer Is Representing: _____

TOP THUMB PRINT OF SIGNER

Top of thumb here

Signer's Name: _____

Individual
 Corporate Officer
Title(s): _____

Partner -- Limited General
 Attorney-In-Fact
 Trustee
 Guardian or Conservator
 Other: _____

Signer Is Representing: _____

TOP THUMB PRINT OF SIGNER

Top of thumb here

ACTION ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: Adoption of Resolution No. 08/09-2787 Denying the Petition for
Renewal of the Nova Meridian Academy Charter School

GOAL: Improve Student Performance
Fiscal Responsibility

STRATEGIC PLAN: 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.

BACKGROUND: On July 20, 2006, the Board approved the initial charter school petition for Nova Meridian Charter Academy (NMA) with a 2-year operational term (July 1, 2007 through June 30, 2009).

On February 26, 2009 NMA submitted a renewal petition for a five year term. The Governing Board is required to consider charter renewals in the same manner as an initial request for charter approval. Pursuant to Board Policy and Education Code Section 47605, a charter petition must contain reasonably comprehensive descriptions of sixteen elements.

District staff noted serious deficiencies in 10 of the 16 areas. District staff met with NMA representatives to go over specific concerns. As a result of those discussions, NMA administration requested an extension of time to resubmit a revised petition. A revised petition was received on April 21, 2009.

CJUSD staff from the areas of Pupil Personnel Services, Secondary Curriculum & Instruction, Language Support Services, Student Services, Human Resources, and Business have all reviewed the two Petitions submitted by NMA. Working as a collaborative team with the Superintendent, the staff has prepared a recommendation for the Board to deny the renewal

A public hearing on the Charter was held on March 26, 2009. On May 14, 2009, District staff provided an update to the Board on the Petition for renewal as well as the process for renewal. NMA representatives were present and provided with the opportunity to address the Board at both meetings.

Despite providing guidance and an opportunity to revise the Charter Petition, the Petitioners have failed to submit a Petition that comports with the requirements of Education Code Section 47605 and District Board policy. More specifically, CJUSD staff found serious deficiencies/ concerns in 7 of the 16 areas in the revised petition for renewal. These areas include:

- Measurement of Pupil Progress and Outcomes
- Governance Structure
- Employment Qualifications and Requirements
- Pupil-Personnel Health and Safety
- Financial Auditing Process and Results
- Pupil Discipline- Due Process
- Employee Retirement Coverage

In addition to concerns noted in the narrative and supporting documents provided by NMA in their revised petition, staff noted ongoing concerns with NMA's ability to carry out their expressed plans and programs over the past two years of operation. These concerns include:

- Consistent failure to meet enrollment projections and poor retention of students (only 27 of 64 9th graders ending year 07-08 at NMA started in 08-09 grade 10)
- Consistent failure to meet reporting requirements of original charter resulting in annual letters to NMA Board/ Administration (July 2007/ August 2008)
- Auditor findings (2008) showing 16 "deficiencies" including issues of basic accounting checks and balances, student attendance records, and Brown Act violation on key vote.
- Consistent shortfall of funds as a result of lower ADA which have resulted in an existing loan which NMA took out in 2008 despite district advisement and concerns about their ability to meet payments if ADA did not significantly increase.
- Inexperience of administrative staff and board members in educational law, fiscal policies, personnel oversight, and curriculum development.

**BUDGET
IMPLICATIONS:**

Dependent upon Board action taken.

RECOMMENDATION:

That the Board adopt the Resolution No. 08/09-2787 denying the petition for renewal of the Nova Meridian Academy Charter School.

ACTION:

On motion of Board Member _____ and _____, the Board adopted Resolution No. 08/09-2787, denying the petition for renewal of the Nova Meridian Academy Charter School.

