



BOARD OF EDUCATION REGULAR MEETING

Celebration -- API Success (4:30 p.m.)

September 18, 2008

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

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

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

- II. [API Success -- School Recognition & Celebration--](#) – Yolanda Cabrera & Staff
4:30 to 5:30 p.m.

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

Announcement Regarding Public Comment for Closed Session, Agendized Action Items and Non-Agendized Items (Gov. Code 54954.3[a])

An interpreter is available at Board meetings for Spanish-speaking persons requiring assistance.

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 Closed Session, Agendized Consent, Action or Study and Information Item: Please list the specific agenda item number and subject.

White card—Non-Agendized Items: Please list topic / subject

IV HEARING SESSION / PUBLIC SESSION

1. District Assistance and Intervention Team (DAIT) Report -- Dr. Linda Gonzalez
2. Public Comment: Specific Closed Session Items
(blue card; list agenda item # and subject)
3. Public Comment: Specific Agendized Consent & Action Items
(blue card; list agenda item # and subject)
4. Public Comment: Non-Agendized Items or Other Subjects
(white card; list topic)

V 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-11.

1. Approval of Minutes (September 4, 2008)
2. Approval of Student Field Trips
3. Approval of Consultants for Assembly Presentation
4. Approval of Consultants for Staff Development
5. Approval for Slover Mountain High School Graduates to Attend “Grad Nite” at Disneyland (June 18, 2009)

6. Adoption of Resolution, *Approval of Request for Emergency Closure for State Preschool*, Submitted to the California Department of Education, Child Development Division, for Reimbursement of Funds for Days of Operation or Days of Attendance Due to the Emergency Closure of Lewis Elementary School (August 4-7, 2008)
7. Approval to Renew the One-Year Computer Program License Agreement with Skills Tutor to Provide Supplemental Instruction and Tutoring Services for Middle School Students (2008-09)
8. Acceptance of Gifts
9. Approval of Colton Middle School Cherrydale Fundraiser (Sept. through Oct. 2008)
10. Approval to a File Notice of Completion: Bid 08-04 – Terrace View
11. Approval of an Unpaid Leave of Absence for a Classified Employee (EIN 3236)

B. Deferred Item(s)

C. Action Items

1. Approval of Personnel Employment
2. Approval to Employ and Assign a Teacher Under California Commission Teacher Credentialing Variable Term-Waiver (2008-09; Speech Therapist)
3. Approval of Conference Attendance
4. Approval of Purchase Orders
5. Approval of Disbursements
6. Approval of the 2007-08 Unaudited Actuals Report and Transfer of Block Grants (AB 825 Transfer) Pursuant to Education Code Section 41500
7. Adoption of Resolution 08-13, *Revised 2007-08 Actual Gann Limit and Projected 2008-09 Gann Limit*
8. Authorization for Director of Fiscal Services as a District Authorized Agent (September, 2008 until Rescinded)
9. Authorization to “Piggyback” on the Val Verde Unified School District Bid 06/07-006 for Classroom and Office Supplies (Southwest School/Office Supply Company, 2008-13)
10. Ratification of Change Orders (*net decrease*) Approved by Staff for the Sycamore Hills Elementary School Shade Shelter Project Per Board Resolution 08-05
11. Approval for an Extension of Time for Use of Facilities at Grand Terrace Elementary with Calvary, the Brook (January 2009 through June 2009)
12. Approval to Renew the Agreement with Gang Consultants for Services to At-Risk Secondary Students (2008-09)
13. Approval of Amended *Agreement with the City of Colton for a Police Officer to Serve as a School Resource Officer at Colton High School (2008-09)
14. Approval of Revised Local Educational Agency (LEA) Addendum in Response to District Assistance Intervention Team (DAIT) Mandates

15. Amendment of Board Policy and Administrative Regulation

~~1376~~ BP 7310 Naming of ~~Plant~~ Facilities

~~1376(a)~~ AR 7310 Naming of ~~Plant~~ Facilities

VI. STUDY, INFORMATION & REVIEW SESSION

1. Personnel -- Resignations
2. FMLA Leave for Classified Employees (EIN 2177, 3442)
3. Year-End (2007-08) Associated Student Body (ASB) Financial Reports for Bloomington and Colton High Schools – Casey Cridelich
4. Update: School #28 – Casey Cridelich
5. Update: Bloomington, Fontana, Southridge and Rialto Area Schools – Casey Cridelich
6. Proposed Board Policy: Fund Raisers and Scholarships – Board Members
7. Superintendent’s Communiqué / Correspondence
8. ACE Representative
9. CSEA Representative
10. MAC Representative
11. ROP Board Members
12. Board Member Comments

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

1. Student Discipline

2. Personnel

- ♦ Public Employee: Discipline / Dismissal / Release / Reassignment (Gov. Code 54957)
- ♦ Discussion: Interim Assistant Superintendent, Business Services

3. 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 Downs, Casey Cridelich, Alice Grundman,
Counsel, Best, Best & Krieger

Under Negotiation: Property Negotiations and Review Status of Relocation Entitlement Claims

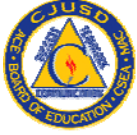
4. Conference with Labor Negotiator

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)

VIII. PUBLIC SESSION -- ACTION REPORTED FROM CLOSED SESSION

IX. ADJOURNMENT



Colton Joint Unified School District



STRATEGIC PLAN

(Board Approval 6-19-08)

Our 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.

Shared Community Beliefs

1. Every human being has intrinsic worth.
 2. Every person is responsible for their own choices and actions.
 3. Honesty and Integrity are essential to build trust.
 4. Everyone has the potential to learn.
 5. High Expectations inspire higher levels of performance.
 6. Motivation and effort are essential to achieve full potential.
 7. A good education empowers people and expands their opportunities.
 8. A positive attitude promotes a healthy environment.
 9. Every individual can contribute to the success of an organization.
 10. Teamwork is imperative to achieve a common goal.
 11. The family plays a vital role in the development of an individual.
 12. The success of our children ensures the long-term success of our community.
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Strategic Parameters

1. We will always maintain safe learning environments.
2. We will not tolerate behavior that demeans the dignity or worth of any individual or group.
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.
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.
5. Site-based plans will always be consistent with the Strategic Plan.
6. We will not accept ineffective performance by any staff member.
7. We will practice fiscal responsibility by balancing the educational needs of our students with the district's long-term financial stability.



STRATEGIES



STRATEGIES

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.

BOARD AGENDA

REGULAR MEETING
September 18, 2008

CONSENT ITEM

TO: Board of Education

PRESENTED BY: James A. Downs, Superintendent

SUBJECT:: Approval of Minutes (September 4, 2008)

GOALS: 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 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.

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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 meeting held on September 4, 2008, as presented.

BOARD OF EDUCATION
Minutes

Regular Meeting
September 4, 2008
5:30 p.m.

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, September 4, 2008, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

Trustees Present

Mr. Robert D. Armenta, Jr.	President
Mr. Mel Albiso	Clerk
Mr. Mark Hoover	
Mr. Frank A. Ibarra	
Mr. Kent Taylor	
Mr. David R. Zamora	

Trustee Absent

Mrs. Marge Mendoza-Ware	Vice President (Unexcused)
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Staff Members Present /*Excused

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

Call to Order: Board President Robert Armenta called the meeting to order at 5:30 p.m. Board member Kent Taylor led in the Renewal of the Pledge of Allegiance to the Flag of the United States of America.

By consensus, agenda item D-3 was brought forward for consideration.

Resolution #18 (D-3) On a motion by Mr. Zamora, seconded by Mr. Taylor and carried on a 6-0 vote (Mendoza-Ware absent), the Board adopted the Resolution, *In Recognition of Connie "Paddy" Cisneros* to honor her achievements as the first Hispanic woman elected to the Colton City Council and the impact she had on the Colton community and the Colton Joint Unified School District.

*Recognition of
Connie "Paddy" Cisneros*

Board President Armenta provided an overview of the accomplishments of Connie "Paddy" Cisneros during her tenure as Councilwoman for the City of Colton and his personal recollections that helped to influence his educational path. Board member Ibarra read the Resolution and presented it to family members in attendance: Ernest Cisneros, Sr., Ernest Cisneros, Jr., Roman Cisneros, Arturo Cisneros, and Patricia Rivera. On behalf of the family, Arturo Cisneros thanked the Board and Administration for this special recognition to honor their mother.

Hearing Session

1. Public Input—Closed Session Items: None
2. Public Input: Specific Agendized Items None
3. Public Input: Non-Agendized Items
 - a) Darrell Rosenbrock, classified employee and marathon runner, donated a check in the amount of \$1,500 to Grant Elementary School to use to purchase books for students. Principal Kathy Houle-Jackson, accepted the funds and thanked him for his community service and generosity.

b) Laura Salas, parent of former students and teacher at Terrace View Elementary, shared concerns regarding the lack of playground *for students due to designation of this area for portable classrooms. The area is barricaded and awaiting project completion and the lack of play area has resulted in student discipline issues. Discussion included the possibility of removing the fence temporarily and rotating grass usage, and allocating funds to complete the project. By Board consensus, Superintendent Downs and staff will research this issue and provide an update to the Board. (*downhill grass area)

Consent Items	#19	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-8 as presented.
Minutes (8-21-08)	#19.1	The Board approved the Minutes of the Regular Board of Education Meeting held on August 21, 2008, as presented.
Field Trip	#19.2	<p>The Board approved the field trip listed and authorized the expenditure of funds; District transportation unless otherwise noted.</p> <p style="text-align: center;">ASB = Associated Student Body</p> <p>CHS (9/6-7/08) Overnight trip to <i>Leadership Round-up Camp</i> in Pine Summit; ASB leadership camp to develop study unity and plan activities for 2008-09; 7 students (10-12), and 1 certificated staff member; \$850; ASB funds; Strategy #1.</p>
Consultants • Assemblies & Programs	#19.3	<p>The Board approved the assemblies and programs to be presented at District schools listed and authorized the expenditure of funds:</p> <p style="text-align: center;">AMPEG = Arts, Music, and Physical Education Grant</p> <p>Crestmore (10/8/08) Orange County Performing Arts/The Imagination Machine in Costa Mesa; <i>Who What When</i> (Grades K, 1, 2); <i>Write On</i> (Grades 3-4-5-6); student writings will be performed; \$1,135; AMPEG funds; Strategy #1.</p> <p>Crestmore (10/30/08) The Morris Brothers Between Your Ears Entertainment in West Hollywood; <i>Making Better Choices</i>; drug prevention knowledge for students; \$1,095; Donations; Strategy #1.</p> <p>Crestmore (12/11/08) TheatreReach Schools Tour Laguna Playhouse in Laguna Beach; <i>Island of the Blue Dolphins</i>; introduction to State-adopted core literature through the arts (students grades 3-6); \$1,000; AMPEG funds; Strategy #1.</p>
Consultants • Staff Development	#19.4	<p>The Board approved the consultants to present at the District schools listed and authorized the expenditure of funds:</p> <p style="text-align: center;">HPSGP = High Priority Schools Grant Program</p> <p>Wilson (2008-09 TBD): Greg Nelsen of Data Gurus in Grand Terrace; <i>Data Assessment</i> for program improvement; \$9,100; HPSGP funds; Strategy #1.</p> <p>Lincoln (Sept, 2008 to June 2009; 3 full-day sessions TBD): Action Learning Systems in Pasadena; <i>Accountability Coaching</i>; training in the nine essential program components and data-driven decision making to implement and monitor the Program Improvement Year 4 Plan; \$6,000; Title I funds; Strategy #1.</p>
Honor Music Groups & Choral	#19.5	The Board approved District participation in the San Bernardino

Clinic Festivals (2008-09)
 • SBCSS

County Schools honor music groups and choral clinic festivals during the 2008-09 school year as presented, for a cost of \$675, to be paid from General funds.

GAMUT Online Policy #19.6
 Service Agreement Renewal
 (2008-09; CSBA)

The Board renewed the agreement with the California School Boards Association (CSBA) for *GAMUT online policy information services for the 2008-09 school year as presented, for a cost of \$4,250, to be paid from General funds. (*Governance And Management Using Technology

Acceptance of Gifts #19.7

The Board accepted monetary gifts from donors as presented; site discretion unless otherwise noted.

BHS **Target Take Charge of Education (Minneapolis, MN)** Total 2 checks: \$730.68: \$365.34 -- California Scholarship Foundation \$365.34 -- National Honor Society

D'Arcy **Edison International (Princeton, NJ)** \$369.45

Wilson **Arrowhead Water (Colton)** \$111.00
Wells Fargo Community Support Campaign (Princeton, NJ)
 Total 2 checks: \$100

Notice of Completion #19.8
 • Bid 07-17, Wilson
 • ~~Bid 08-04, Terrace View~~

The Board authorized the filing of a *Notice of Completion* for the bid and project listed and released the final 10 percent (10%) contract retention per the contract documents, in the amount of \$15,232.53, to be paid from funds indicated. *Bid 08-04 was withdrawn.*

Bid	Project	Site	Contractor	Total Amount / Funding
07-17	Bldg demolition & sitework for portable restroom bldg	Wilson	Cornerstone Concrete & Construction	\$15,232.53 – Developer Fees & State Matching
08-04	Classroom and Restroom Addition Project	Terr. View	KCECO, Inc.	\$7,444.56 – Capital Facilities Fund 25

Action Items #20
 (C-1 through C-11)

On a motion by Mr. Hoover, seconded by Mr. Taylor and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved action items C-1 through C-11 as presented.

Regarding item C-4, Board member Albiso stated that utilizing Title I funds for conference costs was inappropriate and that Title I expenditures should be related directly to English Learner students.

Personnel Employment #20.1
 Certificated

The Board approved employment of personnel as presented.

Regular Staff
 Elliott, Andrew Special Ed. Resource. Specialist – CMS
 Geltch, April Librarian – CHS
 Gomez, Guillermo Math Teacher – Slover Mtn. HS
 Martinez, Ramona Math Teacher – BHS
 Pister, Michelle Speech Therapist – PPS
 Ruiz, Jesse Counselor – CMS
 Sotelo, Michelle English Teacher – CHS
 Spence, Theresa Math Teacher – ROHMS
 Wescott, Erica Math Teacher – BHS
 Wilkinson, Cari Science Teacher – BHS

Activity / Coaching Assignments
 Fraijo, Edrina Volleyball Assistant – BHS

Classified

<u>Substitute Teachers</u>	
Allen, Ilene	Moen, Vicky
Curran, Geoffrey	Nwosu, Henry
Fletchall, Erin	Ramirez, Andra
Galvan, Arlene	Richardson, Natasha
Lizcano, Stephen	Rivas, Elodia
	Wallace, James

<u>Regular Staff</u>	
Barrientos, Maribel	D.I.S. Tutor - PPS

<u>Activity Coaching / Assignments</u>	
Conner, Alexander	Asst. Varsity Football – BHS (walk-on)
Reza, David	Head Football Frosh/Soph – BHS (walk-on)

<u>Hourly</u>	
Alarcon, Maritza	AVID Tutor - BMS
Barragan, Edlyn	AVID Tutor – BHS
Campbell, Byron	AVID Tutor – BHS
Campos, Triny	AVID Tutor – ROHMS
Elmore, Phyllis	Child Development Teacher
Gutierrez, Stephanie	AVID Tutor – CHS
Hernandez, Irma	AVID Tutor – BHS
Jueden-Pytel, Breanna	AVID Tutor – BHS
Martinez, Lethie	AVID Tutor – BHS
Pulido, Leroy	AVID Tutor – BHS
Sanchez, Kendra	AVID Tutor – BHS
Sandoval, Veronica	AVID Tutor – BHS
Zambrano, Gary	AVID Tutor – BHS

<u>Substitutes</u>	
Amaya, Carlos	General Laborer
Astorga, Victor	Bus Driver
Barajas, Antoinette	Bus Driver
Guzman, Richard	Bus Driver
Lobato, Kimberly	Nutrition Services Worker
Lopez, Eliseo	Bus Driver
Lozano, Robert	General Laborer
Moreno, Elizabeth	Nutrition Services Worker
Mungia, Alma	Bus Driver
Norman, Antoinette	Special Ed. Instructional Asst.

Employment / Assignment of Teacher Under Calif. Commission on Teacher Credentialing Variable-Term Waiver Auth.
 • Speech Therapist (Add'l one)
 • 2008-09

#20.2

The Board approved the employment and assignment of the teacher listed in the identified position utilizing a California Commission on Teacher Credentialing Variable-Term Waiver option for the 2008-09 school year as presented, in accordance with Title 5, Section 80122(j); High need area: Speech-Language Pathology Services.
Sara Lourenco – Speech Therapist – PPS (grades K-12)

Assignment of a Teacher Under California Commission on Teacher Credentialing Variable-Term Waiver
 • BCLAD
 • 2008-09

#20.3

The Board approved the assignment of the teacher listed in the identified position utilizing a California Commission on Teacher Credentialing Variable-Term Waiver option for the 2008-09 school year as presented, in accordance with Title 5, Section 80122(j); High need area: Bilingual EL Authorization—BCLAD.
*Eva Heras – Dual-Immersion Teacher, Grade 1
 Credential: Clear Multiple Subject w/ CLAD*

Conference Attendance

#20.4

The Board approved conference attendance as presented, with all necessary expenses to be paid from funds indicated.

Sandy Torres – **ROHMS**
 Principal
 John Chovan
 Matthew Crispin
 David Johnson
 Aquarius LaRue
 Robert Lemoine
 Karry Santiago
 Teachers

Solution Tree: Building Common
 Assessments
 September 8-9, 2008
 San Diego, CA
 SLI/EIA funds: \$875 add'l cost
 (Originally approved 7/17/08)

Raquel Posadas-Gonzalez – **Zimm.**
 Principal
 Greg Brown
 Assistant Principal
 Monique Almendarez
 Bonnie Simpson
 Teachers on Assignment
 Anita Peukert
 Curriculum Prog. Specialist
 Martha Aguilar
 Rebekkah Carrillo
 Annette Chulos
 Teachers

Failure is Not an Option
 November 10-15, 2008
 Denver, CO
 Title I funds: \$39,103.48
 Teachers – cont.-----
 Lisa Curtis
 Claudina Flores
 Sharon Hughbanks
 Lucy Lane
 Jennifer Matsuno
 Nicolas Monterroso
 Cynthia Nunez-Varias
 Jeremy Wallace

- | | | |
|--|-------|---|
| Purchase Orders | #20.5 | (C-5) The Board approved purchase orders issued as presented. All pertinent information is on file in the Business Office. |
| Disbursements | #20.6 | (C-6) The Board approved payment of disbursements as summarized and listed. All pertinent information is on file in the Business Office.

Batch #0206 <u>through</u> Batch #0283 <u>\$2,022,403.04</u> |
| “Piggyback” Wilsona SD Bid for Modular Classroom Bldgs
• District Wide
• 2008-11 | #20.7 | (C-7) The Board authorized the District to “piggyback” on the Wilsona School District *bid to purchase and/or lease modular class-room buildings District wide for school years 2008 through 2011 as presented, for an estimated cost of \$276,761, to be paid from Capital Facilities Fund 25. An itemized listing of sites and classrooms is on file in the Facilities and Business Offices. (*Public Contract Code 20118) |
| “Piggyback” Wilsona SD Bid August 2007 for Three-Year Lease Agreement Renewals w/ Class Leasing, Inc.
• DSA Modular Classrooms
• District wide (2008-11) | #20.8 | The Board authorized the District to “piggyback” on the Wilsona School District Bid August 2007 for three-year (2008-11), lease agreement renewals with Class Leasing, Inc., for DSA modular classrooms District wide as presented, for an approximate total cost of \$720,000, to be paid from Fund 25—Capital Facilities Fund. An itemized listing of sites and classrooms is on file in the Facilities and Business Offices. |
| Submission of Form J-13A & Affidavit—Board Members to California Dept. of Education Due to Emergency Conditions at Mary B. Lewis Elem.
• August 5-7, 2008
• Maintain ADA Funding Level | #20.9 | The Board authorized submission of <i>Form J-13A</i> and Affidavit of Governing Board Members to the California Department of Education, <i>Request for Allowance of Attendance Because of the Emergency Conditions</i> at Mary B. Lewis Elementary School on August 5-7, 2008, in accordance with Education Code Section 46392. If granted, this request would maintain ADA funding at the level that otherwise would have been received if the primary electrical panel failure had not occurred. |

American Red Cross Agreement Renewal (2008-09) #20.10

- Inland Empire Chapter
- Shelter during Emergencies
- Six District Sites

The Board renewed the agreement with the American Red Cross, Inland Empire Chapter, to provide potential mass care shelters during emergencies at the six sites listed during the 2008-09 school year as presented; no budget implications. Agreement excerpt: "...The American Red Cross agrees to use reasonable care in the conduct of its activities in such facilities and will reimburse the District for any food or supplies that may be used..."

- Bloomington High
- Bloomington Middle
- Ruth O. Harris Middle
- Colton High
- Colton Middle
- Terrace Hills Middle

Youth Alternative Sentencing Prog. (YASP) Agreement Renewal #20.11

1. w/ Loma Linda Univ. Medical Center
- 2008-09

The Board approved the agreement with the Loma Linda University Medical Center to provide the Youth Alternative Sentencing Program (YASP) services to District students referred through the Administrative Service Department during the 2008-09 school year as presented, at no cost to the District's General fund. AB 1113 Safety Grant funds are utilized to fund the program at \$100 per student. (Forty students were referred in 2007-08)

Action Items—Resolutions (D-1 through D-3) #21

On a motion by Mr. Taylor, seconded by Mr. Ibarra and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved action items D-1 and D-2 as presented. Item D-3 was acted upon separately. (See item #18)

Board member Albiso suggested that a resolution be generated next year to recognize "el diez y seis de septiembre" (September 16th) and that educational activities for students be developed.

Resolution: National Hispanic Heritage Month (Sept. 15 -- Oct. 15, 2008) #21.1

(D-1) The Board adopted the Resolution, *National Hispanic Heritage Month, September 15 through October 15, 2008*, to recognize Hispanic contributions, past and present, and to encourage staff, students, parents, and the community to commemorate this occasion with appropriate educational activities.

Resolution National Red Ribbon Week (Oct. 23-31, 2008) #21.2
Theme: Ask Me, See Me, Be Me, I'm Drug Free

(D-2) The Board adopted the Resolution, *National Red Ribbon Week, October 23-31, 2008* to encourage staff, students, parents, and the community to participate in drug prevention and educational activities, making a visible statement that the District is firmly committed to a drug-free, alcohol-free, and abuse-free lifestyle. This event honors the anniversary of the death of DEA Special Agent Enrique "Kiki" Camarena. The National Family Partnership has established this year's theme: "Ask me, See me, Be me, I'm Drug Free." [Partnership with Californians for Drug-Free Young, Inc.]

Resolution Recognition of Connie "Paddy" Cisneros

(D-3) ADOPTED (See item #18).

Study, Information and Review Session

1. Personnel -- Resignations

2. Proposed Amendment of Board Policy and Administrative Regulation:

1376 BP 7310 Naming of ~~Plant~~ Facilities

1376(a) AR 7310 Naming of ~~Plant~~ Facilities

Superintendent Downs reviewed the policy, the proposed changes to the administrative regulations, and distributed a draft copy of the form to be utilized for all requests. An action item will be submitted for consideration at the Board meeting on September 18, 2008.