RATIONALE:

Consideration of renewals of existing charter schools are governed by the standards and criteria set forth in Education Code Section 47605 governing initial consideration of a charter application. This provides that a governing board shall grant the request *satisfied that granting the charter renewal is consistent with educational practice*. In order to deny a renewal request a school district governing board must make written factual findings, specific to the petition, setting forth facts to support one or more following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not include the required number of signatures.
4. The petition does not contain required non-discrimination and admission requirement affirmations.
5. The petition does not contain reasonably comprehensive descriptions of the sixteen (16) required elements.

1 **RESOLUTION NO. 08/09-2787**

2 **BOARD OF EDUCATION**
3 **COLTON JOINT UNIFIED SCHOOL DISTRICT**
4 **SAN BERNARDINO COUNTY, CALIFORNIA**
5 **Denying Renewal of Charter School Petition for**
6 **NMA Meridian Academy Charter School**

7 **WHEREAS**, pursuant to Education Code Section 47605 *et seq.*, the Governing Board of
8 the Colton Joint Unified School District (“CJUSD” and/or “District”) is required to review and
9 authorize creation and/or renewal of charter schools;

10 **WHEREAS**, on or about July 20, 2006, the Governing Board of CJUSD approved the
11 Charter for Nova Meridian Academy Charter School (“NMA”) for a three year term that ends
12 June 30, 2009. Pursuant to this Charter, the first year of the Charter was used by NMA as a
13 planning and implementation year and the NMA offered instruction for two academic years;

14 **WHEREAS**, on or about February 26, 2009, NMA submitted to CJUSD a Charter School
15 Petition for renewal of its Charter. The District staff noted serious deficiencies in many of the
16 elements that NMA is required to include in the Charter;

17 **WHEREAS**, on or about March 26, 2009, a public hearing on the provisions of the
18 Petition submitted for renewal was held. A number of NMA representatives were at the hearing
19 and spoke on behalf of the School;

20 **WHEREAS**, District staff met with NMA staff on March 26, 2009, to discuss and review
21 specific concerns relative to the Petition submitted for renewal;

22 **WHEREAS**, in response to the concerns raised by District staff, NMA administration
23 requested and received an extension of time to resubmit a revised Petition. On April 21, 2009,
24 NMA submitted a revised Petition ;

25 **WHEREAS**, CJUSD staff from the areas of Pupil Personnel Services, Secondary
26 Curriculum & Instruction, Language Support Services, Student Services, Human Resources, and
27 Business have all reviewed the revised document that was submitted on April 21, 2009, and
28 worked together with the Superintendent to prepare a recommendation for the Board.

///

1 **WHEREAS**, in reviewing the Petition for the renewal of this Charter, the Governing
2 Board has been cognizant of the intent of the Legislature that charter schools are and should
3 become an integral part of the California educational system and that establishment of charter
4 schools should be encouraged;

5 **WHEREAS**, the District staff has reviewed and analyzed all information received with
6 respect to the Petition, including information related to the operation and potential effects of
7 NMA, and has spoken to and met with NMA representatives relative to this renewal request;

8 **WHEREAS**, the CJUSD Governing Board has fully considered NMA’s renewal request;

9 **NOW, THEREFORE, BE IT RESOLVED AND ORDERED** that the CJUSD
10 Governing Board finds the above recitals to be true and correct and incorporates them herein by
11 this reference;

12 **BE IT FURTHER RESOLVED AND ORDERED** that the CJUSD Governing Board,
13 having fully considered and evaluated the Petition for the renewal of the Nova Meridian Academy
14 Charter School, hereby denies the Petition pursuant to Education Code Sections 47605 and 47607
15 as not consistent with sound educational practice based upon the following findings:

16 A. The Petition does not contain a reasonably comprehensive description of all of the
17 required elements. [Education Code Section 47605(b)(5)]

18 B. The Petitioners are demonstrably unlikely to successfully implement the program
19 set forth in the Petition. [Education Code Section 47605(b)(2)]