3. Proposed Board Policy for Fund Raisers and Scholarships: Superintendent Downs stated that suggested policy language regarding this topic was not available through CSBA's Gamut policy services. Following discussion and by Board consensus, this item will continue to be agendized for study and information for further discussion.

4. Discussion: Support of the Diploma Bound Initiative: At the request of Board member Ibarra, Superintendent Downs distributed a sample copy of the resolution adopted by the San Bernardino City Council and stated that he and Yolanda Cabrera would attend the meeting on September 29, 2008. Board member Ibarra stated that the initiative supports policies and programs that decrease high school dropouts. He asked the Board to consider supporting the initiative by adopting the Resolution and joining the cities and districts of San Bernardino, Rialto, and Colton to meet, review, research, and develop a regional approach to abate dropouts. He, too, will attend the meeting on September 29 and will provide a Board report. Board member Albiso requested statistics on dropouts. While he commended staff for minimizing dropout rates, Board member Albiso reminded staff that the District should maximize its focus on the needs of English Learners (Program Improvement). By consensus, this item will be agendized for study and information at the October 2nd Board Meeting.

5. Update: School #28 (High School #3—Grand Terrace): Assistant Superintendent Cridelich reported the following:

- Planning team is meeting to finalize changes to the plans, prepare bid packages, advertise at the end of October;
- Bids include base campus: an additive bid alternate for the gymnasium and a deductive bid alternate for the completion of the interior performing arts building (separate the cost for each component);
- District will solicit bids in mid-November 2008 and will allow additional time to prioritize other amenities;
- Other coordination meetings are ongoing, i.e., development of Main Street (City of Grand Terrace and the County of Riverside Transportation Dept.; and
- Property acquisition and relocation negotiations continue to progress with Inland Timber.

6. Update: Bloomington Area Schools: Assistant Superintendent Cridelich stated that the Facilities Department would implement the following process this week for school #29 in Bloomington:

- Draft timeline for planning and design that outlines some of the necessary main tasks in order to develop a school project and be able to construct when funding becomes available.
- Request proposals, interview and hire architect and other consultants (September and October 2008); actual planning and approval costs will be known; save time and money by re-using plans and alternate methods to the construction;
- County Counsel and California Financial Service will evaluate the lease-lease back process in order to coordinate with hardship funding (Board approval or update, October 2008);
- Develop educational specifications (grade level & curriculum) and size of school (Oct. 2008 through January 2009);
- Budget and design development (January through April 2009);
- California Environmental Review, State Department of Education, Department of Toxics and Dept. of the State Architect; this phase can delay the progress of any lease-lease back, i.e., design-build process;
- The State agencies approval process can take place concurrently (October 2009 through November 2010);
- Most critical components of this projected schedule are obtaining all of the State agencies' approval.
- Start construction: January 2011 to June 2012, and open school September 2012 (a year after high school #3 in Grand Terrace—school #28);
- As soon as school #28 in under construction and all of the District's bond funds have been exhausted, the District can apply for the State's Hardship Program for funding along with the possibility of a future local bond;
- Projected timeline to apply for hardship status is approximately March, 2009.

Board member Albiso stated that the Rialto USD is considering boundary changes and requested research and a Board report. Board member Taylor inquired about the status of partnerships with UCR and a program in Fresno and Clovis. Assistant Superintendent Cabrera stated contacts would begin soon. Board member Hoover inquired about Board member Mendoza-Ware's request from the previous meeting to designate "east end & west end schools" when updates are agendized. Superintendent Downs responded that the items would be agendized appropriately. Superintendent Downs stated that through the Strategic Planning process, the job description for the certificated position has been developed titled "Coordinator, Career Technical/Adult Education."

7. Superintendent's Communiqué: Superintendent Downs distributed
 - A copy of the Board log and requested clarification on the request (7-17-08) regarding "timeline and options" relative to leasing Bloomington property. Board member Albiso stated that he appreciated the legal information relative to purchasing property in order to maximize use;
 - A letter from David Tellyer regarding his resignation as Chief Executive Officer and Principal of the Nova Meridian Charter Academy that was effective September 2, 2008. The Charter is still active and discussions and decisions will need to be made regarding the current students and the Charter renewal due in January 2009. Board member Albiso suggested that staff research the charter association relative to the financial (auditing practices) and educational impact on students and determine a plan if students need to enroll in regular District schools, as well as District liability issues. Assistant Superintendent Cridelich stated that a Board report would be generated (in accordance with Education Code Ed 4716.5) delineating oversight information and status.
 - The list of school activities regarding Hispanic Heritage Month;
 - Policies and procedures regarding "naming of facilities" from surrounding districts;
 - Two news articles: CHS—advisement program and the first day of school; Grant—the monetary donation for Grant Elementary School to purchase books for students. Superintendent Downs thanked Darrell "Rosie" Rosenbrock for his donation to Grant Elementary School and for implementing the "marathon for books" program to benefit students.
8. ACE – no report
9. CSEA – no report
10. MAC representative Julia Nichols spoke on behalf of President Angela Dischinger and conveyed the feelings of *success* District wide. She thanked all certificated and classified employees for a smooth opening of school and thanked District representatives for assisting the sites.
11. ROP – no report
12. Comments / Requests from Board Members

Kent Taylor looks forward to celebrating and acknowledging the staffs at the sites as a result of increased API scores. Regarding the CAHSEE, he stated that the Valenzuela requirements should be posted in the classrooms and in the Board room (public notice) and the mandate was designed to serve current 11th and 12th grade students as well as 2007 and 2008 graduates. He requested an update on how funds are being utilized to provide CAHSEE support and other required services.

Mel Albiso commended Yolanda Cabrera and all site staff for improved test scores and commented on his visit to Ruth O. Harris Middle School recently. He thanked Assistant Superintendent Almendarez for the Bilingual Community Liaison positions and thanked staff for publishing the agenda listing in Spanish. Regarding CSEA non-representation at Board meetings, CSEA indicates that problems are being resolved and they do not have issues to share at meetings at this time. In addition, union members are complimentary of Superintendent Downs for implementing the Strategic Plan and they look forward to his leadership to carryout the Plan.

David Zamora commended all of the employees for their hard work to improve student performance and acknowledges that increased scores is a group effort.

Robert Armenta thanked Superintendent Downs, Yolanda Cabrera, and all of the principals and their staff for successful API scores. He introduced newly-appointed McKinley Elementary School Principal, Dr. Frank Miranda, who provided an overview of his background and thanked the Board for the opportunity to serve in the District.

Closed Session

- Student Discipline
- Real Property Negotiators
- Anticipated Litigation
- Labor Negotiators

At 6:36 p.m., Board President Armenta announced that the Board would recess to Closed Session to discuss agenda items.

Reconvened

- Closed Session Items
*No reportable action
(4 Items)*

#22

The Board meeting reconvened at 6:41 p.m. and Board President Armenta reported that there was no reportable action in Closed Session.

- ~~Student Discipline~~ -- *None*
- ~~Anticipated Litigation~~
- ~~Real Property Negotiator~~ - High School #3 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 6:42 p.m., the Board adjourned to the next Regular Board of Education Meeting on September 18, 2008, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

BOARD AGENDA

**BOARD MEETING
September 18, 2008**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction

SUBJECT: Approval of Student Field Trips

GOAL: Improved Student Performance

STRATGIC 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.

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

FIELD TRIPS: Regular Meeting September 18, 2008

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan
Colton Middle	9/25/08 (Th)	3:00 p.m.	11:00 p.m.	Staples Center Los Angeles, CA (District)	<i>Walking with Dinosaurs-The Live Experience</i> Science Club students will study the dinosaurs' evolution throughout history which led to the demise of many species.	7-8	Jacinda Buczkowski (10) + 2	\$721.00	ASB	Strategy #1
CHS	10/3/08 to 10/4/08 (F/S)	8:00 a.m.	11:00 a.m.	Singing Pines Lodge Big Bear Lake, CA (District)	<i>ASB Leadership Retreat</i> Leadership students will participate in team building and activities planning for the school year.	9-12	Gloria Ramirez (45) + 4	\$2,294.00	ASB Leadership	Strategy #1
CHS	10/4/08 (Sat.) 10/5/08 (Sun.)	6:00 a.m. 6:45 a.m.	11:00 p.m. 6:00 p.m.	Cal State University Long Beach, CA (District) (Van)	<i>Jack Howe Memorial Speech Tournament</i> Students will participate in the 16th annual speech tournament.	9-12	Holly Lacy (24) + 1 Holly Lacy (7)	\$1,565.00	SLI	Strategy #1
Terrace View	10/20/08 (Mon.)	7:30 a.m.	9:00 p.m.	Disney California Adventure Park Anaheim, CA (District)	<i>Animation Magic</i> Magnet students will learn about the history, creativity, and innovation of the animation process and have a hands-on animation lesson.	5	Denise Green Dawn Plumb Kerrie Dietz (96) + 18	\$6,174.10	Donations	Strategy #1
Terrace View	2/24/09 to 2/27/09 (T/W/Th/F)	9:00 a.m.	11:30 a.m.	Pinecrest Conference Center Lake Arrowhead, CA (District)	<i>Outdoor Science School</i> Provides curriculum-based "hands on" scientific education in biology and geology, as well as teamwork.	6	Kelly Gordon Holi Herrera Catherine Guthrie Thomas Fletcher (130)	\$27,800.00	Donations	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
September 18 2008**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction

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

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.

GOAL: Improved Student Performance

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

ASSEMBLIES/PROGRAMS: Regular Meeting: September 18, 2008

SITE	DATE	TIME	PROGRAM/PURPOSE	LOCATION	CONSULTANT(S)	COST	FUNDS	STRATEGIC PLAN*
Reche Canyon	9/30/08 10/2/08 10/3/08	10:30 a.m. to 3:15 p.m.	<i>Exploration In Art</i> Second grade students will receive a hands-on art learning experience reinforcing the Visual Arts Content Standards.	Reche Canyon	Riverside Art Museum Riverside, CA	\$1,075.00	Arts, Music & PE Grant	Strategy #1
Jurupa Vista	10/30/08	9:15 a.m. 10:15 a.m.	<i>Sword in the Stone</i> Students will receive a mix of education and entertainment display of the dramatic arts.	Jurupa Vista	The Grail Theatre of Britain Monrovia, CA	\$650.00	Arts, Music & PE Grant	Strategy #1

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

BOARD AGENDA

BOARD MEETING
September 18, 2008

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction

SUBJECT: Approval of Consultants for Staff Development

GOAL: Improved Student Performance

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.

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 tests.

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.

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

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.

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

BACKGROUND: The consultant grids are forwarded to the ACE president for review prior to Board approval.

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

CONSULTANTS: Regular Meeting September 18, 2008

SITE	DATE	TIME	PROGRAM/PURPOSE	LOCATION	CONSULTANT(S)	COST	FUNDS	STRATEGIC PLAN*
Zimmerman	2008-2009 school year 42 days TBD (beginning 9/22/08)	7:30 a.m. To 2:00 p.m.	<i>External Evaluator for Program Improvement</i> State-approved External Support Provider to assist with the improvement process, professional development, and analyzing data. API growth shows: <u>2006</u> <u>2007</u> <u>2008</u> 648 636 661	Zimmerman	Action Learning Systems Pasadena, CA	\$84,000.00	HPSGP	Strategy #1
Grimes Lewis Smith	9/29/08 10/1/08 10/6/08 10/8/08 10/13/08 10/15/08 10/20/08 10/22/08 10/27/08	8:30 a.m. to 10:30 a.m.	<i>Algebra Readiness for Parents</i> To provide an algebra readiness course for parents so they can assist their students with homework and in preparation for middle school algebra classes. API growth shows: <u>2006</u> <u>2007</u> <u>2008</u> Grimes 679 667 691 Lewis 629 643 669 Smith 730 728 749	Smith	¡Hola! Language Services Oceanside, CA	\$5,500.00	Title I \$3,668 HPSGP \$1,832	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
September 18, 2008

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera, Assistant Superintendent
Curriculum & Instruction
- SUBJECT:** Approval for Slover Mountain High School Graduates to attend “Grad Nite” at Disneyland (June 18, 2009)
- GOAL:** Improved Student Performance
- STRATEGY:** 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:** Arrangements have been made with Disneyland for Slover Mountain High School Seniors to attend “Grad Nite” at Disneyland on Thursday, June 18, 2009. Students and chaperones will board buses at 9:30 p.m. on Thursday, June 18 and will return at 7:30 a.m. on Friday, June 19. Disneyland is providing Slover Mountain High School with 90 student tickets. There will be one chaperone for every 15 students attending. Transportation arrangements will be made by the District Transportation Department.
- BUDGET IMPLICATIONS:** No cost to the District.
- RECOMMENDATION:** That the Board approve Slover Mountain High School graduates to attend “Grad Nite” at Disneyland. (June 18, 2009)

BOARD AGENDA

REGULAR MEETING
September 18, 2008

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction
- SUBJECT:** *Adoption of Resolution, Approval of Request for Emergency Closure for State Preschool, Submitted to the California Department of Education, Child Development Division, for Reimbursement of Funds for Days of Operation or Days of Attendance Due to the Emergency Closure of Lewis Elementary School (August 4-7, 2008)*
- 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 tests.
- BACKGROUND:** The State Preschool class at Mary B. Lewis elementary school was closed August 4 – August 7, 2008 due to a blown electrical transformer at the school site. With the high temperatures the classrooms would have presented a health risk should classes have continued in session. Per Title 22 preschool classrooms are to be maintained between temperatures of 68 degrees and 85 degrees. Per Management Bulletin 08-02 Child Development Division, a board resolution is required to approve the written request for reimbursement for lost days of student attendance and reduced days of operation.
- BUDGET IMPLICATIONS:** Projected earning of \$1,676 based on the child per day reimbursement rate for State Preschool contract, CPRE-8287.
- RECOMMENDATION:** That the Board adopt the resolution, Approval of Request for Emergency Closure for State Preschool, submitted to the California Department of Education, Child Development Division, for reimbursement of funds for days of operation or days of attendance due to the emergency closure of Lewis Elementary School. (August 4-7, 2008)

Colton Joint Unified School District

Resolution

Approval of Request for Emergency Closure for State Preschool

- WHEREAS the Colton Joint Unified School District recognizes that in order to succeed in our educational system, preschool students have to be academically and socially prepared for entrance into kindergarten; and
- WHEREAS the Board of Education embraces the Colton Joint Unified School District Child Development Programs as a way to promote school readiness and support student achievement; and
- WHEREAS the district state preschool programs (CPRE-8287) are required to operate at 180 days per year, and are required to obtain board resolution for any request to CDE for credit for days of operation and /or days of attendance due to emergency closure; and
- WHEREAS Monday, August 4, 2008 through Thursday, August 7, 2008 the Lewis elementary school was forced to close due to power failure, thus requiring the state preschool program to also close since this presented a health issue for students with the high temperatures;

THEREFORE BE IT RESOLVED that the Board of Education approve by resolution the written request to the California Department of Education for Colton Joint Unified School District State Preschool Program to receive credit for days of operation and/or days of attendance due to emergency closure.



DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of ___ ayes, ___ noes, and ___ absent, and signed by the President and attested by the Secretary this 18th day of September, 2008.

Robert D. Armenta, Jr., President, Board of Education

Attest:

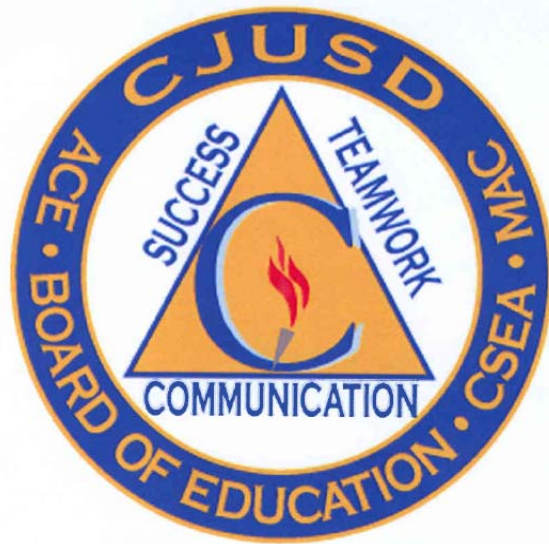
James A. Downs, Secretary, Board of Education

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction
- SUBJECT:** Approval to Renew One-Year Computer Program License Agreement with Skills Tutor to Provide Supplemental Instruction and Tutoring Services for Middle School Students (2008-09)
- GOAL:** Improved Student Performance
- STRATEGY:** 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 tests.
- STRATEGIC PARAMETER:** 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.
- BACKGROUND:** Since 2005-06 the four middle schools have used the Skills Tutor Computer Program. This web-based program will target students who are in need of intervention to become proficient in English Language Arts and Math. This supplemental program will support students in building comprehension skills, vocabulary development, math and working with key content standards. This program is aligned to standards and provides additional instructional time as needed. Review of pilot shows that this program is effective for advanced English learners. The District will continue to monitor data on students to determine the effectiveness of this program
- BUDGET IMPLICATIONS:** \$27,635 -- To be paid from Title III funds.
- RECOMMENDATION:** That the Board approve to renew one-year computer program license agreement with Skills Tutor to provide supplemental instruction and tutoring services for middle school students. (2008-09)



**Effectiveness of Skills Tutor Program
August 26, 2008**

**Curriculum and Instruction Department
Yolanda Cabrera, Assistant Superintendent of Curriculum and Instruction**

**Patrick Traynor, Ph.D.
Director of 7 and 8 Curriculum and Instruction and Assessment and Evaluation**

Introduction

Skills Tutor is a Houghton Mifflin Internet based software instructional program in English Language Arts and Math. Colton Joint Unified School District used it as part of its Summer 2007 English Academy for English Learners. A study of the impact on English Language Arts California Standards Tests (ELA CSTs) showed that use of the Language Arts component was associated with statistically significant progress for English learners immediately below the Proficient cutoff point. Because of this success, the District decided to purchase this program for all children in grades two through eight.

The program consists of several units of instruction. Each unit in turn consists of several lessons. A student beginning a unit will take a pretest on the unit. The program will then assign the student lessons that correspond to the questions missed. The lessons consist of instruction using text, audio, graphics, and sometimes animation. The lessons are interactive as they require the student to respond. Students progress through the lesson at their own pace. At the end of the lesson, the students take a five question multiple choice quiz. If they respond correctly for at least four of the five questions, they advance to the next assigned lesson. If they do not pass the quiz, they retake the lesson. After completion of their assigned lessons, they take a posttest on the unit.

Training for the program began in the fall of 2007 and was completed in the Winter of 2008. The Houghton Mifflin Company provided the training to teachers and administrators that would be in charge of implementation. Some schools used it as an after school program. Others used it as a pull out program. The number of users at each site varied from zero to over 100.

The program consists of three levels, A, B and C. Level A includes instruction at the third and fourth grade level, level B consists of instruction at the fifth and sixth grade level, and level C consists of instruction at the seventh and eighth grade level.

Methods

Student growth on the ELA CST scaled score from the Spring of 2007 to the Spring of 2008 was the criterion used to evaluate program success. School sites selected for inclusion in the study averaged over 100 minutes per user. The mean ELA CST growth was compared for two groups of students: those that used the program for less than 1.5 hours total and those that used the program for more than 3 hours. The groups were selected in this manner as groups of roughly equal size and composition were desired for comparison.

The means of the two groups of students were compared using an Analysis of Covariance statistical model (ANCOVA). The groups of students were equated based on their Spring 2007 ELA CST placement level. This way, initial ELA CST score would not influence any observed growth.

Results

Students that used the program for more than three hours in grade four showed statistically significant gains in ELA CST scaled score points (Table I). The other grade levels did not show statistically significant growth. This might have been due to a low number of users in general at these grade levels.

Group	Number of Students	Baseline Spring 2007 ELA CST Placement Level	Adjusted ELA CST Scaled Score Spring 2008	Growth
Less Than Half an Hour	57	324.04	345.209	21.17
Greater than Three Hours	55	324.04	356.038	32.0
Difference				10.8
Statistical Significance (p value – below 0.05 is significant)				0.041

Table I. Difference in mean scaled scores between students using the Skills Tutor program for more than 3 hours and students using the Skills Tutor program for less than 1.5 hours.

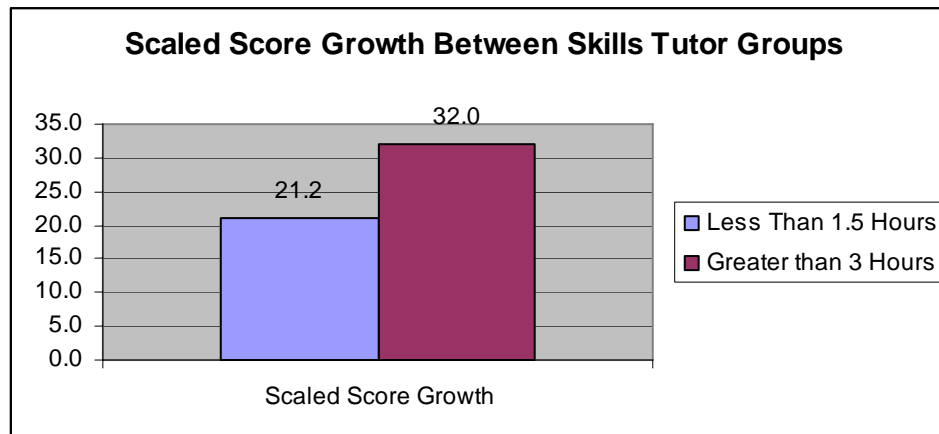


Figure 2. Illustration of the differences in growth between the two groups of students.

The fourth grade students who used the Skills Tutor Language Arts Level A program for more than three hours grew 32.0 scaled score points on average whereas the students who used the program for less than 1.5 hours only grew 21.2 scaled score points. This 10.8 scaled score difference between the two groups of students was statistically significant. However, no other grade levels showed statistically significant growth differences.

Conclusion

Use of the Skills Tutor program in fourth grade was associated with a statistically significant growth difference between program participants who used the program substantially (greater than three hours) and those that did not use the program substantially (less than 1.5 hours). Other grade levels did not show a statistically significant growth difference between the groups of students. This might have been due to low participation overall making the numbers of students participating in each group too small and therefore too difficult to show statistically significant differences in their growth.

Recommendation

Although the fourth grade results look promising, in order to show unequivocally that the Skills Tutor program was associated with an increase in ELA CST scaled score points, more students need to invest more time on the program. That way greater number of students could be compared and more solid conclusions could be made with respect to whether the program worked or did not work.

Therefore, the Assessment and Evaluation Office recommends piloting the program for another year with at least one to a few schools committed to implementing the program for more than 15 hours for 15 or more kids per grade level.

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services

SUBJECT: **Acceptance of Gifts**

GOAL: Community Relations

STRATEGIC PLAN: Strategy #6: 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.