20 **BE IT FURTHER RESOLVED AND ORDERED** that the CJUSD Governing Board
21 hereby determines the foregoing findings are supported by the following specific facts:

22 **I. THE PETITION DOES NOT CONTAIN A REASONABLY COMPREHENSIVE**
23 **DESCRIPTION OF ALL OF THE REQUIRED ELEMENTS [Education Code**
24 **Section 47605(b)(5)]**

25 The Petitioners are required to set forth in the Petition reasonably comprehensive
26 descriptions of sixteen elements as described in Education Code Section 47605. Although the
27 Petitioners have been provided guidance and counsel by the District staff regarding the contents of
28 the Charter and the District allowed the Petitioners to submit a revised Charter, the CJUSD

1 Governing Board finds that there continue to be serious deficiencies/concerns in 7 of the 16
2 required areas addressed in the revised Petition for renewal. These deficient areas are:

- 3 • Measurement of Pupil Progress and Outcomes
- 4 • Governance Structure
- 5 • Employment Qualifications and Requirements
- 6 • Pupil-Personnel Health and Safety
- 7 • Financial Auditing Process and Results
- 8 • Pupil Discipline- Due Process
- 9 • Employee Retirement Coverage

10
11 By way of example, NMA's renewal Petition must describe the governance structure of the
12 school, including, but not limited to, the process to be followed by the school to ensure parental
13 involvement. Since the time that the charter was approved in July 2006, there have been
14 numerous problems identified by District staff with regard to the governance of the school. There
15 is little evidence that the NMA Board regularly meets to review and consider the operations of the
16 School. Indeed, the high turnover of the Board has resulted in many meetings not taking place
17 and the audit report identified Brown Act violations as well. Additionally, members of the
18 Governing Board have failed to file the necessary conflict of interest forms, and there is no
19 evidence to suggest that the NMA Governing Board has adopted the appropriate policies and
20 procedures to ensure that such violations of the Brown Act and conflict of interest provisions do
21 not occur in the future.

22 **II. THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY**
23 **IMPLEMENT THE PROGRAM SET FORTH IN THE PETITION. [Education**
24 **Code Section 47605(b)(2)]**

25 A. During the first two years of operation of the Charter, NMA has failed to meet its
26 enrollment projections and has had difficulty retaining students. As a result of
27 these failures, NMA has experienced great financial difficulty and has on two
28 occasions been forced to obtain loan proceeds in order to remain operational. The

1 budgetary documents submitted with the Petition for renewal do not satisfactorily
2 demonstrate how these loans will be repaid or explain how NMA will become
3 financially viable if these issues are not remedied.

4 B. Additionally, the projections for the upcoming year are based on enrollment figures
5 that are not supportable. When the Charter was initially submitted to the District,
6 the Petitioners expected an enrollment of 150 students. Despite the fact that there
7 were not sufficient students who expressed interest in enrolling in NMA, the
8 Petitioners nevertheless based their budgets and staffing on 150 ADA. NMA's first
9 year ADA was approximately 64 and for the current academic year it has been 94,
10 yet without any rational explanation, the Petitioners have submitted a budget for
11 2009-2010 based on a projected ADA of 181. Using such an insupportably high
12 number for its projections demonstrates that the Petitioners are continuing to be
13 unrealistic in their planning and to make poor fiscal decisions, which will
14 negatively impact NMA's financial viability.

15 C. The July 2008 audit report include fourteen findings, including five significant
16 findings in internal financial controls, such as lack of detailed inventory, lack of a
17 cash receipt system and procedure, purchase orders issued after the fact, and
18 insufficient supporting documentation given for disbursements. Although NMA
19 addressed these deficiencies in correspondence to the District, NMA failed to
20 address these satisfactorily and thus they remain unresolved.

21 **BE IT FURTHER RESOLVED AND ORDERED** that the terms of this Resolution are
22 severable. Should it be determined that one or more of the findings and/or the factual
23 determinations supporting the findings is invalid, the remaining findings and/or factual
24 determinations and the denial of the Charter renewal shall remain in full force and effect. In this
25 regard, the CJUSD Governing Board specifically finds that each factual determination, in and of
26 itself, is a sufficient basis for the finding it supports, and each such finding, in and of itself, is a
27 sufficient basis for denial.

28

1 The foregoing resolution was considered, passed, and adopted by this Board at its regular
2 meeting of May 28, 2009.

3
4 DENYING THE RENEWAL OF THE CHARTER SCHOOL
5 PETITION FOR NMA MERIDIAN CHARTER SCHOOL

6 By: _____
7 President of the Board of Education of the
8 Colton Joint Unified School District

9 STATE OF CALIFORNIA)
10)ss.
11 COUNTY OF ORANGE)

12
13 I, _____, Clerk of the Board of Education of the Colton Joint
14 Unified School District, do hereby certify that the foregoing Resolution was duly passed,
15 approved and adopted by the Board of Education of the Colton Joint Unified School District at a
16 regular meeting of said Board held on the 28th day of May, 2009

17
18
19 _____
20 Clerk of the Board of Education of the
21 Colton Joint Unified School District,
22 State of California
23
24
25
26
27
28

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval to Remove Edward J. Gregor from the Measure G Citizens' Oversight Committee.**

GOAL(s): Facilities / Support Services

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

BACKGROUND: The Measure G Citizens' Oversight Committee was formed as a result of November 4, 2008 voter approved Bond Measure G. On February 19, 2009, the Board appointed twelve citizens to serve on the Committee. The first meeting of the committee was held on March 9, 2009, at which time members were given copies of the committee bylaws. Section 5.6 of the bylaws states, in part, that "The Board may remove any Committee member for any reason".

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board approve removal of Edward J. Gregor from the Measure G Citizens' Oversight Committee, as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved removal of Edward J. Gregor from the Measure G Citizens' Oversight Committee, as presented.

8. Solano, Richard
Alternative Ed Teacher – Washington
Employed September 7, 1977; resignation
effective June 20, 2009. For retirement.
9. Sorensen, Geraldine
Teacher – Grant Elementary
Employed August 27, 1997; resignation
effective June 20, 2009. For retirement.
10. Stafford, Elaine
Teacher – Wilson Elementary
Employed October 17, 1985; resignation
effective June 20, 2009. For retirement.
11. Tatum, Marlene
Curriculum Program Specialist – D.O./Zimmerman
Employed April 29, 1987; resignation effective
June 24, 2009. For retirement.
12. Teague, Chris
Teacher – Wilson Elementary
Employed September 4, 1984; resignation
effective June 20, 2009. For retirement.
13. Velez, Juan
Teacher – Colton High School
Employed August 28, 1996; resignation
effective June 20, 2009. For retirement.

II. Classified

1. Applegate, Chrystal
Special Ed Instructional Asst. – Jurupa Vista
Employed November 6, 2000; resignation
effective May 7, 2009. Personal reasons.

BOARD AGENDA

**REGULAR MEETING
May 28, 2009**

STUDY, INFORMATION AND REVIEW ITEM

- TO:** Board of Education
- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** Discussion/Review of Existing Board Policies and Administrative Regulation:
BP 7310 Naming of Facilities
AR 7310 Naming of Facilities
- GOAL(S):** Community Relations
- STRATEGIC PLAN:** Mission: 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.
- BACKGROUND:** At the request of the board, the following policies regarding Naming of Facilities are being submitted for study, information and review. The policies provided are from Rialto Unified School District, Fontana Unified School District and San Bernardino City Unified School District. The sample policy from California School Boards Association is also provided for consideration.

Current

NAMING OF FACILITIES

BP 7310

The naming of facilities within the Colton Joint Unified School District gives the Board of Education the opportunity to acknowledge events of historical or cultural note, honor individuals who have made outstanding contributions to education, the community or the nation, or recognize events or locations of note.