Donations Matrix

Board Meeting - September 18, 2008

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Birney Elementary	Fiesta Village 1045 E. Washington Colton, CA 92324	Check #13066 Field trips, playground and incentives	\$147.55
Crestmore Elementary	Marcos A Mata-Aburto Horace Mann Insurance 10386 Via Pajaro Moreno Valley, CA 92557-2722	Check #1455 Staff lounge purchases	\$200.00
Grand Terrace Elementary	P.T.A. 12066 Vivienda Avenue Grand Terrace, CA 92313	Check #1323 Grade level field trips	\$7,000.00
Grand Terrace Elementary	Edison International Employees Contributions Campaign Johnny L. Rodriguez Dolores L. Cardona P.O. Box 3288 Princeton, NJ 08543-3288	Check #102090 Site discretionary	\$210.00

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Casey Cridelich, Assistant Superintendent Business Services

SUBJECT: Approval of Colton Middle School Cherrydale Fundraiser
(September through October 2008)

GOAL(S) Budget Planning, Community Relations & Parent Involvement

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

BACKGROUND: Students will sell items from the Cherrydale catalog for a two-week period in September and October 2008. Funds raised will be used for student assemblies, activities, recognition and awards.

**BUDGET
IMPLICATIONS:** Revenue potential - \$20,000.

RECOMMENDATION: That the Board approve the Colton Middle School Cherrydale Farms Fundraiser (September through October 2008).

COLTON MIDDLE SCHOOL
ASB Minutes #1
2008-2009

August 18, 2008

I. Called to order at 10:00am

II. New Business:

- a. Approve to allow Domco to sell PE clothes for \$20 a set to the 7th graders on 7th Grade Orientation on August 21, 2008 per Ms. Marin and Sosan Schaller.
Motioned – V. Reyes Seconded – V. Arriola Motion carried.
- b. Approve to allow Domco to sell PE clothes for \$20 a set to the 7th and 8th graders during lunch starting on August 29, 2008 and ending in September 2008 per Ms. Marin and Sosan Schaller.
Motioned – J. Barragan Seconded – J. Ureno Motion carried.
- c. Approve to allow Domco to donate 100 sets of free PE clothes to ASB when he is done selling PE clothes to the 7th and 8th graders per Ms. Marin and Sosan Schaller.
Motioned – V. Reyes Seconded – V. Arriola Motion carried.
- d. Approve to have ASB sell PE clothes for \$20 a set to the 7th and 8th graders after Domco is done selling PE clothes on campus.
Motioned – J. Barragan Seconded – D. Villanueva Motion carried.
- e. Approve to allow Ms. Marin to buy hot dogs and hot dog buns from Costco for the 7th Grade Orientation NTE \$100 and to reimburse Ms. Marin after the purchase.
Motioned – E. Moreno Seconded – B. Felix Motion carried.
- f. Approve to allow Ms. Marin to buy tissue wrappers for the hot dogs from Smart & Final for the 7th Grade Orientation NTE \$20 and to reimburse Ms. Marin after the purchase.
Motioned – K. Orozco Seconded – V. Reyes Motion carried.
- g. Approve to allow Ms. Marin to buy cups, mustard, ketchup, and Country Time lemonade from Costco for the 7th Grade Orientation NTE \$50 and to reimburse Ms. Marin after the purchase.
Motioned – V. Arriola Seconded – J. Ureno Motion carried.
- h. Approve to allow Ms. Marin to buy pizza from Antonious Pizza for the ASB students who volunteered to work the 7th Grade Orientation NTE \$20 and to reimburse Ms. Marin after the purchase.
Motioned – V. Reyes Seconded – J. Barragan Motion carried.
- i. Approve the Cherrydale Farms assembly in September and the fundraiser in September and October 2008.
Motioned – B. Felix Seconded – K. Orozco Motion carried.

III. Adjourned at 10:28 am

Richard Medina
ASB President

Yasenia Vallejo
ASB Secretary

ABM
ASB Advisor

COLTON MIDDLE SCHOOL

REVENUE POTENTIAL/FUND RAISING RECAP

DATE: 9-4-08

ORGANIZATION: ASB

PROJECT: CHERRYDALE FUNDRAISER

BEFORE the Activity begins, RECORD this basic information:

1. Purchase Cost \$ 0

2. # of Items Purchased VARIOUS

For Bookkeeper to Record:

3. Selling Price \$ VARIOUS /each

Check # _____

*Multiply #2 by #3 to get:

Check # _____

4. Potential Income \$ 20,000

DURING and **AFTER** the Activity, RECORD the monies collected:

For Your Club to Record:

_____ sold @ \$ _____ = \$ _____

Receipt # _____

_____ sold @ \$ _____ = \$ _____

Receipt # _____

_____ sold @ \$ _____ = \$ _____

Receipt # _____

_____ sold @ \$ _____ = \$ _____

Receipt # _____

_____ TOTAL

5. _____ TOTAL

*Compare #4 (above) to #5. Was enough money collected (#5) to meet your potential income (#4)? If not, explain differences below. (For example: Did some of the items go unsold? If so, these items should be given back to the advisor. Did any items get lost or stolen? If so, give a list of the lost or stolen items to the advisor).

\$ Collected (#5) \$ _____ - Potential (#4) \$ _____ = Difference \$ _____

NET PROFIT Recap:

\$ Collected (#5) \$ _____ - Total Expenses \$ _____ = Net Profit \$ _____

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services

SUBJECT: **Approval to File Notice of Completion: Bid #08-04 – Terrace View**

GOAL: Budget Planning

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

BACKGROUND: The following contractor has satisfactorily completed their work in accordance with the contract documents. It is time to file the Notice of Completion.

District staff, architects and inspectors 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 08-04 – Terrace View Elementary School \$ 7,444.56
Classroom and Restroom Addition Project –
Capital Facilities Fund 25. Total of 10% Retention to be Released.

RECOMMENDATION: That the Board approve filing of the Notice of Completion: Bid #08-04 – Terrace View.

(Civil code 3093-Public Works)

To be recorded with the County Recorder
within 10 days after completion.

RECORDING REQUESTED BY:

COLTON JOINT UNIFIED SCHOOL DISTRICT

WHEN RECORDED, RETURN TO:

Colton Joint Unified School District

1212 Valencia Drive

Colton, CA 92324

ATTN: Casey Cridelich

Assistant Superintendent, Business

NO recording fee. (For Recorders Use)

Exempt from fees per Government Code Section 27383

NOTICE OF COMPLETION OF WORK

NOTICE IS HEREBY GIVEN, that the Colton Joint Unified School District of San Bernardino County, California, as Owner of the property hereinafter described, caused improvement to be made to said property, to wit: Bid # 08-04, Terrace View Elementary School, 22731 Grand Terrace Road, Grand Terrace, California, A.P.N. 0276-461-03-0000, the Contract for the doing of which was heretofore entered into on the 17th day of April, 2008, which was made with Williams Scotsman, Inc., Contractor, that said improvements have been completed pursuant to said Contract and in accordance with plans and specifications prepared by Harley Ellis Devereaux Architects and accepted on the 18th day of September, 2008, by the Governing Board of said District; that title of said property vests in the Colton Joint Unified School District of San Bernardino County, California, that the surety for the above named Contractor is the Western Surety Company, that the property hereinafter referred to and on which said improvements were made.

By: _____

Casey Cridelich, Assistant Superintendent
Colton Joint Unified School District

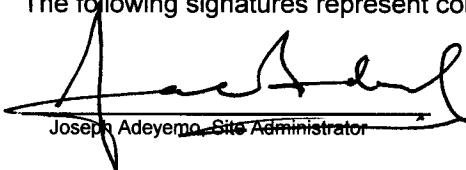
State of California
County of San Bernardino

Subscribed and sworn to (or affirmed) before me on this _____ day of _____, 2008, by Casey Cridelich, proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

(seal)

Signature _____

The following signatures represent confirmation that the work is complete and satisfactory:


Joseph Adeyemo, Site Administrator

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources

SUBJECT: **Approval of Unpaid Leave of Absence for Classified Employee (EIN #3236)**

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.

BACKGROUND:

Denise Felix

A classified employee, EIN #3236, currently employed as an Office Assistant II at Grant Elementary, is requesting an unpaid leave of absence from October 1, 2008 to June 19, 2009, for child care purposes.

RECOMMENDATION: That the Board approve the request for unpaid leave of absence for classified employee, EIN #3236, as requested, with the employees to pay for any health insurance premiums if applicable, as per the CSEA agreement.

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources

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-A Certificated – Regular Staff

- 1. Coaston, Angela School Nurse - PPS

I-B Certificated – Management

- 1. _____ Coordinator, Student Services & Child Welfare – Student Svcs.

I-C Certificated – Activity/Coaching Assignments

- 1. Kirkland, Elissa Head Varsity Swimming - CHS

I-D Certificated – Substitute TeacherS

- 1. Address, Sean
- 2. Allen-Jefferson, Larissa
- 3. Buckingham, Wendy
- 4. Campanella, Stephen
- 5. Costales, Gerald
- 6. Dye, Clayton
- 7. Elam, Susan
- 8. Fisher, Norma
- 9. Gandy, Zulema
- 10. Hewitt, Hopeton
- 11. Hughes, Lindsay
- 12. Martin, Stacy
- 13. Montesdeoca, Kimberly
- 14. Mullin, Karyn
- 15. Ogea, Anna
- 16. Ogea, Walter
- 17. Ortiz, Veronica
- 18. Otis, Michelle
- 19. Paramo, Maricela
- 20. Pena, Nancy
- 21. Perez, Arnulfo
- 22. Quintero, Jacqueline
- 23. Repede, Ramona
- 24. Rodriguez, Alexa
- 25. Sarmiento, Robin
- 26. Smith, Pamela
- 27. Sudarso, Irene
- 28. Taylor, Nettie
- 29. Vo, Hai

II-A Classified -- Regular Staff

- | | |
|----------------------------|-------------------------------------|
| 1. Almada, Pauline | Special Ed. Inst. Asst. – ROHMS |
| 2. Carrillo, Griselda | Bilingual Receptionist – D.O./Comm. |
| 3. Garcia, Elizabeth | Community Liaison – ROHMS |
| 4. Guinto-Godoy, Araceli | Language Assistant – CHS |
| 5. Moreno, Elizabeth | Nutrition Svcs. Wrkr. I – CHS |
| 6. Moreno, Gabriel | Nutrition Svcs. Wrkr. I – THMS |
| 7. Pacheco, Elizabeth | Special Ed. Inst. Asst. – CMS |
| 8. Viramontes-Lara, Sandra | Special Ed. Inst. Asst. - Birney |

II-B Classified – Activity Coaching/Assignments

- | | |
|----------------------|---|
| 1. Brown, Nathaniel | Stage Director - CHS (walk-on) |
| 2. Guerrero, Olivia | Head Varsity Swimming – CHS |
| 3. Martinez, Laura | Pep Squad Director – CHS (walk on) |
| 4. Martinez, Monique | Asst. Pep Squad Director – CHS (walk-on) |
| 5. Sifuentes, Joshua | Football Asst. Frosh/Soph – BHS (walk-on) |
| 6. Wierenga, Jacob | JV Cross County – BHS (walk-on) |
| 7. Williams, James | Stage Director – CHS |

II-C Classified – Hourly

- | | |
|----------------------|------------------|
| 1. Arroyo, Elysa | AVID Tutor – CMS |
| 2. Calderon, Abraham | AVID Tutor – CMS |
| 3. Diaz, Elizabeth | AVID Tutor – CMS |
| 4. Herrera, James | AVID Tutor – BHS |
| 5. Jones, Markus | AVID Tutor – BHS |
| 6. Magnant, Jake | AVID Tutor – CMS |
| 7. Mares, Rene | AVID Tutor – CMS |
| 8. Mares, Rita | AVID Tutor – CMS |
| 9. Martinez, Jeremy | AVID Tutor – CMS |
| 10. Ortiz, Kimberly | AVID Tutor – CMS |
| 11. Quiroz, Luis | AVID Tutor – BHS |
| 12. Rios, Rozz | AVID Tutor – CMS |
| 13. Romero, Rochelle | AVID Tutor – BHS |
| 14. Ruiz, Jose | AVID Tutor – BHS |
| 15. Segura, Angela | AVID Tutor - BHS |

II-D Classified – Substitute

- | | |
|---------------------|------------------------|
| 1. Bozarth, Lorena | Child Dev. Inst. Asst. |
| 2. Herrera, Rebecca | Child Dev. Inst. Asst. |
| 3. Madden, Kimberly | Child Dev. Inst. Asst. |
| 4. Rodriguez, Eric | General Laborer |

RECOMMENDATION:

That the Board approve employment of personnel as presented.

ACTION:

On motion of Board Member _____ and
_____, the Board approved the
recommendations for employment.

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources
- SUBJECT:** Approval to Employ and Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2008-09)
- GOAL:** Personnel Development
- STRATEGIC PLAN:** Strategy #1: We will establish an effective internal and external communications system to keep all partners information about our mission, objectives, strategies, policies, successes and strengths.
- BACKGROUND:** Title 5 Section 80122(j) requires a separate board agenda item to verify that the notice of intent to employ and assign a speech therapist in an identified position under a Variable Term Waiver has been made public and approved by the governing board of the employing school district in a public meeting.
- Due to the shortage of qualified applicants, the District has encountered the necessity to employ and assign speech therapists under a Variable Term Waiver in the high-need area of Speech-Language Pathology Services. The Variable Term Waiver is valid for one year.
- The District requests approval to employ and assign the following speech therapist(s) on an hourly basis under a Variable Term Waiver authorization:
- Lewandowski, Danica Speech Therapist – PPS, grades K-12
- RECOMMENDATION:** That the Board approve the employment and assignment of the named speech therapist(s) in the identified position utilizing a CA Commission on Teacher Credentialing Variable Term Waiver option for the 2008-09 school year.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the recommendation as submitted.

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources

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.

Linda Faulk – CHS
Marcella Cook
Teachers
NCTM Regional Conference
October 1-3, 2008
Oklahoma City, OK
HPSG funds: \$3,452.04

Celia Gonzales – D.O./Staff Development
Failure is Not an Option
Courageous Leadership for
School and Success
October 14-17, 2008
San Jose, CA
Title II funds: \$1,729.00

Ingrid Munsterman-D.O./Human Resources
Director
IPC 28th Annual Symposium &
1st General Meeting
October 22-24, 2008
Temecula, CA
HR Conf. funds: \$581.16

Lisa Padilla – BHS
Curriculum Program Specialist
WASC Accreditation Visit to
Middle College High School
April 19-22, 2009
Santa Ana, CA 92706
No Cost to the District

Total : \$6,050.68

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
September 18, 2008**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services

SUBJECT: **Approval of Purchase Orders**

GOAL(s) **Student Performance / Personnel 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.

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$148,764.38 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>
091468	Follett Library Resources	Tech Svcs/CMS	7400	\$17,500.00
091493	Laser Electric Inc.	Cont. Repairs/TV,Smith,Lewis,McKinley	8150	\$23,159.00
091504	AT & T Capital Svcs. Inc.	New Tech. Eq./Fiscal Svcs	0000	\$18,715.42
091663	Brickley Environmental	Cont. Repairs/T. View	6205	\$18,110.00
091664	Centration Inc.	Misc. Svcs./Dist. Off.	0000	\$21,999.96
091694	Stericycle Inc.	Med. Waste/Various Sites	0000	\$36,350.00
091770	Printing and Décor LTD	Cont. Repairs/BHS	8150	\$12,930.00
TOTAL				\$148,764.38

LEGEND

0000	Revenue Limit/Unrestricted	6761	Art, Music, PE Supp/Eq.
0001	Child Dev. Facilities	7055	CAHSEE Intensive Inst. & Svcs
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. Mtls./Williams' Case
3010	NCLB: Title I, Pt a Grnt Low Inc.	7230	Transport.- Home to School
3025	NCLB: Title I, 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
6285	Community Based Eng. Tutor	9707	SSB 77/67686-00-11 McKinley El
6286	English Lang. Learner Train	9737	CHS Mod. 57/67686-00-007
6405	School Violence - School Safety	9812	Capital Facilities/Builder Fee
6500	Special Ed.	9878	Uninsured Losses/Liability
6760	Arts & Music Block Grant	9884	Workmens Comp. Ins.

BOARD AGENDA

REGULAR MEETING
September 18, 2008

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Casey Cridelich, Assistant Superintendent, Business Services
- SUBJECT:** Approval of Disbursements
- GOAL:** 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.
- 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 tests.
- Strategy #3: 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: We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.
- 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.
- Strategy #6: 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, 2008-2009 from Batch #0284 through Batch #0373 or the sum of \$3,752,006.60
- ◆ 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
September 18, 2008**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services

SUBJECT: **Approval of 2007-08 Unaudited Actuals Report and Transfer of Block Grants (AB 825 Transfer) Pursuant to Education Code Section 41500**

GOAL: 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 Unaudited Actuals report is the District's 2007-08 financial statements for each fund. Education Code Section 42100 requires the governing board of each district to approve an annual statement of all receipts and expenditures of the district for the preceding fiscal year and file the statements with the Superintendent of Public Instruction (SPI). The format that these are presented in is the Standardized Account Code Structure or the "SACS Forms". This is a format prescribed by the SPI. Legally, the Board is required to have a full copy of the report within its Board packet as the assertion of the certification is that the Board is approving the whole document and has had access to it. Education Code Section 41500 requires before a school district expend Block Grant funds pursuant to this section, the governing board of the school district shall discuss the matter at a noticed public meeting.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS: That the Board approves the 2007-08 Unaudited Actuals Report and Transfer of Block Grants (AB 825 Transfer) Pursuant to Education Code Section 41500

ACTION: On motion of Board Member _____ and _____, the Board approved 2007-08 Unaudited Actuals Report and Transfer of Block Grants (AB 825 Transfer) Pursuant to Education Code Section 41500

COLTON JOINT UNIFIED SCHOOL DISTRICT
 SELECTED STATISTICS FROM THE 2007-08 UNAUDITED ACTUALS

Total General Fund (unrestricted and restricted) revenues in 2007-08 are \$204.6 million and \$195.6 million in expenditures. The Unrestricted Net Increase in Fund Balance is \$9.6 million. This is an increase of \$2.8 million from the 2008-09 Adopted Budget's Estimated Actuals Projected Change in the Unrestricted General Fund Ending Balance. Changes are detailed as follows:

Additional Revenues:

Revenue Limit	\$97,324
Federal and State (E-Rate, Mandated Costs, and Lottery)	\$828,277
Local Revenues (Interest Income and Donations)	<u>\$203,447</u>
Total Increase in Unrestricted Revenues	\$1,129,048

Decrease in Expenditures:

Salary and Benefits (partial vacancies)	\$45,938
Books and Supplies (open purchase orders)	\$456,046
Services and Other Operating Expenditures (open purchase orders)	\$513,707
Capital Outlay	\$1,382
Indirect and Direct Support Costs	<u>\$190,376</u>
Total Decrease in Expenditures	\$1,207,449
Decrease in Contribution to Restricted Programs	<u>\$ 469,212</u>

Total Increase in Unrestricted Fund Balance from Estimated Actuals \$2,805,709

Unrestricted Ending Fund Balance is \$25,466,309 million. Components of the ending fund balance are:

Reserve for Revolving Cash	\$50,000
Reserve for Stores	\$157,594
Reserve for Prepaid Expenditures	\$ 70,208
Reserve for Economic Uncertainties @ 3%	\$5,869,000
Special Reserve for Reche Canyon Elementary	\$186
Designation for E-Rate Balance	\$270,028
Designation for Best Practices Cohort	\$114,976
Designation Mandated Cost Carryover	\$3,030,068
Designation for Site Lottery Carryover	\$1,560,658
Future Operational Budget	<u>\$14,343,591</u>
Total Unrestricted Components	\$25,466,309

Below is a recap of the activity of the individual funds for 2007-08:

<u>Fund</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
General	\$24,157,307	\$204,660,288	\$195,622,780	\$33,194,815
Adult	\$79,721	\$333,005	\$324,136	\$88,591
Child Dev	\$469,318	\$3,291,816	\$3,343,550	\$417,584
Nutrition Svcs	\$1,663,850	\$9,505,004	\$9,523,940	\$1,644,914
Def Maint	\$2,643,294	\$1,067,152	\$1,285,181	\$2,425,265
Spl Reserve (H.S.#3)	\$3,240,445	\$162,291	\$0	\$3,402,736
Bond	\$47,165,808	\$2,055,499	\$10,192,036	\$39,029,272
Dev Fees	\$11,399,814	\$2,342,075	\$2,570,446	\$11,171,443
State Bldg	\$14,909,643	\$804,640	\$2,171,992	\$13,542,291
Spl Reserve	\$5,680,743	\$283,601	\$76,993	\$5,887,351
Bond Rpymt	\$6,807,659	\$7,202,309	\$6,266,623	\$7,743,346
CFD #2	\$826,365	\$369,111	\$264,369	\$931,108
CFD #3	\$420,112	\$75,774	\$3,465	\$492,421
Self Insurance	\$13,281,510	\$6,650,856	\$1,135,503	\$18,796,863
Total	\$132,745,589	\$238,803,423	\$232,781,012	\$138,768,000

[Form A – ADA and Form RL – Revenue Limit]

2007-08 Period 2 (P-2) Average Daily Attendance (ADA) is 22,801.44. However, based on prior year funding guarantee for declining enrollment the District's revenue limit funding is calculated on 22,950.19 ADA. Base revenue limit in 2007-08 is \$5,792.64 per ADA.

[Form L – Lottery]

Total 2007-08 Unrestricted Lottery revenues are \$5,090,015 and the District spent \$3,406,334. This increases the Lottery reserves by \$1,683,681.

[Form CEA – Classroom Expense]

The District complies with Ed Code 41372 by spending 59.79% (requirement is 55% for unified school districts) of its general fund budget on direct classroom labor.

[Form DEBT – Schedule of Long-Term Liabilities]

The District's General Long-Term Debt decreased from \$151,168,393 at the beginning of the year to \$136,685,928 by the end of the year. This net decrease of \$14,482,465 is mainly due to Other Post Employment Benefits (OPEB) obligations.

[Form CAT – Schedule of Categoricals]

An analysis of the District's categorical programs (award amount, revenues, and expenditures) is detailed by six categories (Grants are subject to Deferred Revenues and Awards are subject to Restricted Ending Balance):

- Total Federal Grants
- Total State Grants
- Local Grants
- Federal Awards
- State Awards
- Local Awards

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services

SUBJECT: **Adoption of Resolution No. 08-13 for the Revised 2007-08 Actual Gann Limit and Projected 2008-09 Gann Limit**

GOAL: 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: Annually the Board must adopt an Appropriation Limit (Gann Limit) for the new fiscal year and revise the Appropriation Limit for the fiscal year that just ended. The State Department of Finance is then notified of the actions because the State Gann Limit and school district Gann Limit are intertwined.

The attached represents the Gann Limit recalculation for 2007-08 and the preliminary limit for 2008-09.

At this time the Board is asked to adopt the annual Gann Limit resolution.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS: That the Board adopt the Resolution No. 08-13 for the Revised 2007-08 Actual Gann Limit and Projected 2008-09 Gann Limit.

ACTION: On motion of Board Member _____ and _____, the Board adopted the Resolution No. 08-13 for the Revised 2007-08 Actual Gann Limit and Projected 2008-09 Gann Limit.