The Board may choose to solicit the public to submit names or may name the facility by the established voting process.

The Superintendent shall develop administrative regulations to implement this Board Policy.

Legal Reference
EDUCATION CODE 35160 Authority of governing boards

Amended 9-18-08
(Adopted 7-13-95)

ADMINISTRATIVE REGULATION

AR 7310

NAMING OF FACILITIES

The naming of facilities within the Colton Joint Unified School District should occur in an orderly and timely manner which includes participation of community, students, and staff in the process. This regulation is an effort to assist the process.

1. The Board may choose to solicit the public to submit names to the Administration by an established date. The Administration will compile the list of names submitted.
2. The list will be presented to the Board at the first Board meeting following the date set by the Board closing name submittals. Each Board member present will be given the opportunity to place one name in nomination.
3. **A press release will also be created to inform the public as to the possibility of submitting names for nomination.**
4. Names placed in nomination will be researched by the Administration to establish that each meets the requirement of Board Policy **7310**.
5. At the next Board meeting, names conforming with Board Policy **7310** will be made available to the Board. The Board will select by the established voting process the name of the plant facility

Legal Reference

EDUCATION CODE 35160 Authority of governing boards

Amended 9-18-08
(Adopted 7-13-95)

Naming Of Facility

The Governing Board shall have sole responsibility for the final selection of names of schools, buildings and facilities of the district.

The Board shall name schools, individual buildings, parts of buildings or facilities in recognition of:

1. Individuals, living or deceased, who have attained prominence locally or nationally through outstanding contributions to the community, county, state or nation.
2. Individuals who have made significant contributions to the district through volunteer work. A person to be so honored should have had an association with the district of substantial length and distinguished service. These individuals shall not be involved in or convicted of a criminal action/activity.
3. The geographic area in which the school or building is located.

Serious consideration shall be given to any name submitted to ensure reasonable conformity to existing patterns. Elementary schools have generally been named after geographical locations. Middle and high schools generally have been named after site locations and historical figures of prominence. Buildings, parts of buildings and facilities have generally been named after individuals who have had made significant contributions and impact upon the district.

Buildings and facilities shall not be designated by an individual name except by unanimous approval of the Board.

Renaming of School or Facilities

The naming of a school or facilities is an important action. Except under very rare circumstances, a facility once named shall not be renamed. If renaming is considered, approval must be by unanimous action of all Board members. Requests to rename a facility after an individual shall not be acted upon until at least one calendar year after the date the proposal is first presented to the Board.

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Memorials

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year. These individuals to be so honored should have had an association with the district of substantial length and distinguished service.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Policy FONTANA UNIFIED SCHOOL DISTRICT

adopted: October 15, 1997 Fontana, California

revised: August 4, 2004

revised: May 7, 2008

Naming Of Schools, Buildings, And Facilities

Purpose

In order to provide uniformity in the naming of various schools, buildings and facilities in the district, the superintendent has determined that the following rules and regulations shall be established and followed.

Authority

The Governing Board has directed the superintendent to develop a procedure for the naming of schools, buildings, and facilities. The Governing Board shall have the sole responsibility for the final selection of names of schools, buildings and facilities. (BP 7310)

The superintendent shall recommend the names of no more than three living or deceased, natural persons to the Governing Board to be affixed to a school, building or facility. The superintendent may also recommend the name of a business entity to be affixed to a school, building or facility if said entity has provided a grant, trust, gift or other item of value that will, in the superintendent's opinion, promote the educational goals of the district.

The superintendent may delegate her/his duties to a committee who will recommend to the superintendent suitable names. The committee shall be composed of employee, parent and student representatives, retired employees, and current administrators and employees. The committee shall make its recommendations to the superintendent, who will then submit her/his recommendation to the Governing Board.

Policy

Naming is to be accomplished in accord with Board Policy 7310 and these implementing guidelines. The deputy superintendent is the designated officer to coordinate all proposals for naming, maintaining records on gift documentations, and assuring consistency in donor and public communications related to each gift and its restricted use.

Name changes shall be made in accordance with this regulation. However, normally, all naming shall be for the effective useful life of the facility.

Guidelines

1. Honorific Recognition for Distinguished Contribution to District

- a. No commitment for naming shall be made prior to all appropriate reviews by the superintendent's committee, recommendation by the superintendent and approval by the Governing Board. If naming is proposed for a capital project, early consultation should take place with the deputy superintendent's office.
- b. The proponents of the naming of any school, building or facility must present a written petition to the superintendent signed by 75 individuals representing different households or entities setting forth the proposed name along with a factual statement setting forth the accomplishments of the proposed named individual or entity. The purpose of the petition is to justify naming because of the person or entity's distinction and contribution to the District.
- c. The superintendent's committee will consider the petition. The committee may engage in independent investigation of the proposed naming and consult with, or interview, proponents or opponents to the proposed naming.

d. Following evaluation of the petition, consideration of the justification for the naming and any investigation, the committee shall, by majority vote, recommend to the superintendent no more than five names to be considered for each school, building or facility to be named.

e. The superintendent may alone, or in conjunction with her/his cabinet, consider the names provided by the committee, and thereafter make a recommendation of no more than three to the Governing Board.

Naming in Recognition of a Gift

No commitment for naming shall be made prior to all appropriate reviews by the superintendent's committee, recommendation by the superintendent and approval by the Governing Board. If naming is proposed for a capital project, early consultation should take place with the deputy superintendent.

Proposals to name schools, buildings or facilities may be brought to the attention of the superintendent by any member of the educational community. The proponents of the naming of any school, building or facility must present a written statement setting forth the justification for the naming.

The superintendent's committee will consider the written statement. The committee may engage in independent investigation of the proposed naming and consult with, or interview proponents or opponents of, the proposed naming. The gift shall constitute a significant portion of the total cost of the project. Minor gifts will not qualify for naming unless made as a group gift, in which case, the name of the group may be used to name the school, building or facility. Corporate or individual names may be used. Plaques may be used to signify small contributors to the project costs.

The superintendent's committee will consider the justification of the proposed name, conduct any investigation, and, by majority vote, send its recommendation to the superintendent.

The superintendent may alone, or in conjunction with her/his cabinet, consider the name recommended by the committee, and thereafter make a recommendation to the Governing Board. In certain instances, consultation with district legal counsel may be necessary before a recommendation is made to the board, in particular, when the naming is made in consideration of specific requirements set forth in the gift from a trust, will or endowment.

Regulation FONTANA UNIFIED SCHOOL DISTRICT

approved: December 2008 Fontana, California

Naming Of Facility

The Board of Education shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the district, county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A majority vote is required for naming a facility. When naming a facility after a current Board member, a unanimous vote of those present shall be required unless the seated Board member abstains.

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Legal Reference:

EDUCATION CODE

35160 Authority of Boards of Education

Policy RIALTO UNIFIED SCHOOL DISTRICT

adopted: July 23, 1999 Rialto, California

revised: October 25, 2000

Naming Of Facility

The Board of Education shall have sole responsibility for the final selection of names for schools, buildings, areas and facilities of the district. (Policy adopted by the Board, March 28, 1968.)

Buildings and facilities on a school campus shall not be designated by an individual name except by unanimous approval of the Board.

The Board shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A Superintendent's Naming Committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study. It shall require unanimous approval of the Board.

Memorials

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Policy SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

adopted: October 16, 2007 San Bernardino, California

Objective: Comprehensive and Inclusive Naming of Schools Process

Methodology: Superintendent's Naming of Schools Committee and Evaluation Procedures

Background

Construction has begun for new Schools under the CJUSD Facilities Capital Improvement Program. It is proposed the Superintendent's Office designate a committee of representatives from the local community to nominate and rank potential names for the Board of Education to consider naming the new school.