COLTON JOINT UNIFEID SCHOOL DISTRICT

**RESOLUTION 08-13
ESTABLISHING 2008-09 APPROPRIATION LIMIT AND
RE-ESTABLISHING 2007-08 APPROPRIATION LIMIT**

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2007-08 (\$101,619,879) fiscal year and a projected Gann Limit for the 2008-09 (\$106,138,341) fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2007-08 and 2008-09 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2007-08 and 2008-09 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this District.

DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of ____ ayes, ____ noes, and ____ absent, and signed by the President and attested by the Secretary this 18th Day of September, 2008.

President, Board of Education

Attest:

Secretary, Board of Education

BOARD AGENDA

REGULAR MEETING
September 18, 2008

ACTION ITEM

TO: Board of Education

PRESENTED BY: James A. Downs, Superintendent

SUBJECT: Authorization for Director Fiscal Services as a District Authorized Agent – September, 2008 - Until Rescinded

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

STRATEGIC PLAN: 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: In order to comply with Education Code Sections 35036, 35161, 35260, 39656, 42636, 44032, and 81655, it is necessary to have Board approval of District individuals authorized to sign required State/County documents, to electronically release County commercial warrants, to sign on all District bank accounts, also, including the attached matrix for the San Bernardino County School Claims Division.

BUDGET IMPLICATIONS: None.

RECOMMENDATION: That the Board authorize the Director Fiscal Services as a District authorized agent – September, 2008 - Until Rescinded.

ACTION: On motion of Board Member _____ and _____, the Board authorized the Director Fiscal Services as a District authorized agent – September, 2008 - Until Rescinded.

**San Bernardino County Superintendent of Schools
Authorized Signature Listing – As of September 2008 until Rescinded**

County Form No.	ORDERS				NOTICE OF EMPL.				OTHER				ACTIV. PROGRAMS	PERS. POLICY AWARDS			
	1	2	2	2	2	2	2	2	2	2	2	2			2	2	2
Bd Min	AP	PR	"S" Acct	Cert	Class	Stu- dent	PO Limit	Jml Entr	Inter Fd Tr	Budg Transf	OCS Key Issued	Contract Limit/Duration	RCF Cust	9	10	21	
*** 213 COLTON ***	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Ed Code 44015 LO 84-2, LO 84-6
<i>Susan Schaller, Fiscal Services Director</i>																	

I certify, under penalty of perjury, the foregoing statements to be true and correct.

Signature: Governing Board Designee Secretary of the Governing Board of the Colton Joint Unified School District _____ Date _____

BOARD AGENDA

REGULAR MEETING
September 18, 2008

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Casey Cridelich, Assistant Superintendent, Business Services
- SUBJECT:** Authorization to Piggyback the Val Verde Unified School District Bid 06/07-006 for Classroom and Office Supplies (Southwest School/Office Supply 2008-2013)
- 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 Val Verde Unified School District (Perris, CA) has awarded a bid for classroom and office supplies. This bid will be used to purchase items on the District's Speedy Delivery just-in-time ordering systems and other items 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.
- BUDGET IMPLICATIONS:** The District anticipates spending \$77,655 with Southwest School/Office Supply. The expenditure of monies would be from various funds as needs arise.
- RECOMMENDATION:** That the Board authorize the District to piggyback the Val Verde Unified School District Bid 06/07-006 for classroom and office supplies from Southwest School/Office Supply (2008-2013).
- ACTION:** On motion of Board Member _____ and _____, the Board authorized the District to piggyback the Val Verde Unified School District Bid 06/07-006 for classroom and office supplies from Southwest School/Office Supply (2008-2013).

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

TO: Board of Education
PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services
SUBJECT: Ratification of Change Orders (*net decrease*) Approved by Staff for the Sycamore Hills Elementary School Shade Shelter Project Per Board Resolution 08-05.

GOAL: Facilities/Support Services

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

BACKGROUND: The table below provides the change order history log by individual contractor.

Description	Revised Contract Amount	Add	Credit	Net Increase / Decrease	Cumulative % To Date
Fleming Environmental Inc.					
Original Contract	\$85,750.00				
Change Order No.1 (Board Date 09/18/08)	\$81,011.17		(\$4,738.83)	(\$4,738.83)	-5.53%

Change Order #1 Detail

(\$5,479.50) – Credit to delete gutters and downspouts. Not required, gutters conflict with manufacturer’s weep holes. Requested by District.
\$740.67 – Cost to provide and install wire mesh for the concrete slab. Minimum slab reinforcement required. Requested by Architect.

BUDGET IMPLICATIONS: The total charge to Capital Facilities Fund – Fund 25
Net decrease in construction costs (\$4,738.83)

RECOMMENDATION: That the Board approve ratification of change orders (*net decrease*) approved by staff for the Sycamore Hills Elementary School Shade Shelter Project per Board Resolution 08-05.

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

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Casey Cridelich, Assistant Superintendent, Business Services

SUBJECT: **Approval of Extension of Time for Use of Facilities at Grand Terrace Elementary by Calvary, the Brook (January 2009 through June 2009)**

GOAL(s) Facilities / Support Services

STRATEGIC PLAN: 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: Calvary, the Brook has utilized Grand Terrace Elementary School since May 2004. The church is requesting a fourth extension through June 30, 2009. They have provided information regarding evidence of their pursuit of a permanent facility. The Board approved a third extension on October 4, 2007 for the period of October 2007 through December 2008.

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 (January 2009 through June 2009).

ACTION: On motion of Board Member _____ and _____, the Board approved the extension of time for Use of Facilities at Grand Terrace Elementary by Calvary, the Brook (January 2009 through June 2009).

BOARD AGENDA

REGULAR MEETING
September 18, 2008

ACTION ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval to Renew Agreement with Gang Consultants for At-Risk Secondary Students (2008/2009)

GOAL(s): Student Safety and Attendance

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

BACKGROUND: The District has been using this program since the 2003/2004 school year. The program utilizes assemblies, classroom workshops, educational field trips, 16-week GRIT classes, and teacher in-services to educate targeted, at-risk youth in the areas of anger management, gangs, weapons diversion, drugs and alcohol. The program also aims to educate those students on leadership and life skills, and how to obtain a higher education.

Over 240 students received a variety of services as part of the contract with Gang Consultants during 2007/2008. Five 16-week GRIT classes were held, educating 77 students on the affects of gangs and three assemblies were held reaching a total of 150 students. In addition more than 100 students participated in educational field trips designed to educate students on the dangers of gang affiliation, promiscuous behavior and drug and alcohol use and abuse.

BUDGET IMPLICATIONS: Total cost of program is \$25,000 to be paid from AB1113, School Safety and Violence Prevention Grant.

RECOMMENDATION: That the Board approve the renewal of the agreement with Gang Consultants.

ACTION: On motion of Board Member _____ and _____ the Board renew the agreement with Gang Consultants (2008/2009).

BOARD AGENDA

REGULAR MEETING
September 18, 2008

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval of Amended Agreement (Approved by City Council on March 2005) with the City of Colton for Police Officer to serve as a School Resource Officer at Colton High School for the 2008/09 school year

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

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

BACKGROUND: The District and the Colton Police Department, through a desire to work cooperatively to provide a safe learning environment for our students, have participated in the school based Resource Officer program since the 2004/05 school year. It provides two full-time School Resource officers to counsel students, provide education on relevant law enforcement issues and serve as a liaison between the District and other community agencies in law enforcement related duties. The cost to the District is approximately \$143,000.00. The term of the agreement is automatically extended for additional one (1) year periods (Renewal Periods) unless written notice by either Party is provided at least ninety (90) days prior to the end of the Initial Term or any Renewal Terms.

The officers are assigned to Colton High School and Colton Middle School but are available to all schools in the City of Colton. The District and the Police Department each pay the cost of one school based police officer.

**BUDGET
IMPLICATIONS:** Approximately \$143,000.00 to be paid from the School Safety & Violence Prevention funds.

RECOMMENDATION: That the Board amend the agreement with the City of Colton for a School Resource Officer (2008/09).

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction

SUBJECT: Approval of Revised LEA Addendum in Response to DAIT Mandates

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 tests.

BACKGROUND: The Colton Joint Unified School District receives Title I funds to support students in reaching academic targets. When districts do not reach their target rates or Academic Yearly Progress for three consecutive years they are identified by the California Department of Education (CDE) as a district in Program Improvement with sanctions, or in need of academic reform.

The CDE has recommended that the Colton Joint Unified School District hire a consultant firm or a team of academic experts to provide technical assistance to the district in making changes in academic programs and areas of governance. A District Assistance Intervention Team (DAIT), New Directions, has been contracted by the District to work with the Superintendent and his staff to provide a comprehensive needs assessment of the district and district systems. It is also required by the District to rewrite the LEA Plan Addendum and submit to CDE by September 30, 2008. The LEA plan addendum identifies high leverage action steps that will have a significant impact on increasing student achievement. It is required by the State Board of Education, that a revised LEA Plan Addendum addressing all DAIT mandates be approved by the school board and the LEA Plan be submitted to the CDE for review.

BUDGET IMPLICATIONS: None.

RECOMMENDATION: That the Board approve the revised LEA Plan Addendum in response to DAIT mandates to the California Department of Education.

ACTION: On motion of Board member _____ and _____, the Board approved the revised LEA Addendum in Response to DAIT mandates to the California Department of Education.

Colton Joint Unified School District
LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

The State Board of Education (SBE) identified Colton Joint Unified School District (CJUSD) in March, 2008 a Program Improvement (PI) Year 3 district as a result of missing four of thirty-eight 2007 Adequate Yearly Progress (AYP) criteria : 1) Students with Disabilities missed the participation rate of 95% with 87%; 2) English Learners missed the ELA target by 4.6 points; 3) Students with Disabilities missed the ELA target by 12.3 points; 4) LEA missed the graduation rate by dropping 0.3 points. The SBE also identified CJUSD as a district requiring a District Assistance Intervention Team (DAIT). The district contracted with New Directions for Academic Advancement, Inc., an approved DAIT Provider, to assist them in meeting Corrective Action F to fully implement the newest SBE-approved curricula in mathematics and reading/language arts, conduct a comprehensive needs assessment to use in revising its LEA Plan Addendum, and support and monitor its implementation.

New Directions DAIT first met with the superintendent and cabinet to discuss why the previous LEA Plan Addendum failed to bring adequate increases in student achievement. They identified lack of focused instruction and ongoing monitoring of English Learners and Students with Disabilities as the causes of inadequate achievement in ELA by these students. Across the grades, consistent and systematic instruction for ELA was not implemented, and students were not carefully monitored to move from one CELDT level to the next. Appropriate interventions for intensive and strategic students in reading and ELA are not fully provided for ELs as well as Students with Disabilities. All sites are not systematically using the ongoing assessments and data collection system for progress monitoring to improve learning for these high priority students. The Addendum did not include specific diagnostics for ELs based on their language needs nor for SWDs based on their learning needs, and did not include staff development for teachers needed to address specific groups of students based on their assessed needs. In spring 2008, CJUSD completed its Title III Year 4 Plan to fully address these needs and actions for English Learners. This Addendum also lacked a plan for monitoring student mobility and potential dropouts so that the district graduation rate would increase.

DAIT conducted facilitated Academic Program Surveys (APS), aggregated the 26 schools' data into a district report to ascertain which Essential Program Components (EPCs) were less than substantially implemented. DAIT specialists in the seven DAIT areas conducted interviews with the superintendent, assistant superintendents, and directors by reviewing collected evidence and determining level of district implementation according to the DAIT Survey. The district and DAIT identified these EPCs as needing greater support: implementation of the new mathematics adoptions; AB430 and practica for administrators; SB472 in current RLA and new mathematics adoptions including practica for teachers, especially at secondary; ELPD for teachers; mathematics assessments; support and assistance by content experts and coaches in implementing the RLA and math adoptions. The DAIT Survey for Alignment of Curriculum, Instruction and Assessment indicated that SWDs needed greater support to access the core curriculum, more consistent implementation of adopted intervention programs, and application of RtI components at all schools. In 2007-2008 the district had 99.3% Highly Qualified Teachers at elementary, 89.9% at middle, and

94.1% at high school. CJUSD is completing its required Equitable Distribution Plan for Teachers and Principals. At the elementary level, highly qualified special education teachers are of the greatest need while at middle school it is English, science, and mathematics and at high school special education content specialists in mathematics, science, and English.

In fulfilling Corrective Action F, in spring 2008, CJUSD adopted these new SBE-approved mathematics programs: Grades K-6, Scott Foresman-Addison Wesley enVisionMath California; Grades 7-8, CGP Education; California Standards-Driven Mathematics: Course Two and Algebra, and UCLA Introduction to Algebra (Algebra Readiness); Grades 9-12, Holt California Mathematics, Algebra I. During July and August 2008, one hundred twenty K-6 teachers, eleven 7-8, and twenty-three 9-12 teachers participated in SB472 mathematics training for the new adoptions, yielding 20% or teachers trained at elementary, 53% at middle, and 45% at high school. The untrained K-6 and 7-12 math teachers and administrators will be trained over the next two years. Pacing guides and assessment calendars for these new adoptions are ready for implementation.

CJUSD will begin the adoption process for the new 2008 RLA programs in late fall reviewing the SBE adoptions after November. Local board adoption will be in spring 2009, purchase in summer, and implementation in fall 2009. The district currently is implementing these RLA adoption: K-6 Houghton Mifflin Reading; 7-8 McDougal Littell Reading and Language Arts Program, SRA Reach, and High Point; 9-12 Prentice Hall Literature: Timeless Voices, Timeless Themes, Read 180, and High Point. 86% of K-6 teachers, 77% 7-8, and 44% 9-12 ELA teachers have completed AB466/SB472 for the current RLA adoptions. Currently with the new math and current RLA adoptions, administrators have not completed AB430; however, 48% K-6, 80% 7-8, and 50% 9-12 administrators have completed the RLA/ELA portion of Module 1.

Using their findings from their comprehensive needs assessment, in addition to these actions to implement new adoptions, the district and DAIT identified three high leverage actions necessary to increase student achievement.

- 1. Provide all English Learners and Students with Disabilities full access to the core curriculum in reading/English language arts and mathematics.** This includes use of placement and monitoring assessments for all high priority students to enter and exit intensive and strategic interventions with extended instructional time as indicated in EPC 2 and EPC 8 for 9-12. Staff will receive professional development to implement the components of Response to Intervention (RtI) including increasing use of the collaborative model for the delivery of special education. Staff will receive professional development and coaching support to build effective EL programs that focus on increasing students' language and academic proficiency.
- 2. Train and monitor district and site administrators and teachers to fully and consistently use the district data system to navigate the system, generate reports, disaggregate data, and use data results to improve instruction and increase student achievement.** District administrators and all sites will receive structured, systematic professional development in analyzing assessment data leading to instructional responses designed to increase student achievement with site administrators monitoring the process to insure full implementation of tasks involved.
- 3. Provide all sites district support through content experts and coaching to implement the new mathematics and current RLA adoptions (new RLA adoptions fall 2009).** District administrators will monitor and support sites for full implementation of the Nine Essential Program Components including reallocation of fiscal and human resources as needed to support this Addendum.

2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP). CJUSD AYP for significant student subgroups and targets is as follows:

English Language Arts	2007	2007	2007	2008	2008	2008	2009	2010	Additional Indicator API	
	% Tested	% Prof	% Tested	% Tested	% Prof	Target	Target	Target	2006 Base	2007 Growth
District Overall	98	31	99	34.8	45%	56%	653			
African Amer.	96	31	98	33.2	45%	56%	656			
Asian	100	61	97	66.1	45%	56%	659		2007 Base	
Filipino	100	60.1	100	62.6	45%	56%	673		2008 Growth	
Hispanic	98	27.3	99	31.6	45%	56%				
White	97	45.8	98	49	45%	56%				
SED	98	25.3	98	29.5	45%	56%				
English Learner	98	18.4	99	22.9	45%	56%				
SWD	97	10.7	93	15	45%	56%				
Mathematics	2007	2007	2008	2008	2009	2010	Additional Indicator Graduation Rate			
	% Tested	% Prof	% Tested	% Prof	Target	Target				
District Overall	99	29.9	99	32.6	45.5%	56.4%	2006 Rate	74.7		
African Amer.	97	27.6	99	28.9	45.5%	56.4%	2007 Rate	74.4		
Asian	100	61.2	100	64	45.5%	56.4%	2008 Rate	66.4		
Filipino	99	59.9	100	62.9	45.5%	56.4%	Difference	-8		
Hispanic	99	27.1	99	30.1	45.5%	56.4%				
White	98	40.3	98	42.5	45.5%	56.4%				
SED	99	26.4	99	29.1	45.5%	56.4%				
English Learner	99	24.8	99	26.5	45.5%	56.4%				
SWD	97	11.2	98	15.1	45.5%	56.4%				

DAIT and CJUSD analyzed all 2007 AYP data in light of the goals for the new growth targets for 2008. In September they also examined the new 2008 AYP results and found the ELA target met with these increases in percent proficient and above: LEA 3.8 percent points, 5.1 Asian, 1.5 Filipino, and 3.2 White; all other subgroups made slight growth but did not meet the ELA target. In Math these subgroups made the target: Asian with growth of 2.8, Filipino 3.0, and White 2.2; all other subgroups made slight growth but did not meet the Math target. The growth needed for 2009 AMOs in ELA and Mathematics, API, and Graduation Rate are listed below as well as the 2010 goals. The district made its 2008 API indicator by increasing 14 points. In July 2008 CDE reported CJUSD's graduation rate was 66.4, a decline of 8 percentage points, not making its 2008 target.

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>CJUSD and New Directions DAIT analyzed why the district did not make AYP in 2007. In order to increase student achievement necessary to make the growth in ELA and Mathematics cited on the chart above, responses 3-8 of this Addendum address actions the district will take. The district and DAIT developed the following activities in order to make the 95% participation rate for all subgroups and make the district target for high school graduation rate these actions:</p>			
<p>Goal 1: Establish a district testing protocol that is implemented at all sites and monitored by principals and district that ensures at least 95% of all students by significant subgroup are tested. This plan will include:</p>			
<ol style="list-style-type: none"> 1. Train all site and district administrators and site staff in state high stakes testing basics regarding how participation rates and valid/invalid scores are calculated for AYP and API. 2. Analyze school disaggregated data with each principal for site 2007 and 2008 participation rates; discuss what analysis shows in terms of inconsistencies in how students were tested leading to low participation rates. 3. Determine which students by subgroups at specific schools failed to make the 95% participation rates for 2007 and 2008 tests. 4. Develop (principals and staffs) a hypothesis for why these schools did not meet the participation rates and discuss changes that will be made in testing procedures. 5. Develop a district testing protocol so that the site testing coordinator uses a list from the first day of testing to make certain that all students take all required tests and offers several opportunities for make-up tests. Special education teachers will monitor their own students to make certain all tests are taken. 6. Monitor sites for participation rates during actual testing. 	<p>Director Assessment and Evaluation Principals Teachers September 2008 March-May 2009 September 2009 March-May 2010</p>	<p>NA</p>	<p>No Additional Funding</p>

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Goal 2: Implement and monitor action plan to increase district and site high school graduation rates as well as accurate student mobility data.</p> <ol style="list-style-type: none"> 1. Plan and implement a district-wide system for student mobility to report and monitor accurate data of students entering and exiting all schools using all appropriate state exit codes. This plan will include: <ol style="list-style-type: none"> a. Training for site administrators, counselors, and attendance clerical staff to understand the importance of accurate data, weekly tracking of student mobility, interviewing procedures for exiting students, and proper use of exit codes. b. Bi-monthly reports for monitoring sent to site administrators showing students who entered or exited the school site. c. Reports will be submitted to district administrator in charge of attendance to track student mobility and the use of exit codes. d. Reports will be used by Director Assessments and Evaluation to accurately report CBEDS mobility on STAR and CAHSEE pre-id files for testing and accountability purposes including high school graduation rate. 2. Design and implement a district drop-out prevention plan by providing academic counseling to all 7-12 students to ensure high school graduation and provide appropriate alternatives for students at-risk of dropping out and alternatives to recover students who have already dropped out. 	<p>Assistant Supt. Student Services Director Assessment and Evaluation Principals Counselors Clerical Staff September 2008- June 2009 September 2009- June 2010</p>	<p>NA</p>	<p>No Additional Funding</p>
<p>2. Design and implement a district drop-out prevention plan by providing academic counseling to all 7-12 students to ensure high school graduation and provide appropriate alternatives for students at-risk of dropping out and alternatives to recover students who have already dropped out.</p>	<p>Assistant Supt. Student Services</p>	<p>NA</p>	<p>No Additional Funding</p>

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>The DAIT Blueprint Survey on Alignment of Curriculum, Instruction and Assessment to State Standards, Professional Development Survey (CIA and PD), and the aggregated district Academic Program Survey results indicate the following areas are not substantially implemented, requiring these actions:</p> <p>Instructional Program (CIA B 1, and EPC 1)</p> <p>District and site administrators will visit classrooms and monitor the daily schedules to ensure the full use of adopted core and intervention programs in RLA and math and sufficient time for each core subject. In particular they will monitor English Learners, SWD and students who are at risk of not meeting grade level standards to ensure these students are receiving additional time and support in order to progress. In addition they will:</p> <ol style="list-style-type: none"> 1 Ensure that teachers are Highly Qualified K-12, have proper certification to teach English Learner students and qualified to teach math particularly at the middle and high school level. 2 Monitor the instructional program to ensure that teachers deliver systematic, explicit instruction followed by guided and independent practice and checking for understanding throughout the lesson. 3 Ensure that universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills. 4 Ensure that students with disabilities are appropriately educated with their general education peers with support and accommodations as needed. 5 Require and monitor teacher use of SDAIE strategies to support EL students in addition to instruction to build vocabulary and academic language. 6 Ensure that teachers are addressing the ELA and ELD standards when instructing English Learners and that a solid consistent program of ELD instruction is provided daily for a minimum of 30-45 minutes per day, differentiated based on CELDT with no more than two CELDT levels in each ELD class. 	<p>Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Director of English Learners Director of Special Education Director Assessment & Evaluation Site Administrators 2008-2009 2009-2010</p> <p>Assistant Superintendent Site Principals Human Resources 2008-09 2009-2010 District/Site Administrators 2008-09 2009-2010 Director Language support services</p>	<p>NA</p> <p>Teacher training</p>	<p>No Additional Funding</p> <p>ELPD Training \$1000 per person</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Time/Interventions/Pacing (CIA B 1,2,3 ,B 6 and EPC 2/8) District and site administrators will monitor student placement in intensive and strategic interventions based on appropriate district criteria. All master schedules at the secondary level will be reviewed to ensure that there are sufficient sections of intervention classes in RLA and math and that sufficient time is provided based on state recommended instructional times. In addition they will:</p> <ol style="list-style-type: none"> 1 Require that all teachers are daily and appropriately teaching the core and intervention classes in RLA and math according to district pacing guides. 2 Provide and require the use of assessments to properly place students in interventions including English Learners, SWD students and underperforming students. 3 Ensure that all students working below grade level are receiving additional supplemental support in RLA and supplemental math intervention instruction. For students in grades 4-8 who are more than two years below grade level ensure they are receiving instruction in RLA in an accelerated intensive intervention program until ready to return to the core with strategic support. 4 Provide underperforming high school students with appropriate supplemental courses (e.g. English language arts (ELA) intensive classes, ELA core and strategic classes, and algebra readiness), also verified through counselor reviews. 5 Provide at high school, strategic intervention with two periods in RLA for students at 6th grade level but unable to pass or failing CAHSEE ELA, and in mathematics for students at 7th grade level but unable to pass or failing CAHSEE math. At high school, intensive intervention with two periods will be provided in RLA for students below 6th grade level but unable to pass or failing CAHSEE ELA, and in mathematics for students below 7th grade level but unable to pass or failing CAHSEE Math. CAHSEE prep will also be provided. 	<p>Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Director of English Learners Director of Special Education Director Assessment & Evaluation Site Administrators Counselors 2008-2009 2009-2010</p> <p>Site principals Teachers Fall 2008-09 2009-2010 2010-2011</p> <p>Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Site Administrators 2008-2009 2009-2010</p>	<p>Cost of assessments and software</p>	<p>\$50,000 Title I \$340,000 Title II Parts A,D General funds</p> <p>No Additional Funding</p>
<p>Instructional Leadership Training (PD G 2,EPC 3) 1 Train all site principals and assistant principals K-12 through AB 430 training as per the APS (see question 5) for RLA and math core and intervention programs in order to provide appropriate instructional leadership in the full implementation of the instructional program. Require completion of the practicum.</p>	<p>Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Site Administrators 2008-2009 2009-2010</p>	<p>Cost of AB 430 training</p>	<p>AB430 Training \$3000 per person</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Credentialed Teachers and Professional Development (PD G 1,3, EPC 4)</p> <ol style="list-style-type: none"> 1 Ensure that all teachers are appropriately credentialed including secondary math teachers and EL certification and that the district Title II Equity Distribution plan is followed to monitor equal distribution of experienced teachers. 2 Require and ensure that all teachers K-12 are SB 472 trained in the core and intervention classes they teach including the 80 hours of practicum. 3 Track the 80 hours to ensure completion and maintain a district data system with training and practicum by course, by school. (see Question 5) 	<p>Assistant Superintendent Human Resources Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Director of English Learners Director of Special Education Site Principals 2008-2009, 2009-2010</p>	<p>Cost of Training Stipends</p>	<p>SB472 Training \$2500 per person</p>
<p>Assessment Monitoring/Collaboration (CIA B4 and EPC 5/7)</p> <ol style="list-style-type: none"> 1 Monitor use of effective district benchmark assessments, successful use of the data collection system, use of the data analysis process during grade level and course level meetings (PLCs) at all levels K-12 for ELA and math. 2 Review the data system with all staff to be sure they can effectively navigate the data system, input data accurately, understand the capabilities of the system in producing desired reports, and produce reports in a timely manner (within one week). 3 Evaluate the use of assessments given at all levels to ensure that K-12 teachers are using district identified benchmark assessments for the new mathematics adoptions. 4 Continue to monitor the Houghton Mifflin Theme Skills and Summative assessments (K-6) McDougall Littell 7-8 every 6 weeks until the new ELA adoption is in place with matching formative assessments. The district has reteach assessments aligned to CST released items. Continue to use these tests. 5 Ensure that a full formative assessment system is in place and outlined in the district pacing guides for the new ELA adoptions. 6 Implement fully a new assessment system for the new mathematics adoptions providing at least 6-8 week assessments aligned to grade level and course standards K-12. 	<p>Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Director of Assessment and Evaluation District K-6 and 7-12 CPSS District TOAs Site Administrators Counselors Site ELA and Math coaches and content experts 2008-2009 2009-2010</p>	<p>License Fees Software Hardware Edusoft contract</p>	<p>Contracts \$100,000 Assessments \$35,000 Title 1 EIA/LEP General Fund</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Assessment Monitoring/Collaboration (CIA B4 and EPC 5/7) (continued)</p> <p>7 Support and monitor teacher collaboration time to allow teachers to analyze data and plan instruction that will result in instructional responses that lead to an increase in student learning (a minimum of 2, one hour meetings a month in math and 2 one, hour meetings per month in RLA).</p> <p>8 Monitor the collaborative process to ensure data is analyzed, SMART goals written and achievement of students in RLA and math is tracked by grade level or course level.</p>	(see above)		
<p>Instructional Support to Teachers (CIA B5 and EPC 6)</p> <p>1 District and site administrators will provide coaches and content expert support at all sites in reading language arts and mathematics to support teachers in the full implementation of the core and intervention adoptions.</p> <p>2 Provide coaching and content expert support to all teachers including special education teachers and in all ELA and math content including interventions and ELD instruction.</p> <p>3 Write and publish a coach/content expert Job Description that includes modeling of instructional strategies, lesson demonstrations, staff training and support with the data protocol process. Coaches and content experts will follow the data on student achievement and work with grade levels or content level teams where data indicates additional support is needed and not work on an invitational bases with teachers. All site principals will share the Job Description with staff.</p> <p>4 Arrange for weekly meetings between the site principal and the coaches to confer in order to monitor implementation and provide support to the coaches and classroom teachers.</p> <p>5 Realign fiscal resources during the 2008-09 fiscal allocation process for the 2009-10 school year to support the Nine EPCs including funding for site ELA and math coaches.</p> <p>6 Support the needs of English learner students and students with disabilities by modeling effective instructional practices by coaches, models for inclusion and differentiated support for high need students in order to ensure access to the core curriculum for all students.</p>	<p>Assistant Superintendent of Educational Services Directors of K-6,7-8,9-12 Director of English Learners Director of Special Education District TOAs District K-6,7-12 CPS Site Administrators ELA coaches Math coaches 2008-2009 2009-2010</p>	<p>Salary of district RLA TOAs and district and site RLA coaches</p>	<p>Salaries/Benefits \$102,836 Cost RLA Coach All sites \$2,673,736 Categorical funds Cost Math Team 13 Coaches \$1,336,868 Categorical funds</p>

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions to fully implement Corrective Action F and increase student achievement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Colton Unified School District will fully adopt the new mathematics curriculum in the fall of 2008 and the new English Language Arts curriculum by the fall of 2009.</p> <p>The phase-in plan for Implementation of SBE approved 2007 Math Adoptions K-12 for Fall 2008-2009 is identified in the following steps by Essential Program Components below.</p> <p>Instructional Program (EPC 1) Math</p> <ol style="list-style-type: none"> 1 Adopted by the Colton Board of Education for implementation in fall of 2008: Grades K-6 Scott Foresman <i>enVisionMath California</i>; grade 7 CGP <i>Education California Standards-Driven Mathematics Program Course 2</i>; Grade 8 <i>Algebra 1</i> and UCLA Mathematics Department <i>Introduction to Algebra</i> as an Algebra Readiness Program; High School Holt, Rinehart and Winston <i>Holt California Mathematics: Algebra 1</i>. 2 Submission of purchase orders will occur each year. so that materials are available for the start of school including the YRE schools. Determine the number of texts required to ensure that all students including SWD students have texts and their teachers have Teachers Editions. 3 Ensure that orders for new math programs include lists of all materials to purchase including appropriate ancillary materials for intensive, strategic and grade level students, English learner and materials to support students will disabilities. 4 Establish a distribution process for all sites and classrooms prior to beginning of school for new adoptions. 5 Develop monitoring tools aligned to the new mathematics programs designed to determine daily and full implementation of the new math programs by all students in every classroom. Train district, site administrators and math coaches in the use of tools. 6 Establish a district and site process for collecting and discarding all materials from prior adoptions including teacher materials. 7 Discontinue use of multiple non-adopted ancillary math programs. 	<p>Assistant Superintendent of Education Directors K-6,7-8,9-12 Principals/Site Administrators District Math CPS Math coaches Numeracy teachers Teachers Adoption Implementation Fall 2008 Purchase and Distribute July-August 2008</p> <p>September 2008 Fall of 2008</p> <p>District staff Maintenance staff Site principals Librarians Fall of 2008 Fall 2008</p>	<p>2007 Math: Scott-Foresman enVision Math K-6, CGP Mathematics Course 2, Algebra 1, UCLA Math Introduction to Algebra; Holt CA Mathematic Algebra 1</p> <p>Training cost</p>	<p>IMFRP Math Adoption \$1,717,121 Site costs \$ 25,000 Title I Part A Title II Parts A,D</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in math.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Instructional Time K-8 (EPC 2) math</p> <ol style="list-style-type: none"> 1 Establish and monitor daily schedules and master schedules to ensure that all students have sufficient instructional time to access grade level standards including EL and SWD students. Minimum time K 30 minutes, grades 1-6 60 minutes, 7-8 1 period. 2 Establish a process and develop a tool for district and site administrators to monitor daily instructional minutes for all students in mathematics and additional minutes of instruction for students in need of intensive and strategic support/shadow class period. Ensure that instructional minutes are not interrupted by such activities as Band, Pull-out programs etc. <p>Access to Math Standards-Aligned Courses 9-12 (EPC 8) math</p> <ol style="list-style-type: none"> 1. Develop the Master schedule at all sites so that all students are provided with instructional time that is sufficient to ensure access to math courses and instruction needed to master Algebra 1 and concepts and skill tested on CAHSEE. This schedule shall include extended or two period classes for intensive and strategic students and CAHSEE prep classes for 11th and 12th graders as needed including EL and SWD students. 2 Develop a district process to ensure that the master schedule at all sites provides all 9th and 10th graders the correct placement in mathematics especially for the students needing intensive and strategic intervention classes for two periods. 3 Develop a district mathematics course placement matrix for 9th and 10th graders that describes diagnostic assessments developed and used to identify strategic learners (unable to demonstrate proficiency in Algebra 1 and/or at risk of failing CAHSEE) and intensive learners (unable to demonstrate proficiency in 7th grade math standards). 4 Continue to use Zero period, Summer Math Institute, Block schedule for intensive math instruction and Algebra Institutes to support students in acquiring skills needed to be proficient in math. <p>Principal Instructional Leadership Training AB 430 (EPC 3) math</p> <ol style="list-style-type: none"> 1 Provide training for all K-6 principals and assistant principals in SB 472 for site core math program Module 1 by fall of 2008 including the 40 hours of practicum and Modules 2 and 3 during 2008-09. 	<p>Assistant Superintendent of Education Directors K-6,7-8, 9-12 Principals/Site Administrators Fall 2008</p> <p>Assistant Superintendent of Education Directors K-6,7-8, 9-12 Principals/Site Administrators Fall 2008</p> <p>Fall 2008</p> <p>Assistant Superintendent of Education Directors K-6 Principals/Site Administrators Fall 2008</p>	<p>No additional funding</p> <p>No additional funding</p> <p>SB 472/AB 430</p>	<p></p> <p>Title II Part A HPSGP QEIA \$2500 per person</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Principal Instructional Leadership Training AB 430 (EPC 3) math continued:</p> <p>2 Provide middle school and high school site administrators with AB 430 Module 1 for core math program and or intervention math programs by fall of 2008 including the 40 hours of practicum; Modules 2 and 3 need to be completed by 2008-09 school year. All but one principal completed AB 430 for math in summer of 2008.</p> <p>3 Require all K-12 principals to participate in ELPD training within 2008-2010.</p> <p>4 Establish the expectation that all principals will use the knowledge gained in SB 472/AB 430 to support the effective implementation of the math instructional program and to be held accountable through the district evaluation process.</p>	<p>Assistant Superintendent of Education Directors 7-8. 9-12 Principals/Site Administrators Fall 2008 2008-2010</p> <p>Beginning 2008-09 school year</p>	<p>SB 472/AB 430</p>	<p>Title II Part A HPSGP QEIA \$2500 per person</p>
<p>Teacher Credentials/HQT/Professional Development (EPC4) math</p> <p>1. Recruit and hire highly qualified teachers to fill elementary and secondary math positions.</p> <p>2. Establish a district and site plans for how math teachers without full credentials or HQT must attain credentials and or subject matter qualifications within the school year to be considered for rehiring next year. Written plans will be monitored by site principal and district throughout 2008-09.</p> <p>3. Provide AB 472 training for all K-6 teachers and 7-12 math teachers including special education teachers. AB472 training in the math program scheduled for summer of 2008 with some teachers taking advantage of this opportunity. The remaining teachers will need to attend as soon as possible and no later than 2008-09.</p> <p>4. Create a district data base for district and site to track all SB 472 training completed by teachers including their 80 hour of practicum. Monitor the completion of SB 472 including the 80 hours of practicum by site by teachers.</p> <p>5 Develop a plan and monitor for the completion of ELPD training for all district teachers by site by teacher with a schedule to train in 2008-09, 2009-2010 and 2010-2011 either in the summer or during the year.</p> <p>6 Develop and use a classroom observation tool to monitor the implementation of the mathematics program and strategies learned during SB 472 completed for use by principals, site and district administrators, math coaches/district TOAs.</p>	<p>Assistant Superintendent of HR Site Principals Beginning 2008-09</p> <p>Assistant Superintendent of Education Directors 7-8. 9-12 Principals/Site Administrators Fall 2008 2008-2010</p>	<p>SB 472 training costs</p> <p>Teacher Extra Duty ELPD</p>	<p>Title II Part A HPSGP QEIA \$2500 per person</p> <p>ELPD \$1000 per person SB472 EL Program \$2500 per person</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Student Achievement and Monitoring (EPC 5) math</p> <ol style="list-style-type: none"> District currently has and uses <i>Edusoft</i> Data banking system, periodic benchmark assessments, common end of semester/trimester assessments, reteach assessments aligned to Standards and a Data Protocol process including a district Data Analysis Worksheet that leads to the identification of SMART goals. Ensure that standards-aligned and curriculum embedded assessments based on the new core math adoptions are developed K-12 to determine student progress in mathematics, including Algebra and Algebra Readiness and math interventions. Provide on-going additional district and site professional development to increase staff understanding and use of the collaborative group process to analyze assessment data so that it leads to instructional responses designed to increase student learning K-12. Hold all teachers and administrators accountable for administering 6-8 week assessments in math, using the data system, to monitor student progress in mastering grade level standards in math. Schedule and conduct data team meetings (EPC 7) in math using most current math assessment data on a monthly basis for at least one hour. Use data to determine additional support needed for strategic and intensive students, English learners and students with disabilities. 	<p>Assistant Superintendent of Education Directors K-6,7-8,9-12 Principals/Site Administrators District Math CPS Math coaches Numeracy teachers Teachers IT Department Fall 2008</p>	<p>Edusoft Contract Data consultants Testing materials Hardware Software Equipment Training costs Teacher extra duty</p>	<p>Site costs \$340,000 STAR/CELDT testing costs TBA Title 1, Parts A General Funds Title III SLI ASES HPSGP QEIA</p>
<p>Instructional Support for Implementation of Math Adoptions (EPC 6) math</p> <ol style="list-style-type: none"> Provide ongoing district and site training for site math coaches, site math teacher representatives (numeracy leaders) and district math TOAs to fully implement new adoptions including monthly district training to build content knowledge, enhance content-specific pedagogy and making instructional decisions based on data. Provide ongoing district and site training for math coaches including monthly district training of all coaches with follow-up cognitive and instructional coaching support. Publish math coach job description. Site principals provide staff overview of math coach job including the concepts that coach's work is not invitational, not evaluative but is for all teachers to build consistent high level implementation of the math adoption. The coach should not be assigned administrative duties or be used for class coverage. 	<p>Assistant Superintendent of Education Directors K-6,7-8,9-12 Principals/Site Administrators District Math CPS Math coaches Numeracy teachers Teachers Fall 2008, 2008-09, 2009-10 Fall 2008</p>	<p>Training costs Salary of Math TOAs and district and site math coaches</p>	<p>General Funds Title I Part A Title II Part A \$102,836 per coach</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Teacher Collaboration by Grade Level or Course Level (EPC 7) math</p> <ol style="list-style-type: none"> 1 Train all teachers to effectively use the collaborative protocol process. 2 Calendar and hold grade level/course level math collaborative team meetings monthly for at least one hour. The purpose of the meetings is to discuss the instructional program and effective pedagogy to strengthen implementation of the math adoptions, monitor student progress in meeting standards and adjustment of the instructional program to meet the needs of students. 3 Using the Data Analysis Worksheet identified for use by the district, principals need to monitor the Data Meeting process including teacher attendance and meeting minutes (Analysis Worksheet can serve a minutes) decisions reached by team to adjust the instructional program or student level of support. 4 Principals need to attend Data Meeting frequently (monthly) to provide support and require accountability. 	<p>Assistant Superintendent of Education Directors K-6,7-8,9-12 Principals/Site Administrators District Math CPS Math coaches Numeracy teachers Teachers Fall 2008 Beginning fall 2008</p>	<p>NA</p>	<p>NA</p>
<p>Pacing Guides (EPC 8)</p> <ol style="list-style-type: none"> 1 Use district adoption process used to adopt the new math program that includes site level math teacher representation to develop math pacing guides K-12 for all new math adoptions including pacing guides for math intervention classes and SDC classes. Include a calendar of on-going district assessments aligned to standards in each pacing guide. 2 Monitoring of the on-going use of pacing guides at each site will be done by principals and district staff. 3 Annually review and revise all pacing guides at the district level with site representation in late spring to more effectively implement the new curriculum. 	<p>Assistant Superintendent of Education Directors K-6,7-8,9-12 Principals/Site Administrators Site administrators Summer 2008 Assistant Superintendent Directors K-6,7-8,9-12 Annually beginning in spring of 2009</p>	<p>Printing costs Teacher Extra Duty Pay</p>	<p>\$5,000 General Fund \$36.86 per hour Per teacher</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in Reading Language Arts.	Persons Involved/Timeline	Related Expenditures	Estimated Cost/ Funding Source
Colton Unified School District will begin the adoption process for the new RLA adoptions in late 2008 for implementation in the fall of 2009. During 2008-09 the following steps will be taken to fully implement the current ELA programs.			
EPC 1 Instructional Materials 1 Inventory site ELA resources to ensure that all teachers have TE editions and all students have text including any ancillary materials needed to fully implement the K-6 Houghton Mifflin: <i>A Legacy of Literacy</i> 2003, grades 7-8 McDougal Littell Inc.: <i>McDougal Littell Reading and Language Arts Program</i> , 2002 and High school Prentice Hall <i>Timeless Voices, Timeless Themes</i> 2002 ELA programs.	District/site administrators Teachers Fall 2008	Replacement texts	IMFRP TBD
EPC 1 Instructional materials for EL Program 1 Identify, purchase and fully implement a new English learner program for EL students at the 7 -12 level. Design the instructional day for English Learners to include sufficient time to master both ELA and ELD standards appropriate to their level of instruction.	Assistant Superintendent Directors 7-8,9-12, EL Principals Teachers	Purchase of EL program Grades 7-12	EIA/LEP ELAP Title III \$120,000
EPC 2/8 Instructional Time 1 Review current daily schedules K-6 and master schedules 7-12 to ensure that all students have sufficient time and support to fully access the core program. Additional time and/or class periods need to be provided to students needing extended or two period classes for strategic or intensive support. Arrange for additional intervention core programs for students in intensive including EL and SWD students. 2 District administrators and site principals shall monitor the use of instructional time to ensure that all students have sufficient time daily.	District/site administrators Teachers Fall 2008 On-going	NA	No Additional Funding
EPC 3 AB 430 Instructional Leadership 1 Require all K-12 site administrators, TOAs, and CPSs (coaches) to attend ELPD training which counts as completion of the 40 hours of practicum.	Assistant Superintendent K-12 2008-09,2009-2010	Cost of ELPD training	Title II \$1000 per person
EPC 4 Teacher Credentials/Teacher Training 1 Require all district K-12 teachers to attend ELPD training. This will count as 40 hours of their required 80 hours of practicum following the SB 472 for the new math program. 2 Monitor teachers for appropriate credentials to teach all core classes.	Directors K-6,7-8, 9-12 Site principals 2008-09,2009-2010	Cost of ELPD training	Title II \$1000 per person