Committee Members

The following table lists the twenty (20) people named to the Superintendent's Naming of Schools Committee (each person is selected as indicated below).

Committee Members	
Representing	Name
Superintendent's office	Person selected by the Supt.
Citizen's Oversight Committee	Person selected by the Citizen's Oversight Committee
ACE	President of SBTA
Five Year Housing Committee	Person selected by Five Year Housing Committee
Mayor's/County Supervisor's Office	Person selected by Mayor's/County Supervisor's Office.
DAC	Person selected by DAC
CSEA	President of CSEA
Elementary School Principal	Person selected by the Supt.
Middle School Principal	Person selected by the Supt.
High School Principal	Person selected by the Supt.
Community Member	Person selected by the Supt.
Local Business	Person selected by the Supt.
DELAC	President of DELAC
Board Member Representative	Each Board member was asked to choose a representative. Six choose to do so.
Board Member Representative	
Board Member Representative	
Board Member Representative	
Board Member Representative	
Board Member Representative	
Parent Advocate	Person selected by the Supt.
Citizen's Oversight Committee	Two people were on because they asked to be on the committee. Normally only one from each group would be on.

Naming Process

The Facilities Management Department chairs and coordinates the Committee and the following process is used to nominate, rank, and recommend school names to the Board of Education for consideration.

- **Date** - Kickoff Meeting and nominations of candidates
- **Date** - Committee Members submit biographies and letters of recommendation
- **Date** - Program Manager sent ballots to Committee Members (Ballot Form Attached)
- **Date** - Committee Members submit ballots to Program Manager
- **Date** - Meeting to finalize Ballot Results

Committee Recommendation

(*Insert total number*) candidates for the naming of the school were nominated by the Committee. The following table indicates the ranking of all of these names. (*Insert name*) is the Committee's recommended name for consideration by the Board of Education to name the school.

Ballot Results	
Rank	Name
1	Abraham Lincoln
2	George Washington
3	Robert Kennedy
4	Cesar Chavez
5	William Comfort
6	Martin Luther King
7	Betsy Ross
8	Harriet Tubman
9	Helen Keller
10	Rosa Parks
11	Little Red Schoolhouse
12	Starting Over
13	The Sky is the Limit

Superintendent's Naming of Schools Committee

BALLOT

CANDIDATES NAMES (Alphabetical Order)	FORCE RANK (1 through 13)
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	
<i>(Insert Proposed School Name)</i>	

Signature

Date:

CSBA Sample

Board Policy

Naming of Facility

BP 7310

Facilities

The Governing Board shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Memorials

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

BOARD AGENDA

REGULAR MEETING
May 28, 2009

STUDY, INFORMATION AND REVIEW

TO: Board of Education

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

SUBJECT: Authorization to Submit School District Certification for Receipt of Funds from the Inland Valley Development Agency

GOAL(s): Facilities / Support Services

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

BACKGROUND: The Inland Valley Development Agency (IVDA) adopted certain School District Tax Increment Revenue Pass-Through Agreements in December 1990. Colton Joint Unified School District was one of the Districts included in the agreements. In 1993 the IVDA adopted certain amendments to the pass through agreements to provide for the issuance of certain 1993 Notes of the IVDA to fund various amounts to be remitted to the participating School Districts pursuant to the pass through agreements and for the benefit of the participating School Districts. In 1997, the 1993 Notes were refinanced by Tax Allocation Bonds of the IVDA, and, based upon municipal bond market conditions, the 1997 Tax Allocation Bonds have benefited from lower than anticipated interest rates, thereby producing additional funds for the IVDA and participating School Districts.

\$334,491.27 will be remitted to the District by the IVDA upon execution of the Certification, which must include a description of how the District will use and apply the funds.