Please identify those actions to fully implement Corrective Action F and increase student achievement in RLA.	Persons Involved/Timeline	Related Expenditure	Estimated Cost/ Funding Source
<p>EPC 5 Student Achievement and Monitoring CJUSD currently uses <i>Edusoft</i> Data system, periodic assessments, common end of semester/trimester assessments, reteach assessments aligned to standards and a Data Protocol process including a district Data Analysis Worksheet that leads to identification of SMART goals.</p> <ol style="list-style-type: none"> 1 Ensure that standards-aligned and curriculum embedded assessments based on the current R/ELA adoptions are used K-12 to determine student progress in reading language arts, including students in the new ELD. 2 Provide on-going additional district and site professional development to increase staff understanding and use of the collaborative group process to analyze assessment data so that it leads to instructional responses designed to increase student learning K-12. 3 Hold all teachers and administrators accountable for administering 6-8 week assessments in RLA, using the data system, to monitor student progress in mastering grade level standards in ELA and ELD standards. 4 Schedule and conduct data team meetings (EPC 7) in R/ELA using most current assessment data two times per month for at least one hour. 5 Use data to determine additional support needed for strategic and intensive students, English learners and Students with Disabilities. 	<p>Director of Assessment & Evaluation and Assessment Site principals Teachers 2008-09, 2009-10</p>	<p>Edusoft Contract Software Hardware</p>	<p>\$250,00 Title I Part A \$320,00 Title I Part A, \$ 60,00 Title III \$ 10,000 Title V Site costs SLI Site costs EIA \$25,000 BTSA</p>
<p>EPC 6 Instructional Support for Implementation of RLA adoptions</p> <ol style="list-style-type: none"> 1 Hire RLA coaches for all sites. 2 Provide on-going district and site training for RLA coaches and district TOAs to build content knowledge and provide consistent implementation. 3 Provide a job description of the RLA coach that includes model lessons, demonstrations and co-plan co-teach with fellow teachers. 	<p>District Administrators Site Principals 2008-09, 2009-2010</p>	<p>Cost of RLA coaches/ TOAs</p>	<p>Site categorical funds Title I, HPGSP \$102,836 per coach</p>
<p>EPC 7 Teacher collaboration By Grade Level and Course Level</p> <ol style="list-style-type: none"> 1 Calendar/hold grade level/course level R/ELA collaborative team meeting two times per month (one hour) to discuss instructional Program, ways to strengthen implementation of the R/ELA programs, monitor student progress in meeting standards and adjustment of the instructional to meet the needs of students. 2 Principals attend data meetings frequently (monthly) to provide support and require accountability. 	<p>Site principals Teaches Coaches Fall 2008 2008-09 2009-2010</p>	<p>NA</p>	<p>No Additional Funding</p>
<p>EPC 8 Pacing Guides</p> <ol style="list-style-type: none"> 1. Ensure full use of district guides to consistently implement program. Include assessments and schedule in the pacing guides 	<p>Principals/teachers Fall 2008-ongoing</p>	<p>NA</p>	<p>No Additional Funding</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in Reading Language Arts.	Persons Involved/ Timeline	Related Expenditure	Estimated Cost/ Funding Source
<p>Colton Unified School District will utilize the district process to use district staff, site literacy representatives, parents and community representatives to examine, select for pilot and identify new Reading Language Arts curriculum to be in full implementation by fall of 2009.</p>			
<p>Instructional Materials Reading Language Arts (EPC 1) K-12 RLA</p> <ol style="list-style-type: none"> 1 Follow the district adoption process to review the 2008 RLA SBE adopted programs using the RLA framework for alignment to state standards, as appropriate for Colton students including appropriate ancillary materials for intensive, strategic and grade level students including English learners and students with disabilities. 2 Convene a district adoption committee with grade level/course level representation from all sites. (Winter 2008-09) 3 Review programs according to selection criteria and distribute materials for pilot to selected teachers (Jan-April 2009). 4 Submit recommendations to superintendent for selected programs to board for adoption by May 2009. 5 Submit selections to Board for approval of the adoptions in June 2009. 6 Submit purchase orders for program materials by July 1 ensuring sufficient quantity of texts for students and teachers including special education students. Give each site a list of required materials for all classes including appropriate ancillary materials for intensive, strategic and grade level students including English Learners and Students with disabilities. 7 Establish a plan to distribute all materials to each site and teacher in time for the teachers to attend summer AB 472 training and for student materials to arrive before the beginning of the 2009 school year including schools on an YRE schedule. 8 Develop and implement a plan to pick up and discard all old RLA adoption materials. 9 Develop a tool to monitor the implementation of the daily and appropriate use of the RLA programs by all students in all classrooms <p>Train district and site administrators and coaches to use this tool.</p>	<p>Assistant Superintendent of Education Directors K-6,7-8, 9-12 Principals/Site Administrators Coaches/TOAs Literacy leaders/Coaches K-12 Language Arts teachers ELD site leaders Curriculum Program Specialists Jan- July 2009 Assistant Superintendent of Education Directors K-6,7-8,9-12 Principals/Site Administrators District Math CPS Math coaches Numeracy teachers Teachers July 2009</p>	<p>Textbooks Instructional materials/tests District and site licenses Software Hardware Staff Development</p>	<p>TBD IMFRP \$250,00 Title I Part A \$320,00 Title II Part A, D \$ 60,00 Title III \$ 50,000 Title V Site costs SLI Site costs EIA \$25,000 BTSA Special Education AB 430 funds</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in the new RLA.	Persons Involved/ Timeline	Related Expenditure	Estimated Cost/ Funding Source
<p>EPC 1 Instructional Time K-8 RLA</p> <ol style="list-style-type: none"> 1 Establish grade level daily schedules/master schedules that provide all students with the required minutes of instruction sufficient to appropriately access the grade level standards including EL and SWD students. K-60 minutes; grades 1-3 2.5 hours; grades 4-6 2 hours; grades 7-8, 1-2 hours plus appropriate time for ELD 30-45 minutes. 2 Establish a tool to monitor the use of instructional time according to EPC 2 to be used by district and site administrators. 3 Ensure additional daily time and support for students needing strategic and intensive support. 4 Ensure that RLA instructional minutes are not interrupted by such activities such as Band Pull-out programs etc. 	<p>Directors K-6,7-8, Principals/Site Administrators Coaches/TOAs Literacy leaders/Coaches K-6 Teachers ELD site leaders Curriculum Program Specialists Fall 2009</p>	<p>NA</p>	<p>No Additional Funding</p>
<p>EPC 2 Access to ELA Standards-Aligned Courses 9-12 RLA</p> <ol style="list-style-type: none"> 1 Provide Master schedules that provide all students with instructional time sufficient to appropriately access necessary ELA courses and instruction needed to master ELA skills tested on CAHSEE including extended or two period classes for intensive and strategic students and CAHSEE prep classes for 11th and 12th graders including EL and SWD students. 2 Develop and use a district process designed to monitor master schedules for correct placement of students in appropriate 9th and 10th grade graders needing intensive or strategic intervention classes for two periods. 3 Develop criteria for placing 9th and 10th graders into strategic and intensive classes including identification of diagnostic assessments that identify strategic students (at 6th grade RLA or at risk of not passing CAHSEE) and intensive learners (not proficiency in 6th grade standards). 	<p>Directors 9-12 Principals/Site Administrators Coaches/TOAs Literacy leaders/Coaches ELA Teachers ELD site leaders Curriculum Program Specialists</p>		
<p>EPC 3 Principal Instructional Leadership RLA</p> <ol style="list-style-type: none"> 1 Provide AB 430 training for all K-6 site principals and assistant principals in the core RLA adoption for Module 1; AAB 430 Modules 2 and 3 completed by all principals by fall of 2009. 2 Provide all middle school and high school site administrators AB 430 Module 1 in new ELA core program and/or intervention reading programs by fall of 2009. 3 Require all K-12 principals to attend ELPD training within the 2008-09, 2009-2010. 4 Establish the expectation that principals will use the knowledge gained in AB 430 to support effective implementation of the new RLA programs and be held accountable through the district principal evaluation process. 	<p>Superintendent Assistant Superintendent Directors K-6,7-8,9-12 Principals K-12 Summer 2009</p>	<p>Training costs</p>	<p>AB430 Training \$3,000 per person</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in the new RLA.	Persons Involved/ Timeline	Related Expenditure	Estimated Cost/ Funding Source
<p>EPC 4 Teacher credentials/HQT/Teacher Training RLA</p> <ol style="list-style-type: none"> 1 Establish and use district database to track all teachers training in SB 472 training in the new RLA programs including the 80 Hours of practicum by site and by teacher. 2 Recruit and hire highly qualified teachers to fill elementary positions and secondary ELA positions. Establish a plan for each teacher without proper credentials to become qualified within the school year to be considered for hire the next year. The written plans will be monitored by principal and district. 3 Provide SB 472 training in the new RLA adoptions August of 2009 for all K-6 teachers and 7-12 ELA teachers including special education teachers. Any teachers not able to attend summer training will be trained during the 2009-10 school year. 4 All teachers should have ELPD training before the 2009 RLA adoption and only teachers new to the district should need training during the 2010 school year. Provide that training for any new teachers during 2009-10. 5 Develop a classroom observation tool to monitor implementation of the new RLA program for use by principals, site and district administrators, RLA coaches and district TOAs. 6 Provide teachers with specific training in ELA and ELD standards to ensure instruction in both for all English Learner students who need ELD. 	<p>Assistant Superintendent Human Resources Site Principals Beginning 2008 school year</p> <p>Directors K-6,7-8 9-12 Coaches/TOAs Summer 2009 District /Site administrators Fall 2008-09</p>	<p>NA</p> <p>NA</p> <p>Training Costs</p>	<p>No Additional Funding</p> <p>No Additional Funding</p> <p>Training Cost \$232,385</p>
<p>EPC 5 Student Achievement and Monitoring RLA</p> <p>Colton currently uses Edusoft Data system, periodic assessments, common end of semester/trimester assessments, reteach assessments aligned to standards and a Data Protocol process including a district Data Analysis Worksheet that leads to identification of SMART goals.</p> <ol style="list-style-type: none"> 1 Develop and ensure the use of standards-aligned and curriculum embedded assessments based on the new RLA adoptions are used K-12 to determine student progress in reading language arts, including students in intervention programs and ELD instruction. 2 Provide on-going additional district and site professional development to increase staff understanding and use of the collaborative group process to analyze assessment data so that it leads to instructional responses designed to increase student learning K-12. 3 Hold all teachers and administrators accountable for administering 6-8 week assessments in RLA, using the data system, to monitor student progress in mastering grade level standards in ELA and ELD standards. 	<p>Assistant Superintendent Directors K-6, 7-8, 9-12. Assessment & Evaluation Principals/site administrators District TOAs RLA coaches Teachers Begin new assessment development to match new ELA programs in late spring of 2009</p>	<p>Edusoft contract Software Hardware Teacher extra duty pay</p>	<p>\$250,000 Title I Part A \$320,00 Title II Part A, \$ 60,00 Title III \$50,000 Title V</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in the new RLA.	Persons Involved/ Timeline	Related Expenditure	Estimated Cost/ Funding Source
<p>EPC 5 Student Achievement and Monitoring RLA (continued)</p> <p>4 Schedule and conduct data team meetings (EPC 7) in R/ELA using most current assessment data two times per month for at least one hour.</p> <p>5 Use data to determine additional support needed for strategic and intensive students, English learners and students with disabilities.</p> <p>6 Utilize the district's Data Analysis Worksheet to record team decisions, establish SMART goals and track progress. Use this form as minutes for the meeting to be given to the site principal who will use it to keep informed about student progress and maintain team accountability.</p>	<p>Principal/Site administrators Teachers Beginning Fall 2009</p>	<p>NA</p>	<p>No Additional Funding</p>
<p>EPC 6 Instructional Support for Implementation of RLA Adoptions</p> <p>1 Hire RLA coaches for all sites.</p> <p>2 Provide on-going district and site training for site RLA coaches, district TOAs in new RLA adoptions.</p> <p>3 Provide teachers at each site with coaching support to demonstrate lessons, model lessons and engage in co-plan co-teach work. In order to fully implement the new RLA adoptions.</p> <p>4 Ensure that all teachers including the site special education teachers and the reading intervention teachers have access to and support from the site RLA coach.</p>	<p>Assistant Superintendent of Human Resources Principals Process to begin in 2008-09 continue to provide support 2009-10, 2010-2011</p>	<p>Salaries of site RLA coaches</p>	<p>Cost of one Coach \$102,836</p>
<p>EPC 7 Teacher collaboration By Grade Level and Course Level</p> <p>1 Calendar/hold grade level/course level R/ELA collaborative team meeting two times per month (one hour each) to discuss the instructional program, ways to strengthen implementation of the R/ELA programs, monitor student progress in meeting standards and adjustment of the instructional to meet the needs of students.</p> <p>2 Ensure that teachers have the latest data including formative assessment data in a timely manner (within one week of the assessment) to use during Data meetings. Also provide teachers with lists of students who are strategic, intensive and students who are ELs and not making sufficient progress in learning ELD standards.</p> <p>3 Principals need to attend Data Meeting frequently (monthly) to provide support and require accountability.</p> <p>4 RLA coaches are to attend and support grade level/course level team meetings and provide support based on student data.</p> <p>5 Special education teachers shall be assigned to a grade level/course level collaborative team based on the most common needs of their students.</p>	<p>Directors K-6,7-8, 9-12 Elementary and secondary Principals RLA coaches Teachers Process to begin in 2008-09 continue to provide support 2009-10, 2010-2011</p>	<p>NA</p>	<p>No Additional Funding</p>

Please identify those actions to fully implement Corrective Action F and increase student achievement in the new RLA.	Persons Involved/ Timeline	Related Expenditure	Estimated Cost/ Funding Source
<p>EPC 8 Pacing Guides RLA</p> <ol style="list-style-type: none"> 1 Establish a process and criteria for developing RLA pacing guides that are comprehensive, district grade level/course level guides using committees of site and district representatives who review new adopted RLA materials along with grade level blueprints and CST released test questions. 2 RLA pacing guides will determine the sequence and schedule for RLA instruction assessment for all K-8 classes including RLA intervention classes for intensive learners and strategic learner support from the Basic program ancillary materials. 3 Establish a district process for site to implement and monitor the use of the new RLA pacing guides. 4 Establish a process to annually review and revise the district RLA pacing guide in late spring to more effectively implement the RLA program and better meet the needs of all students. 	<p>Assistant Superintendent of Education Directors K-6, 7-8 and 9-12 District ELA TOAs Site Principals Site RLA coaches Literacy teachers K-6 teachers 7-12 ELA teachers Late spring of 2009</p>	<p>Teacher extra duty pay Printing cost</p>	<p>Teacher Extra Duty Pay \$36.86 per hour \$5000 general fund</p>

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

The DAIT Blueprint Survey conducted with key district staff, the Academic Program Survey results conducted with every site staff and district records indicate the following level of professional development. **ELA Current Status:** In the English language arts core program between 40% and 98% percent of the K-6 teachers have attended SB 472 for the Houghton Mifflin *A Legacy of Literacy* 2002 depending on which school site. Between 9% and 22% of 7-8 ELA teachers have attended SB 472 for the core ELA McDougall Littell *McDougal Littell Reading and Language Arts Program, 2002* depending on the site. Between 9% and 73% of the 7-8 teachers have been trained in *SRA/McGraw-Hill, SRA/Reach Program, 2002* or Hampton Brown, *High Point* depending on the site. At the 9-12 grade level between 13% to 100% of the staff have been to SB 472 for the core Prentice Hall *Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002* ELA program depending on the site. Three of grade 9-12 teachers have been trained in the ELA Scholastic, *Read 180, 2002* at one site and 7% have been trained in Hampton Brown *High Point* at the same site. In mathematics core program between 6% and 82% of the staff K-6 have attended AB 466/SB 472 for the old Harcourt Brace Harcourt School Publishers: *Harcourt Math 2002*. At the 7-8 grade level between 13% and 100% of the teachers were trained in CGP math and at 9-12 between 20% and 25% of the teachers were trained in Holt math core program AB 466/SB 472 training.

Math Current Status: District records indicate that a number of SB 472 training opportunities were provided to teachers for the new math adoptions K-12 including K-6 teacher training during the summer for the new Pearson Scott Foresman: *Scott Foresman-Addison Wesley enVisionMath California*. A number of teachers are attending that K-6 math training depending on the site 0% to 44% of the staff. At the 7-8 level middle school SB 472 training for CGP Education, Inc. *California Standards-Driven Mathematics Program: Course One, Course Two, Algebra 1* is being offered. Sites had between 13% and 50% of their middle school teachers attending training this summer in the new UCLA Algebra Readiness Introduction to Algebra. At the 9-12 level between 29% and 70% were trained in SB 472 for the new Holt, Rinehart and Winston *Holt California Algebra Readiness*. Records for the completion of the 80 hours of practicum for teachers previously attending AB466/SB 472 training has been difficult to capture and district records are not consistently kept, and teachers' completion of hours not consistently monitored or tracked.

RLA Current Adoption A new English Learner EL program needs to be identified to support English Learners at grades 7-12. The teachers who will be teaching this program will need to attend SB 472 for that program. The Aggregated Academic Program Survey for all district schools indicates that all levels; elementary, middle and high have minimal or partial support of ELA and math coaches and content experts to support the full implementation of the core and/or intervention instructional programs.

The pattern that emerges when examining the SB 472 training for CJUSD teachers in RLA and math shows great inconsistency from site to site. All teachers at every site K-6 and all 7-12 ELA and math teachers will need to complete SB 472 for those core content areas.

Title III Year 4 Plan: Please see Question 6 for a full explanation of the Title III Year 4 plan. The district identified five major solutions in its Title III Year 4 plan including the use of interim ELD benchmark assessments to monitor EL student progress, teach academic language across the curriculum, use SDAIE, ELD, GLAD, Direct Instruction and Reciprocal Teaching, teachers will include ELD standards in lessons taught, and secondary administrators, counselors and teachers will be trained on how to put together the components of a comprehensive EL program that meets the needs of their students.

Note: The deadline for CJUSD's Comprehensive Plan for Improving Teacher and Principal Quality to Ensure the Equitable Distribution of Highly Qualified and Effective Teachers and Principals was extended by CDE to September 30, 2008.

Please see method of identification of professional development needs above. See actions below designed to address identified needs.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Instructional staff (Teachers and Paraprofessionals)</p> <ol style="list-style-type: none"> 1 Provide SB 472 for all K-6 teachers, coaches and TOAs in new RLA core, RLA Interventions for teachers teaching that program and math adoptions, all 7-12 ELA teachers, coaches and TOAs in core ELA and reading interventions, and all 7-12 math teachers, coaches and TOAs in core mathematics or math interventions, including completion of 80 hours of practicum. This includes special education teachers. 2 Provide all K-12 teachers ELPD training. This can count as 40 hours of the teachers 80 hours of practicum. 3 Provide paraprofessionals SB 472 or similar training in RLA and/or math adoptions as well as similar ELPD. 4 Provide all teachers (unless previously credentialled or authorized) training, classes and testing for EL authorization. 5 Provide all non-highly qualified teachers with support with classes and tests needed to attain HQT status. 6 Provide teachers with professional development in research-based strategies designed to increase the achievement of English Learners. (see Question 6) 7 Provide all special education teachers, TOAs and program specialists with on-going training in effective models for special education such as push-in, inclusion models, teacher collaboration with general ed staff, learning centers and interventions based on learner needs not program designation. Include training in adopted core RLA and math and intervention programs, student placement and scheduling issues. 8 Provide on-going training for all teachers in the use of the district data system designed to ensure that all staff can access reports and use the information for instruction. 9 Provide training for all teachers in the analysis and use of the state and federal data and formative assessment results that results in an increase in student achievement. 10 Provide all K-12 teachers access to ELA and Math coaches and/or content experts to ensure full implementation. 	<p>Assistant Superintendent Directors, K-6, 7-8, 9-12 EL Services, Special Ed., Assessment & Evaluation Principals, Site Administrators District TOAs Coaches Teachers Paraprofessionals Beginning summer 2008-09 math Beginning summer 2009-10 RLA</p> <p>ELPD provided 2008-09, 2009-10.</p> <p>Director of Special Education services Beginning 2008-09 continually</p> <p>Assistant Superintendent Directors, K-6, 7-8, 9-12 EL Services, Special Ed., Assessment & Evaluation Principals, Site Administrators District TOAs Coaches Teachers 2008-09, 2009-10, 2010-11</p>	<p>Training costs</p> <p>Teacher Training stipends</p> <p>Teacher SB 472 training and practicum stipends</p> <p>Paraprofessional cost of time for training</p> <p>Sub Costs</p> <p>No additional costs</p> <p>Salary of site ELA and math coaches</p>	<p>\$250,000 Title I Part A \$300,00 Title II Part A,D Title III Title V Special Education BTSA SB 472 Reimbursement funds Site costs SLI, EIA HPSGP QEIA funds</p> <p>Special Education funds</p> <p>\$102,836 a coach District and site funds</p>

Please explain how you identified those needs and how you will address them.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>District and Site Administrators</p> <ol style="list-style-type: none"> 1 Provide all K-6 principals and assistant principals SB 472 training in the new 2007 Scott Foresman math program for Module 1 by the fall of 2008. Provide Modules 2 and 3 for all site administrators by the June 2009. 2 Provide all middle and high school site administrators AB 430 Module 1 for new core program CGP Math 7 and Algebra (middle school) and Holt (high school) and/or the new math intervention programs by the fall of 2008; modules 2 and 3 to be provided and completed by June 2009. 3 Train all principals and assistant principals in AB 430 in new adopted RLA core program Module 1 by August of 2009 and modules 2 and 3 by winter of 2009-10. 4 Provide middle school and high school administrators AB 430 Module 1 training new core ELA program and/or intervention reading programs by August 2009; Modules 2 and 3 to be completed in 2009-10. 5 Provide and require all K-12 principals to take ELPD training during the 2008-09 school year. 6 Provide instructional coaching support for principals to include classroom walkthroughs with principal to monitor full implementation of EPC 1 and 2. Coach to conference with principals on the implementation of EPC 5 and 7 reviewing data reports from district benchmark assessments and other formative assessments, planning next steps and staff use of data protocol process, SMART goals etc. 7 Provide Response-to-Intervention training (RtI) for all site principals and district administrators to ensure an understanding of core components of an RtI system of support for all learners including interventions, support for EL and SWD students and any other students at risk of not meeting grade level standards. 8 Provide observation tools and training for principals to use to check implementation of new Math and RLA adoptions. 9 Develop support for all site coaches and TOAs to reinforce their skills in implementing the current RLA program. 	<p>Assistant Superintendent Directors, K-6, 7-8, 9-12 EL Services, Special Ed., Assessment & Evaluation Principals, Site Administrators District TOAs Coaches SB 472 and AB 430 providers Math adoptions summer /fall 2008 ELA Summer/fall 2009</p> <p>Assistant Superintendent Directors, K-6, 7-8, 9-12 Beginning 2008-09</p> <p>Assistant Superintendent Directors, K-6, 7-8, 9-12 2008-09</p> <p>Assistant Superintendent Directors, K-6, 7-8, 9-12 Math fall 2008/ELA fall 2009 Fall 2008 continuing 2009-10, 2010-11</p>	<p>Training Costs</p> <p>Principal coach consultants</p> <p>RtI trainers</p> <p>No additional cost</p>	<p>Training Cost SB472 \$2500 per person</p> <p>Principal Coaching \$35,000</p> <p>Response to Intervention Training \$15,000</p>

Please explain how you identified those needs and how you will address them.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>District and Site Administrators (continued)</p> <p>10 Train principals in requirements for HQT and credentialing and how to correctly monitor teacher assignments.</p> <p>11 Provide all administrators professional development in analysis and use of state and federal data and in how to use and monitor the use of formative assessment data to ensure an instructional response that result in an increase in student learning.</p>	<p>Assistant Superintendent Directors, K-6, 7-8, 9-12 Director Assessment & Evaluation Fall 2008 ongoing</p>	<p>No additional costs</p>	
<p>EL Teacher Training and Support</p> <p>1 Train teachers in how to deliver effective instruction in academic language, SDAIE, GLAD and Direct Instruction in order to support the needs for English learners.</p> <p>2 Provide teacher training in the how to incorporate ELD standards into content courses.</p> <p>3 Train all teachers who will use the new English Learner program 7-12 with effective implementation strategies and how to meet the unique needs of grade 7-12 English Learner students.</p>	<p>Site administrators SB COE Central office administrators</p>	<p>ELPD</p>	<p>Cost ELPD \$1000 per person</p>
<p>Students with Disabilities</p> <p>1 Train all SWD staff with strategies for push-in collaborative models of instruction.</p> <p>2 Provide general education teachers with training in how to differentiate instruction for all students including SWD students to provide them access to grade level standards in RLA and math using flexible and cooperative grouping.</p> <p>3 Provide teachers training and coaching support to deliver systematic, explicit direct instruction followed by guided and independent practice with checking for understanding throughout the lesson.</p> <p>4 Train and support teachers to use universal access materials (as extension of the daily lesson) to address student literacy needs.</p> <p>5 Place Students with Disabilities so that they are appropriately educated in general education settings with suitable accommodations and support.</p>	<p>Directors K-6,7-8, 9-12 Director of Special Ed. Principals Teachers 2008-09,2009-10,2010</p>	<p>Cost of Training</p>	<p>Special Education Funding \$15,000</p>

6. Include specific academic achievement and English Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System.

Title III AMAO Goal Report – Colton Joint Unified School District

Name	AMAO I					AMAO II					School Level
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10	
	%	%	%	Target	Target	%	%	%	Target	Target	
Colton Joint Unified	59.1	52.2	53.2	51.6	53.1	37.1	32.0	33.2	30.6	32.2	Unified
Abraham Lincoln Elementary	43.0	52.2	50	51.6	53.1	28.7	31.4	31	30.6	32.2	ES
Alice Birney Elementary	42.1	55.2	42	51.6	53.1	20.0	35.4	20	30.6	32.2	ES
Cooley Ranch Elementary	55.6	37.2	62	51.6	53.1	34.1	26.7	46	30.6	32.2	ES
Crestmore Elementary	57.1	49.2	62	51.6	53.1	35.6	26.7	46	30.6	32.2	ES
Gerald A. Smith Elementary	59.5	49.7	54	51.6	53.1	45.8	28.0	34	30.6	32.2	ES
Grand Terrace Elementary	33.7	69.6	55	51.6	53.1	20.8	46.8	43	30.6	32.2	ES
Jurupa Vista Elementary	53.0	61.5	56	51.6	53.1	30.1	46.0	29	30.6	32.2	ES
Mary B. Lewis Elementary	46.4	49.2	53	51.6	53.1	27.7	26.9	36	30.6	32.2	ES
Michael D'Arcy Elementary	65.4	66.7	57	51.6	53.1	48.6	50.9	54	30.6	32.2	ES
Paul Rogers Elementary	42.9	39.5	53	51.6	53.1	27.3	24.5	33	30.6	32.2	ES
Reche Canyon Elementary	67.5	61.8	58	51.6	53.1	49.1	47.2	41	30.6	32.2	ES
Ruth Grimes Elementary	72.5	32.7	46	51.6	53.1	49.5	23.8	38	30.6	32.2	ES
Sycamore Hills Elementary	48.4	47.7	61	51.6	53.1	28.4	40.4	44	30.6	32.2	ES
Terrace View Elementary	64.0	56.0	62	51.6	53.1	*	*	*	30.6	32.2	ES
Ulysses Grant Elementary	54.3	52.3	61	51.6	53.1	34.1	37.2	40	30.6	32.2	ES
Walter Zimmerman Elementary	51.3	54.7	59	51.6	53.1	33.8	39.6	39	30.6	32.2	ES
William McKinley Elementary	47.5	52.9	56	51.6	53.1	29.1	34.7	32	30.6	32.2	ES
Woodrow Wilson Elementary	52.3	38.7	44	51.6	53.1	25.2	15.8	31	30.6	32.2	ES
Bloomington Middle	78.8	62.1	57	51.6	53.1	61.1	31.3	36	30.6	32.2	MS
Colton Middle	77.8	65.5	53	51.6	53.1	50.4	41.0	34	30.6	32.2	MS
Ruth O. Harris Middle	67.9	54.4	50	51.6	53.1	40.9	29.9	22	30.6	32.2	MS
Terrace Hills Middle	68.4	61.9	49	51.6	53.1	42.9	44.4	24	30.6	32.2	MS
Bloomington High	81.9	61.3	52	51.6	53.1	51.9	31.9	23	30.6	32.2	HS
Colton High	68.8	35.6	44	51.6	53.1	38.4	11.5	25	30.6	32.2	HS
Slover Mountain High (Continuation)	91.4	40.6	*	51.6	53.1	*	*	*	30.6	32.2	HS
Washington High	88.5	*	*	51.6	53.1	*	*	*	30.6	32.2	HS

AMAOs are applied by CDE only at the LEA level; site level computations are provided for informational purposes only.