BUDGET IMPLICATIONS: \$334,791.27 Revenue – Capital Facilities Fund 25

EXHIBIT "A"

**SCHOOL DISTRICT CERTIFICATION
FOR RECEIPT OF FUNDS FROM THE
INLAND VALLEY DEVELOPMENT AGENCY**

The undersigned _____ is the duly appointed and acting _____ of the _____ (the "School District"), and the undersigned has been authorized by the official action of the governing body of the School District to make the representations and other commitments as set forth herein on behalf of the School District. The undersigned recognizes that the Inland Valley Development Agency (the "IVDA") pursuant to Resolution No. 2009-09 as adopted on May 13, 2009, authorized the remittance of certain dollar amounts to the School District upon satisfaction of conditions precedent by the School District to the remittance of such funds from the IVDA to the School District.

The School District hereby requests the remittance of an amount equal to \$_____ representing ninety percent (90%) of the dollar amount being retained by the IVDA pursuant to that certain School District Pass-Through Agreement, as amended, by and between the School District and the IVDA. The undersigned has reviewed the attached schedule (attached hereto as Attachment 1) as prepared by the independent audit firm whereby the dollar amounts retained by the IVDA on behalf of the School District pursuant to the School District Pass-Through Agreement, as amended, have been calculated. The undersigned further certifies that such dollar amounts as presently retained by the IVDA for the School District are true and correct and calculated in accordance with the procedures and formulae contained in the School District Pass-Through Agreements, as amended, and the undersigned on behalf of the School District commits and binds the School District to the manner and effect of such calculations.

The undersigned on behalf of the School District further represents and warrants that in accordance with the limitations on the use of the tax increment revenues payable by the IVDA to the School District pursuant to the School District Pass-Through Agreement, as amended, the

School District will use and apply such funds as received hereunder for the following purposes as authorized by the School District Pass-Through Agreement, as amended:

1. _____
2. _____
3. _____
4. _____
5. _____

This Certification and the statements contained herein shall be relied upon by the IVDA in all financial matters affecting IVDA and the School District Pass-Through Agreement, as amended, and this Certification is duly executed and delivered as of this ____ day of _____, 2009.

By: _____

Name: _____

Title: _____

**INLAND VALLEY DEVELOPMENT AGENCY
SUMMARY OF SCHOOL DISTRICTS OUTSTANDING DEBT**

Calculation of Original Debt to Principal Payments

	Redlands	Colton	SB Unified	SB Comm Coll	SB County	Total
Original Debt	\$ 1,201,095.00	\$ 1,030,939.87	\$ 11,610,585.00	\$ 2,038,525.13	\$ 800,730.00	\$ 16,681,875.00
Principal payment 3-1-05	(33,345.00)	(28,621.12)	(322,335.00)	(56,593.88)	(22,230.00)	(463,125.00)
Principal payment 3-1-06	(34,560.00)	(29,664.00)	(334,080.00)	(58,656.00)	(23,040.00)	(480,000.00)
Principal payment 3-1-07	(35,775.00)	(30,706.87)	(345,825.00)	(60,718.13)	(23,850.00)	(496,875.00)
Principal payment 3-1-08	(37,260.00)	(31,981.50)	(360,180.00)	(63,238.50)	(24,840.00)	(517,500.00)
Total	\$ 1,060,155.00	\$ 909,966.38	\$ 10,248,165.00	\$ 1,799,318.62	\$ 706,770.00	\$ 14,724,375.00
Debt Bal @ 6-30-08	(207,075.91)	537,976.07	6,231,324.14	1,327,410.92	641,661.04	8,531,296.26
Excess TI on hand	\$ 1,267,230.91	\$ 371,990.30	\$ 4,016,840.86	\$ 471,907.71	\$ 65,108.96	\$ 6,193,078.74
90%	\$ 1,140,507.82	\$ 334,791.27	\$ 3,615,156.78	\$ 424,716.94	\$ 58,598.06	\$ 5,573,770.87