AMAO Goals	AMAO I					AMAO II					School Level
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	
	52	48.7	50.1	51.6	53.1	31.4	27.2	28.9	30.6	32.2	
											Unified
											ES/MS
											HS

Name	AMAO III ELA						AMAO III Math						School Level
	05-06	06-07	07-08	08-09	09-10	09-10	05-06	06-07	07-08	08-09	09-10	09-10	
	%	%	%	Target	Target	Target	%	%	%	Target	Target	Target	
Colton Joint Unified	17.7	18.4	22.9	45	56	56	25.7	24.8	26.5	45.5	56.4	56.4	Unified
Abraham Lincoln Elementary	8.2	20.1	23.3	45	56	56	22.3	31.4	35.4	45.5	56.4	56.4	ES
Alice Birney Elementary	10.9	11.5	13.9	45	56	56	23.7	19.8	23.9	45.5	56.4	56.4	ES
Cooley Ranch Elementary	39.7	32.1	35.2	45	56	56	65.5	51.2	50.5	45.5	56.4	56.4	ES
Crestmore Elementary	26.5	20.6	22.1	45	56	56	35.5	27.0	31.3	45.5	56.4	56.4	ES
Gerald A. Smith Elementary	24.4	28.3	29	45	56	56	43.0	46.7	45.6	45.5	56.4	56.4	ES
Grand Terrace Elementary	17.6	14.9	29.8	45	56	56	35.2	28.3	31.3	45.5	56.4	56.4	ES
Jurupa Vista Elementary	30.4	27.3	28.8	45	56	56	31.5	32.3	33.1	45.5	56.4	56.4	ES
Mary B. Lewis Elementary	14.2	13.7	21	45	56	56	23.2	25.6	26.7	45.5	56.4	56.4	ES
Michael D'Arcy Elementary	38.1	32.6	42.9	45	56	56	63.5	47.7	67.1	45.5	56.4	56.4	ES
Paul Rogers Elementary	14.4	13.8	19.5	45	56	56	28.6	28.4	27.3	45.5	56.4	56.4	ES
Reche Canyon Elementary	30.3	32.8	40.7	45	56	56	40.8	43.1	54.5	45.5	56.4	56.4	ES
Ruth Grimes Elementary	21.5	22.4	21	45	56	56	33.7	34.1	32.8	45.5	56.4	56.4	ES
Sycamore Hills Elementary	29.2	23.3	38.7	45	56	56	39.2	38.4	40.8	45.5	56.4	56.4	ES
Terrace View Elementary	38.7	51.4	50	45	56	56	51.6	60.0	57.5	45.5	56.4	56.4	ES
Ulysses Grant Elementary	18.8	21.6	25.1	45	56	56	33.8	29.8	36.7	45.5	56.4	56.4	ES
Walter Zimmerman Elementary	17.3	15.2	24.4	45	56	56	27.3	25.2	27.8	45.5	56.4	56.4	ES
William McKinley Elementary	23.4	25.5	26.8	45	56	56	35.5	37.6	34.1	45.5	56.4	56.4	ES
Woodrow Wilson Elementary	13.2	13.9	15.6	45	56	56	23.9	27.1	27.2	45.5	56.4	56.4	ES
Bloomington Middle	10.3	14.3	19.5	45	56	56	7.9	5.0	5	45.5	56.4	56.4	MS
Colton Middle	7.4	10.7	17.5	45	56	56	6.1	4.6	4	45.5	56.4	56.4	MS
Ruth O. Harris Middle	14.3	14.6	22.9	45	56	56	15.9	11.4	12	45.5	56.4	56.4	MS
Terrace Hills Middle	10.2	14.2	17.2	45	56	56	11.9	8.7	11.9	45.5	56.4	56.4	MS
Bloomington High	19.4	16.4	13.4	45	56	56	16.2	14.7	15.6	45.5	56.4	56.4	HS
Colton High	21.8	11.8	18.1	45	56	56	14.3	14.9	16.5	45.5	56.4	56.4	HS
Slover Mountain High (Continuation)	*	*	*	45	56	56	*	*		45.5	56.4	56.4	HS
Washington High	*	*	*	45	56	56	*	*		45.5	56.4	56.4	HS

AMAO Goals	AMAO III ELA						AMAO III Math						School Level
	2006	2007	2008	2009	2010	2010	2006	2007	2008	2009	2010	2010	
	23	23	34	45	56	56	23.7	23.7	34.6	45.5	56.4	56.4	
24.4	24.4	35.2	46	56.8	56.8	56.8	26.5	26.5	37	47.5	58	58	ES/MS
22.3	22.3	33.4	44.5	55.6	55.6	55.6	20.9	20.9	32.2	43.5	54.8	54.8	HS

Analysis

In its Title III Year 4 Plan, Colton Joint Unified School analyzed CST and CELDT data and found English learners met state English proficiency targets on the CELDT (AMAOs 1 & 2). They have also met their AYP targets in math (AMAO 3). However, ELs have not met their ELA percent proficient targets (AMAO 3) from 2003-2007. In 2006-07, the ELA Target was 23.0% and Colton's EL subgroup missed it by 4.6%. CELDT: Analysis of the most current CELDT results indicate that most ELs are performing at the Intermediate levels on the CELDT, and this is the level showing the greatest difficulty in achieving English Proficiency. CST: ELA & Math proficiency is relatively high in grades 2-4 and decreases considerably in the higher grades. A higher percentage of the Intermediate ELs score at the Basic level in English Language Arts in the lower grades. At the higher grades (grades 5-8) most score in the lower proficiency bands. Data also indicate that over half of ELs at the English Proficient level in the 7th & 8th grade are in the two CST lowest bands. Data indicate that there are a high number of R-FEPs & EL students at the English Proficient level scoring Basic on CST's. 43.2% of R-FEP students in grades 2-8 scored at the Basic level. 46% of EL students at the English Proficient level on CELDT also scored at the Basic level. These students have the potential to become proficient. The challenge is to provide appropriate RLA instruction based on these students' assessed needs to assist them in achieving proficiency. CAHSEE: Analysis of CAHSEE results indicate a higher percentage of the ELs who have been in the district six or more years pass the CAHSEE in ELA. However, the percent scoring proficient decreases with years spent in the district. R-FEPs are scoring higher than English Only students on CAHSEE.

Strategies

The district identified five major solutions in its Title III Year 4 Plan:

- Teachers will use interim ELD benchmarks (checkpoints) to carefully monitor student progress. Teachers will use this data to guide their instruction, group their students for RLA and ELD, and to monitor students' mastery of ELA/ELD skills. Additional after school instruction to focus on specific student needs will be provided.
- To address the need to teach Academic Language, teachers will work together to identify academic language across the curriculum and ensure that academic language development is integrated across content areas. All content area teachers will be trained in the skills and understanding needed to foster students' academic language skills.
- To ensure that Academic Language is integrated across content areas, teachers will use the following strategies: SDAIE, ELD, GLAD, Direct Instruction, and Reciprocal Teaching. Staff Development will focus on these strategies and will further support classroom teachers by providing demonstration lessons Co-planning Co-teaching opportunities for teachers.
- Teachers will be trained to understand the difference between ELD and Academic Language Development. Staff Development will also include the use of ELD standards in lessons taught.
- Secondary administrators, counselors and teachers need training on how to put together the components of a comprehensive EL program that meets the needs of their students.

In its Title III Year 4 Plan and as a response to additional findings uncovered in the DAIT process, the district developed these specific goals and strategies to increase the achievement of English Learners in English Language Arts.

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Goal 1: All English Learners Have Access to Appropriate English Language Development Instruction</p> <ol style="list-style-type: none"> All teachers will consistently implement research-based instructional strategies to improve ELs English language proficiency. Teachers will explicitly and consistently implement instructional strategies geared to EL students at their level of proficiency for 30-40 minutes a day. Teachers will implement strategies that encourage students to actively use and produce language for multiple purposes and in varying ways using the four integrated domains of language with a focus on daily writing to reinforce academic language across all core subjects. All teachers will provide ELD to ELs at their appropriate level using all four domains. Elementary principals will require classroom teachers to turn in their daily schedules clearly indicating the 30-40 minutes of uninterrupted ELD time for all EL levels. Students can be grouped by EL levels and/or through team-teaching. Secondary principals will make sure ELs are placed in appropriate ELD classes within the master schedule. District and/or site administrators will visit and observe E/LA core and ELD classrooms to monitor implementation of GLAD, Direct Instruction, SDAIE, ELD, and Reciprocal Teaching strategies. Principals and District administrators visits will specifically observe: (1) comprehensible input through use of visuals, realia, manipulatives, body language; (2) checking for understanding and differentiating instruction according to language proficiency levels; (3) active engagement of students during teacher instruction time; (4) explicit instruction of academic language; (5) wait time/think time; (6) frequent verbal responses in pairs, cooperative groups and/or small group instruction. 	<p>Site Administrators, District Administrators 2008-2009 2009-2010 (Principals bring documentation of classroom walkthroughs and share with other principals at principal meetings three times a year (Oct, Feb, June). Director Lang. Support Services provide principals with checklist.</p>	<p>NA</p>	<p>No Additional Funding</p>

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>8. Staff members responsible for monitoring student progress will conduct formal walkthroughs with external consultants using an observation form to monitor implementation of ELD and SDAIE strategies and provide feedback to classroom teachers and staff.</p> <p>9. MS teachers and Secondary Teachers Writing Committee will identify a set of strategies to address the implementation of academic language for every core subject including frontloading of core specific vocabulary teachers identified and released CST test questions.</p> <p>10. Simulated writing within appropriate genres will be required in 4th, 7th & 10th grades. Student papers from principal's target list will be selected and scored collaboratively by a group of teachers from each grade level in October and February.</p> <p>11. Provide a Summer School English Learner Academy for Middle School EL students at the two high schools for 3 weeks for approximately 4 hrs a day, focusing on ELD, writing, and mathematics.</p> <p>12. Implement supplemental program for ELs using Rosetta Stone and Skills Tutor at elementary and Skills at middle Schools offered before/after school and intersession for EL students levels 1-5. At the high schools site leaders will research and select ELD supplemental materials.</p> <p>13. District committee will research and select an assessment instrument to measure Language Proficiency for teachers to be trained to monitor student progress.</p> <p>14. Establish support for RFEs & ELs in mainstream classes through monitoring by TOAs, counselors & EL site leaders for correct placement and progress. Progress reports will be reviewed and interventions added.</p>	<p>Site Administrators, San Bern. COE, Central Office Administrators 2008 - 2009 District CPSS, Sec. Writing Committee MS Teachers 8/01/2008 4th, 7th 10th grade teachers, CPSS TOAs, principals 08/30/2008 - 06/30/2009 District TOAs. Teachers Summer 2008 District TOAs. Teachers Summer 2008-2009 EL Site Leaders 2008-2009 11/26/2008. 01/09 ELD teachers, counselors, administrators 9/2008 - 6/2010</p>	<p>Contract SBCOE</p> <p>Teacher Extra Duty</p> <p>Teacher Training</p> <p>Teacher Summer Salaries, Materials NA</p> <p>Teacher Training</p> <p>NA</p>	<p>\$26,660 EIA</p> <p>\$2,100 ELAP</p> <p>\$7,176 EIA/LEP \$2,399 \$4,777 ELAP \$59,500 \$2,380 EIA/LEP \$22,388 Title III, LEP \$22,388 ELAP No Additional Funding</p> <p>\$27,200 EIA/LEP</p> <p>No Additional Funding</p>

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Goal 2: All English Learners Have Access to Appropriate Reading/Language Arts Instruction</p> <ol style="list-style-type: none"> Principals and teachers will receive clear direction on the implementation of Universal Access and use of the HM EL Handbook as well as other HM support materials. Teachers will provide sentence frames for comprehension posted at three different levels of language proficiency, use graphics & pictures for teaching essential vocabulary words, use cooperative structures to practice oral language, and use graphic organizers posted that go with each selection or theme. Identify and monitor 4th-5th students who are two years or more below grade level to be placed in High Point, using Summative Assessments from HM. Teachers will review CST scores to confirm proper placement of students. Select schools to hold intersessions for students 3 times a year with classes, focusing on frontloading, academic language, test released questions, the writing process, computer-based programs & math. Support RFEPs and ELs who are English Proficient scoring Basic on CSTs with standards based computer program to use at all elementary schools and middle schools in the before school/after school program. Provide a structured CHASEE support for ELD students to prepare them for the CAHSEE. English 9-Intensive HS Course will remediate gaps for these students scoring FBB or BB using voice overlay program in READ 180) for Spanish and Revolution Prep. 	<p>District Staff Development, TOAs Teachers Principals 9/2008 - 6/2010</p> <p>District Staff Development, TOAs Teachers Principals 9/2008 - 6/2010</p> <p>Teachers Spring 2009, 2010 Fall 2009, 2010 Directors Elem Ed., Lang. Support Serv. Principals Teachers Director Lang. Support Serv. Principals, Teachers 11/08-11/09 Director Sec. Curr. Teachers HS Principals HS Counselors 9/2008 - 6/2010</p>	<p>NA</p> <p>NA</p> <p>Teacher Extended Day Pay</p> <p>Skills Tutor</p> <p>NA</p>	<p>No Additional Funding</p> <p>No Additional Funding</p> <p>\$125,816 ELAP \$20,000 Title III, LEP \$105,816</p> <p>EIA/LEP \$49,625.00 Title III, LEP</p> <p>No Additional Funding</p>

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Goal 3: Assessment & Evaluations Office provides systems that permit district and school staff to collect, report, analyze and interpret data regarding English Learners' linguistic and academic progress.</p>			
<ol style="list-style-type: none"> 1. Provide sites (Assessment and Evaluation Office) state standardized test data and benchmark assessment data that shows current and previous scores disaggregated by standard and identified for English Learners. The portfolios will be updated three times a year (Nov, March, June) for elementary schools and twice a year (March, June) for secondary schools. 2. Train administrators to analyze and interpret data to reach specific groups of students. 3. Use (principals) site specific Data Portfolios as a tool to conference with teachers on student progress. These portfolios will also include a list of target students who will also be monitored and offered additional interventions and support services. 4. Use the District Data Analysis Protocol for K-12 sites. 5. Assessment & Evaluation Office will monitor the implementation of the District Data Analysis Protocol to ensure its use at every school site to identify key standards ELs are not yet mastering. 6. All sites will follow District Testing Calendar to submit assessments into Edusoft. 7. Use the ELD Assessments provided every 6-8 weeks at elementary embedded within the HM theme and Summative ELA assessments; at secondary, end of unit exams are in High Point; assessments are used to identify students for further interventions. 	<p>Director Assessment & Evaluation 9/08-6/09 9/09-6/10 Principals Teachers</p>	<p>Data Reports</p>	<p>\$52,682 Title III, LEP</p>
	<p>Superintendent Assist. Supt. Directors Assess. & Eval., Elem. Cur. 9/08-6/09 9/09-6/10 Principals Teachers Directors Assess. & Eval., Elem. Cur. 9/08-6/09 9/09-6/10 Principals Teachers</p>	<p>Data Contract</p>	<p>\$50,000 \$154,000 EIA/LEP \$69,000 Title III, LEP \$85,000</p>
		<p>Assessments Training of Teachers</p>	<p>\$91,000 Title III, LEP</p>

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>8. Complete data analysis by grade levels at five sites identified as PI 4 and one PI 3 site will meet with their grade level teams analyze, graph, and plot school, grade-level, classroom, and individual student data. Teachers will utilize grade level standards and blueprints to determine key standards and analyze strong/weak standards at the grade level.</p> <p>9. Directors will shadow EL students twice a year selected from principal target list.</p>	<p>Director Assessment & Evaluation Grant, Birney, Crestmore, Zimmerman & Rogers Schools</p> <p>Directors Cur. 9/08-6/09 Nov., April 9/09-6/10 Nov., April</p>	<p>Outside Consultant Greg Nelsen</p> <p>NA</p>	<p>\$40,000 EIA/LEP</p> <p>No Additional Funding</p>
<p>Goal 4: Secondary teachers, administrators & counselors will receive training on how to systematically develop their EL programs to allow full participation ensure and high achievement.</p>			
<ol style="list-style-type: none"> Secondary teams of teachers, counselors, and administrators will meet in September to review placement of students in the current schedule and again in March and April to assist with scheduling and placement of EL students. Provide SB 472 ELPD, GLAD, ELD, SDAIE, Reciprocal Teaching, and Direct Instruction. These trainings will follow-up with demonstration lessons provided by site and district coaches. Train five PI schools each year. Provide QTEL training for 2 literacy and 2 math content experts to give support for secondary classroom teachers. 	<p>Director Lang. Support Services Principals Teachers Counselors 9/08--6/10 Secondary Adm. Tchrs., Counselors Mar-April 2009, 10 Director Lang. Sup. Services Teachers, TOAs Content Experts July 2008</p>	<p>Teacher Extra Duty ELPD GLAD, SDAIE, Direct Inst.</p>	<p>\$3,528 EIA/LEP \$110,000 \$149,250 EIA/LEP \$70,000 EIA/LEP</p>

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
Goal 5: Provide ongoing instructional assistance and support for teachers by content experts and instructional coaches.			
1. Hire three content experts: a District Curriculum Program Specialist, a TOA to assist Colton & Bloomington Middle Schools (highest number of ELs). Hire a TOA for Colton HS.	Director Lang. Support Services 8/2008-6/2010	Salaries	\$270,000 EIA/LEP
2. Provide coaching training for these content experts in the EL program for secondary students with coach to coach support.	8/2008-6/2009	Training	\$19,948
3. Provide 5 day training for 20 Curriculum Program Specialists (CPSs) and TOAs in demonstration lessons, co-planning, co-teaching and how to consult with teachers.	Directos Cur., Lang. Support Services, CPSs, TOAs 8/2008-6/2009 CPSs, TOAs 8/2008-6/2009 8/2009-6/2010	Training	\$21,000 Title II, Part A, Teacher Quality
4. CPSs and TOAs support classroom teachers in implementation of professional development in SDAIE, ELD, GLAD, and Direct Instruction, Reciprocal Teaching	8/2008-6/2009 8/2009-6/2010	NA	No Additional Funding
5. District & Site Coaches will keep a log of classroom demonstration lessons, co-planning and co-teaching lessons	Directors Cur., Lang. Support Services 8/2008-6/2010	NA	No Additional Funding

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Extended Day Programs Extended day programs focus on increasing student achievement using curriculum and instruction that is standards-based/aligned.</p>			
<p>1. Provide students needing additional reading and/or math intervention with after school programs at the three Title I elementary schools with three hours a day for five days a week (180 days) consisting of tutoring in academics, arts/crafts, and recreation. 325 students participated in 2007-2008.</p>	Principals Director Elem. Curriculum Director State & Federal Projects 2008-2010	Costs for tutors Instructional Materials	ASES \$337,140
<p>2. Provide lowest performing K-6 students Supplementary Education Services (SES) as requested by parents who select various approved providers (Professional Tutors, Kaplan, and Sylvan Learning Center) for varying number of days and hours (10-25 days, 1-3 hours) using their approved curricula. 422 students participated in 2007-2008.</p>	Principals Director State & Federal Projects 2008-2009 2009-2010	Provider Fees according to contract	\$330,627 Title I
<p>3. Provide students needing additional reading and/or math intervention, including students who are at risk of failing or have failed CAHSEE ELA and/or Math, after school programs at the two 9-12 comprehensive high schools and one alternative school with one hour a day for five days a week for one semester using CAHSEE prep (Nova Net and Revolution Prep). 52 students participated in 2007-2008.</p>	Principals Director Sec. Curriculum Director State & Federal Projects 2008-2009 2009-2010	Teacher extra duty pay Instructional materials	\$7055 CAHSEE Intensive Prep
<p>4. Provide students after-school intensive instruction through intercession and tutoring programs (K – 6), After-school Homework Assistance Center program for students in grades 3-8 (City of Colton) and extended library hours to allow students to collect research materials and access technical support (K-8).</p>	Principals Site staffs 2008-2009 2009-2010	Teacher extra duty pay Instructional materials	\$150,000 EIA Intensive Instruction State Pre-school HPSGP QEIA, General Fund

Please describe those strategies.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>Extended Year (Summer School) Programs All extended year/summer school programs focus on increasing student achievement on local and state assessments and at high school taking classes required for graduation and passing CAHSEE, using the SBE adopted/ standards-aligned core curriculum and instruction.</p>			
<p>1. Provide entering 7th grade EL students (levels 1-5 and reclassified) the English Learners' Summer Academy 5 hours daily for 15 days using Accelerated Reader, High Point, STAR, Renaissance, 7th Grade Writing Prompt, and Skills Tutor. 150 students participated in 2007-2008.</p>	Principals Director Sec. Curriculum Summer 2009 Summer 2010	Teachers summer school salaries	EIA, ELAP
<p>2. Provide entering 7th grade students Bridge to Middle School program at the two middle schools, for 4.5 hours daily for 15 days using core writing and math curriculum. 180 students participated in 2007-2008.</p>	Principals Director Sec. Curriculum Summer 2009 Summer 2010	Teachers summer school salaries	General Fund
<p>3. Provide entering 7th grade students summer program at the two middle schools, for 4.5 hours daily for 15 days using core health science curriculum. 358 students participated in 2007-2008.</p>	Principals Director Sec. Curriculum Summer 2009 Summer 2010	Teachers summer school salaries	Core Hours 2-9 Mandated 7-12 CAHSEE Extended Year ADA
<p>4. Provide 7-8 grade students summer program at the two middle schools, for 4.5 hours daily for 15 days using core ELA, math, science and social studies curriculum. 1900 students participated in 2007-2008.</p>	Principals Director Sec. Curriculum Summer 2009 Summer 2010	Teachers summer school salaries	Core Hours 2-9 Mandated 7-12 CAHSEE Extended Year ADA
<p>5. Provide at the two comprehensive high schools grades 9-12 students summer program for 4.5 hours daily for 15 days of core, A-G courses, and CAHSEE intervention. 5300 students participated in 2007-2008.</p>	Principals Director Sec. Curriculum Summer 2009 Summer 2010	Teachers summer school salaries	Core Hours 2-9 Mandated 7-12 CAHSEE Extended Year ADA

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<ol style="list-style-type: none"> 1. District administrators will adopt and support a parent involvement program that will be implemented and monitored at all schools. 2. District administrators will provide principals with protocols and templates for evaluating the effectiveness of the parent involvement activities, using specific group feedback, data collection, and case studies to assess the nature, extent, and quality of parent involvement. 3. District administrators will work with principals to employ a variety of strategies to increase parent involvement: <ul style="list-style-type: none"> • Hire home-school liaisons to inform parents and serve as a bridge between the school and students' parents. • Establish and maintain a parent resource center. • Offer workshops that address ways that parents can support, monitor, and advocate for their children's education and healthy development. • Engage parents in leadership opportunities, school-wide or community-wide celebrations, school leadership teams, and other school-wide committees. • Provide participation in Program Improvement Governance Committee/District and School Leadership Team (DSLTT) at PI schools. • Provide Presidents' Institute for SSC/ELAC parent leadership training. • Hold family literacy and math/science events: (Kindergarten orientation, family workshops/book fairs, Latino Family Literacy (K-6), Freshmen orientation/academy at high schools, Algebra-readiness/Algebra I workshops for parents. • Provide student-led parent conferences. • Home visitations by PAT Educators and participating teachers at Grimes Elementary (Neill Soto grant). 	<p>Superintendent Asst. Supt. C & I, Asst. Supt. Student Services Directors Principals ELD site leaders CPSs, TOAs 2008-2009 2009-2010 Parents as Teachers (PAT) Educators at 3 Title I Sites, Regional Parent Resource Center, SSC, ELAC, DELAC, DAC, IAC, GATE Advisory groups – health, graduation Parent Institute at 14 Sites</p>	<p>Printing/postage Textbooks Materials Software AV equipment Consultants</p>	<p>\$50,000 Title I, Part A \$74,000 Title I, Parent Inv. \$5,500 Title III \$1,000 Title I Site costs Title I McKinney-Vento Grant HeadStart/Pre-school Funds EIA GATE HPSGP ASES ELAP Neill Soto Grant</p>

Please describe those strategies.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost/ Funding Source
<p>4. The district will continue and add additional CBET English classes for parents K-12 to increase their ability to tutor their own children.</p> <p>5. Continue parent CBET center to provide information on educational programs and community services including health services, effective parenting and how to assist/tutor their children</p> <p>6. Offer adult education classes to help parents pursue their own educational goals (Adult Education ESL).</p> <p>7. District administrators will monitor principals to employ various strategies to inform and engage parents:</p> <ul style="list-style-type: none"> • Distribute weekly take-home folders (K-5) that include a parent participation sheet, information on upcoming events and district/school leadership opportunities, upcoming and graded homework assignments, recent curriculum activities, and graded tests. Parents will sign and return folders each week. • Write and distribute weekly or monthly newsletters that are innovative and language sensitive. • Post fliers in places where parents congregate. • Develop and disseminate parent handbooks. <p>5. District and site administrators will provide ongoing education about district promotion/retention policies, graduation requirements, and requirements for college.</p> <p>6. District and site administrators will fully inform parents about the impact of the state assessment results on student placement and participation in core curriculum classes, intervention classes, and support programs.</p> <p>7. School staff will provide parents with students' results on local and state assessments in easy-to-understand reports.</p> <p>8. District and school administrators, along with teachers, will inform parents, in an ongoing manner, of available interventions in reading/language arts and mathematics.</p>	<p>Superintendent Asst. Supt. C & I, Asst. Supt. Student Services Directors Principals ELD site leaders CPSs, TOAs 2008-2009 2009-2010</p>	<p>CBET Classes ESL Classes Printing Costs</p>	<p>\$15,000 CBET Adult Education Funds \$2,000 Site Funds Title I, HPSGP, General Funds</p>

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency:
Colton Joint Unified School District

County District Code: 36-67686

Date of Local Governing Board Approval: 9-18-2008

District Superintendent: James A. Downs
District Contact: Ms. Yolanda Cabrera, Assistant Superintendent, Instruction

Address:
1212 Valencia Dr.

City:
Colton

Zip Code:
92324

Phone: 909 580-5000

FAX: 909-422-0128

E-mail:
Yolanda_cabrera@colton.k12.ca.us

Signatures:

**On behalf of LEAs, participants included in the preparation of this Program
Improvement Plan Addendum:**

	James A. Downs	9-30-08
_____ Signature of Superintendent	_____ Printed Name of Superintendent	_____ Date

	Robert D. Armenta, Jr.	9-30-08
_____ Signature of Board President	_____ Printed Name of Board President	_____ Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

New Directions for Academic Advancement, Inc.

Name of External Organization

	Linda R. Gonzales, PhD	9-30-08
Signature of External Organization Representative	Printed Name of External Organization Representative	Date

PO Box 1429 Carlsbad, CA 92018	760 845-0615
Address	Phone

Send this signed assurance page **no later than September 30, 2008**, to:

Debbie Rury, Consultant
School and District Accountability Division
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

ACTION ITEM

- TO:** **Board of Education**
- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** **Amendment of Board Policy and Administrative Regulation**
~~1376~~ ***BP 7310 Naming of ~~Plant~~ Facilities***
~~1376(a)~~ ***AR 7310 Naming of ~~Plant~~ Facilities***
- GOALS:** Community Relations, Facilities/Support Services
- 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 administration has amended the policy and administrative regulation to meet requests submitted for consideration of naming facilities. In addition, the number assigned to the policy has been changed to align with the CSBA numbering system.
- This amendment was submitted for Study and Information on September 4, 2008 and is now submitted for consideration.
- RECOMMENDATION:** That the Board amend the Board Policy and Administrative Regulation as presented:
~~1376~~ ***BP 7310 Naming of ~~Plant~~ Facilities***
~~1376(a)~~ ***AR 7310 Naming of ~~Plant~~ Facilities***
- ACTION:** On a motion by Board Member _____ and _____, the Board amended the Board Policy and Administrative Regulation as presented.
- ~~1376~~ ***BP 7310 Naming of ~~Plant~~ Facilities***
~~1376(a)~~ ***AR 7310 Naming of ~~Plant~~ Facilities***

BP 7310

1376

NAMING OF ~~PLANT~~ FACILITIES

The naming of ~~plant~~ 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

Adopted 7-13-95

ADMINISTRATIVE REGULATION**AR 7310**
~~1376(a)~~NAMING OF ~~PLANT~~ FACILITIES

The naming of ~~plant~~ 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 ~~1376~~ **7310**.
5. At the next Board meeting, names conforming with Board Policy ~~1376~~ **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

Adopted 7-13-95

Colton Joint Unified School District

Submit to the Superintendent's Office



Request to Name Facilities

(Board Policy & Admin. Reg. 7310)

Name of Requestor: _____

Address: _____

Tel./Cell: _____ Date: _____

Organization _____

Facility / Building to be Named _____

PROPOSED NAME _____

Background / Purpose: (attach supporting documents)

Office use only: Study & Info: _____

Board approval _____

BOARD AGENDA

REGULAR MEETING
September 18, 2008

STUDY, INFORMATION AND REVIEW

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources

SUBJECT: Resignations

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.

I. Certificated

1. Kirkendall, David Counselor - THMS
Employed November 13, 2006; resignation effective August 23, 2008. Personal reasons.

II. Classified

1. Becerra, Steven Custodian - BHS
Employed August 20, 2007; resignation effective August 27, 2008. Conflict with work hours.

2. Cook, Suzanne Special Ed. Instructional Asst. – Grand Terrace
Employed October 28, 2004; resignation effective August 27, 2008. Family reasons.

3. Cridelich, Christopher Assistant Supt., Bus. Svcs. – D.O./Business
Employed January 13, 2005; resignation effective September 20, 2008. Employment elsewhere.

3. Velardes, Marcela State Preschool Inst. Asst. - Crestmore
Employed May 27, 2008; resignation effective August 22, 2008. Relocation.

SIR-1

BOARD AGENDA

REGULAR MEETING
September 18, 2008

STUDY, INFORMATION AND REVIEW

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources

SUBJECT: FMLA Leave For Classified Employees (EIN #2177; #3442)

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.

BACKGROUND: A classified employee, EIN #2177, employed January 23, 1984, as an Office Assistant II at the District Office/Nutrition Services Department, is requesting an unpaid leave under the Family and Medical Leave Act of 1993 guidelines from August 28, 2008 through November 30, 2008 to care for an ill family member.

A classified employee, EIN #3442, employed August 30, 1999, as a Technical Support Specialist II at the District Office/Information Technology Department, is requesting an unpaid leave under the Family and Medical Leave Act of 1993 guidelines from September 8, 2008 through November 7, 2008 to care for a new child.

BOARD AGENDA

**REGULAR MEETING
September 18, 2008**

STUDY, INFORMATION AND REVIEW

- TO:** Board of Education
- PRESENTED BY:** Casey Cridelich, Assistant Superintendent, Business Services
- SUBJECT:** Year-end Associated Student Body (ASB) Financial Reports for Bloomington and Colton High Schools for 2007-2008
- GOAL:** Budget Planning
- STRATEGIC PLAN:** Strategy #6: We will identify, model, reinforce, and integrate the character traits students need to graduate and thrive in further education and the workplace.
- BACKGROUND:** Attached are the summaries of final financial reports for Bloomington and Colton high schools' ASB accounts for 2007-08.

Below are the ASB account year-end fund balance comparisons:

ASB Account	2006-07	2007-08	% Diff
Bloomington High School	\$266,628	\$226,635	-15.00%
Colton High School	\$344,608	\$338,447	-1.79%

These are cash basis statements. Income is recognized when it is received. Expenses are recognized when they are paid. Invoices not received at the time of closing the 2007-08 books will be reflected on next year's statements.

Bloomington High School

Date Range: 6/1/2008 through 6/30/2008

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
9608 ALVAREZ MEMORIAL SCHOLARSHIP	5,460.00				5,460.00
9609 BISH EDWARDS SCHOLARSHIP	479.06			500.00	979.06
9610 GENERAL ASB	93,337.73	2,330.19	21,704.98	(12,925.40)	61,037.54
9611 ALVAREZ, K & S SCHOLARSHIP	9,325.66			55.18	9,380.84
9612 JACKSON SCHOLARSHIP	13,792.33	25.85		17.62	13,835.80
9613 IDDINGS, GEO SCHOLARSHIP	3,919.38	(4.09)		12.40	3,927.69
9614 SCHOLARSHIP FUND	10,152.10	3,610.00		3,200.00	16,962.10
9615 AGAPE	139.57	80.50			220.07
9616 AVID	8,889.31	208.00	819.01	(3,000.00)	5,278.30
9618 WALKER, REED SCHOLARSHIP	5,187.11			30.56	5,217.67
9619 ANIMATION	414.82				414.82
9620 BAND	4,718.81	1,635.55	1,040.59		5,313.77
9621 ADVANCED PLACEMENT ENGLISH	464.52			(50.00)	414.52
9623 ACADEMIC COMPETITION	23.06				23.06
9631 BEST BUDDY	546.13	105.00	96.81	(150.00)	404.32
9632 BRUIN PRO BUTTONS	447.01	15.45			462.46
9635 BLACK STUDENT UNION	311.62	148.55	56.53		403.64
9636 BASEBALL	5,345.24	499.00	9,503.12	3,658.88	0.00
9637 BOY SOCCER	524.31	364.25	273.19		615.37
9638 BOY BASKETBALL	(141.65)	676.50			534.85
9640 BOY CROSS COUNTRY	6,045.87	812.65	3,210.00		3,648.52
9643 COMPUTER CLUB	48.59	26.85			75.44
9644 CALIF SCHOLARSHIP FEDERATION	769.49		189.59		579.90
9645 CHOIR	6,031.28	98.00	934.34		5,194.94
9647 COLTON JOINT UNIFIED SCH DIST	1,887.00	3,695.45	5,582.45		0.00
9648 VANGELDER, GEO SCHOLARSHIP	1,270.00				1,270.00
9650 CLASS OF 2011	0.00				0.00
9651 CLASS OF 2010	(3,000.00)			3,000.00	0.00
9652 CLASS OF 2009	548.60				548.60
9653 CLASS OF 2008	28,251.56	3,430.00	22,180.00		9,501.56
9655 DECA	627.73	60.00			687.73
9656 DRAMA VIDEO	689.54				689.54
9657 FASHION CLUB	1,425.95				1,425.95
9658 FRENCH	547.00	159.02	495.70		210.32
9659 FUTURE FARMERS OF AMERICA	253.99	953.61	794.71		412.89
9660 STUDENTS IN ACTION (SIA)	93.86				93.86
9661 GAY STRAIGHT ALLIANCE	271.50	13.50			285.00
9662 KAYOS KIDZ	325.79	10.00		50.00	385.79
9663 JV GIRL SOCCER CLUB	3.38	45.25			48.63
9664 POLYNESIAN CLUB	45.42	359.62	350.20	100.00	154.84
9665 LATIN CLUB	1,062.18	41.00	327.00		776.18
9666 KAPATIRAN CLUB	120.00				120.00
9667 FOOTBALL	3,625.49	447.64	2,525.70		1,547.43
9669 GERMAN CLUB	4,077.59	27.00	624.00		3,480.59
9670 SKILLS	10,518.05	73.00	2,110.00		8,481.05
9671 GIRL CROSS COUNTRY	959.13	150.00			1,109.13
9672 GIRL BASKETBALL	(93.91)	1,537.42	721.77		721.74
9673 GIRL SOCCER	150.00			(150.00)	0.00
9674 SOFTBALL FROSH	772.32		179.00	(500.00)	93.32
9675 VOLLEYBALL	50.00				50.00
9677 GOLF	817.33		60.81		756.52
9678 SCIENCE CLUB	1,220.97		270.23		950.74

Bloomington High School

Date Range: 6/1/2008 through 6/30/2008

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
9679 HOME EC	626.30		127.32		498.98
9680 KEY CLUB	765.93	66.00			831.93
9681 JOURNALISM	5,386.03	72.00	626.18	(2,831.85)	2,000.00
9682 KILN CLUB	1,068.26				1,068.26
9683 NATIONAL HONOR SOCIETY	1,609.65	76.00	878.88		806.77
9684 STEP 2 IT	20.00				20.00
9685 NAVY CLUB	973.62	25.00	306.36	3,080.00	3,772.26
9686 PERFORMING ARTS (DRAMA)	16,490.06	3,532.71	6,968.57	(585.00)	12,469.20
9687 NAVY MAINTENANCE	3,602.98	788.51		(3,080.00)	1,311.49
9688 SPANISH CLUB	4,449.15	44.20	707.69		3,785.66
9689 PEPSTERS	14,118.30	4,542.00	9,669.07		8,991.23
9690 RENAISSANCE	1,922.36				1,922.36
9691 SENIOR GIFT	10,688.70				10,688.70
9692 JV SOFTBALL	(91.32)	91.32	59.53	500.00	440.47
9693 SWIM CLUB	676.48	75.00			751.48
9694 PEER COUNSELING	144.90				144.90
9695 YEARBOOK	17,629.53	11,469.00	38,166.14	9,067.61	0.00
9696 TRACK	921.89	140.00	930.37		131.52
9698 WRESTLING	3,126.48	157.00	1,009.09		2,274.39
9699 SPECIAL NEEDS FUND	524.00				524.00
9701 TREE HUGGER SOCIETY (THS)	15.00				15.00
Total	317,420.12	42,713.50	133,498.93	0.00	226,634.69

Colton High School

Date Range: 6/1/2008 through 6/30/2008

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
9510-000 ACCOUNTS PAYABLE	344.82	85.00	235.00	(194.82)	0.00
9511-000 ACCOUNTS PAYABLE -CJUSD	159.00		159.00		0.00
9511-100 A/P LOST TEXT BKS.	598.22	776.28	1,382.50	8.00	0.00
9511-110 A/P LOST LIBRARY BKS.	163.98	72.87	228.85	(8.00)	0.00
9511-200 A/P TRANSCRITS, DIPLOMAS	15.00		15.00		0.00
9530-000 SALES TAX PAYABLE	947.21		1,503.00	556.01	0.22
9610-000 ASB GENERAL RESERVES	103,888.68	25,810.13	31,126.56	2,860.65	101,432.90
9611-000 AP CLUB	317.60		21.00		296.60
9611-101 AP CHEMISTRY CLUB	108.00				108.00
9612-000 ANIMAL RIGHTS & ENVIRONMENT	249.91				249.91
9613-000 BELIEVERS	578.41				578.41
9614-000 ASIAN CLUB	744.08				744.08
9615-000 CSF	735.00	30.00			765.00
9616-000 A.V.I.D.	4,572.05	120.00	4,000.00	20.00	712.05
9617-000 BAND	754.36	380.00	250.00	(83.81)	800.55
9618-000 YOUNG DEMOCRATS	379.29				379.29
9619-000 BASEBALL CLUB	93.97				93.97
9620-000 BIOLOGICAL SCIENCE CLUB	380.11				380.11
9622-000 BLACK STUDENT UNION	275.78				275.78
9623-000 BOYS SOCCER CLUB	811.00				811.00
9624-000 BOWLING CLUB	47.50				47.50
9626-000 CHS PossAbilities	1,458.27	1,020.00	726.35		1,751.92
9627-000 ENVIRONMENTAL STUDIES CLUB	10.00				10.00
9631-000 GSA THE OTHER CHOICE	2,567.30				2,567.30
9632-000 DRUG FREE ZONE PROJECT	14.32				14.32
9633-000 CHEERLEADERS	0.57				0.57
9633-600 CHEERLEADERS VARSITY	0.00	25.00			25.00
9634-000 ASSOCIATED SCIENCE STUDENTS	9.65				9.65
9635-000 FEVER	301.94				301.94
9635-207 CLASS OF 2007	44.00			(44.00)	0.00
9635-208 CLASS OF 2008	36,877.75	21,120.00	27,013.41	652.80	31,637.14
9635-209 CLASS OF 2009	13,765.23	140.00	826.82	(3,198.76)	9,879.65
9635-210 CLASS OF 2010	1,131.01			(675.00)	456.01
9635-211 CLASS OF 2011	1,070.43	115.00	173.45	(1,011.98)	0.00
9637-000 COLTON HARRIERS	4,686.04			(56.67)	4,629.37
9637-101 COLTON HIGH EURO CLUB	56.00				56.00
9638-000 CLAY CLUB	138.05				138.05
9639-000 COLTON HIGH INFANT CENTER	264.21	170.00			434.21
9641-000 COLTON ROP DECA	30.00				30.00
9641-101 CHS BUSINESS LEADERS	2,324.44	30.00			2,354.44
9642-000 THE CHESS CLUB	987.12		500.00		487.12
9643-000 COLTON SWIM CLUB	1,123.26	98.95	1,158.11	170.00	234.10
9644-000 GRIDIRON CLUB	1,352.11	1,400.00			2,752.11
9645-000 FRENCH CLUB	508.38				508.38
9648-000 FHA - HERO	4,921.96	30.00	500.00		4,451.96
9649-101 GAA - BADMINTON	975.12		163.35		811.77
9649-103 GAA - TENNIS	253.27			(46.01)	207.26
9649-104 GAA - VOLLEYBALL	250.01				250.01
9649-106 GAA - SOCCER	1,289.00				1,289.00
9650-000 E-SMART	194.28				194.28
9651-000 BOYS GOLF CLUB	2,051.52			(59.66)	1,991.86
9651-100 CHS GIRL'S GOLF CLUB	63.81				63.81

Colton High School

Date Range: 6/1/2008 through 6/30/2008

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
9655-000 COLTON HIGH CHOIR	971.23	100.13		(56.73)	1,014.63
9656-000 INTERACT CLUB	30.00				30.00
9657-000 KEY CLUB	1,061.39				1,061.39
9659-000 LADY JACKETS	1,277.93		350.00		927.93
9661-000 LEADERSHIP FUND	1,878.36	191.00	841.19		1,228.17
9661-401 ACADEMIC COMPETITION	1,187.45				1,187.45
9661-402 STUDENT RECOGNITION FUND	986.32				986.32
9661-403 RECOGNITION FUND STAFF	715.00				715.00
9661-404 FOOD BASKETS	1,410.63				1,410.63
9661-405 BEAUTIFICATION	4,761.88				4,761.88
9661-406 FUNDS FOR HOMELESS STUDENTS	0.00			510.00	510.00
9661-409 STUDENT RECOGNITION FUND AAA	1.84				1.84
9662-000 MATH CLUB\COLTON HIGH SCHOOL	392.81		200.00		192.81
9663-000 MECHA	860.72				860.72
9664-000 MOVIE CLUB	171.10				171.10
9665-000 NHS	25,221.07	1,609.77	3,212.00	(24.80)	23,594.04
9666-000 PEER ASSISTANCE	1.41				1.41
9666-101 SECULAR STUDENT ALLIANCE	29.50				29.50
9672-000 SPANISH CLUB	116.08	311.00			427.08
9673-000 STANDARD INTERACT CLUB	155.00				155.00
9675-000 TRACK CLUB	0.13				0.13
9676-000 STUDENT PEACE COALITION	0.00				0.00
9677-000 TROUPERS CLUB	2,811.41	906.26	429.17	(120.39)	3,168.11
9681-000 VICA	227.17				227.17
9683-000 WRESTLING CLUB	4,506.36		(519.84)		5,026.20
9686-000 YOUNG REPUBLICANS	819.37				819.37
9688-000 RENAISSANCE	1,279.24	74.00			1,353.24
9689-000 SCRAPBOOK CLUB	15.83			(15.83)	0.00
9692-000 THE OTHER CHOICE	86.52				86.52
9694-000 NATE HELMAN	5.00				5.00
9695-000 NJROTC	32,969.69	42.00	31,891.68		1,120.01
9698-000 CUHS 1965 REUNION COMMITTEE	361.00		45.00		316.00
9699-000 PUBLICATIONS	1,487.79		819.00	819.00	1,487.79
9704-000 SCHOLARSHIP FUND - RESERVE	30,022.61				30,022.61
9729-000 SCHOLARSHIP FUND	65,809.15	14,526.03			80,335.18
TOTAL	376,514.01	69,183.42	107,250.60	0.00	338,446.83