



BOARD OF EDUCATION
REGULAR MEETING
and
Public Hearing

Colton JUSD Community Facilities District No. 2 Board Meeting to Follow the Regular Meeting

June 25, 2009

5:30 p.m. – Public Session

Public Comment to Precede Action Sessions

Closed Session to Commence following Action Sessions

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

AGENDA

I. CALL TO ORDER

Roll Call

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

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

Strategic Plan -- Mission Statement

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

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

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

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

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

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

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

III. HEARING SESSION / PUBLIC SESSION

1. Science Fair Winners: State Level -- Dan Morse
2. Employee Recognition Program (May) -- Jerry Almendarez
3. Grand Terrace High School Curriculum -- Julia Nichols

Public Hearing

4. Agenda Item B-7: Adoption of the 2009-10 Budget, Authority to Exercise the Budget Trailer Bill SBX3 4, and Adoption of Resolution No. 09-28 to Authorize on-going Board Approved Budget Reductions Prior to First Interim Financial Reporting, Based on the May Revision Proposals
5. Public Comment: Specific Consent, Action, Study/Info or Closed Session Item
(blue card; list agenda item # and subject)
6. Public Comment: Item Not on the Agenda
(white card; list topic)

IV. ACTION SESSION

A. Consent Items

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

On motion of Board Member _____ and _____, the Board approved Consent Items #A-1 through #A-14.

1. Approval of Minutes (May 28, 2009)
2. Approval of Student Field Trips
3. Approval of Consultants for Staff Development
4. Approval of Math Intervention Program and Adoption of Textbooks for *California Math Triumphs* in Grades 4-6 (Beginning August, 2009)
5. Approval of New ELD Reading Intervention Program and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for *LANGUAGE! Focus on English Learning*, Grades 9-12 (Beginning June, 2009)
6. Approval to Accept the Agricultural Vocational Education Incentive Grant Funds for Bloomington High School (2009-10)
7. Approval to File the Consolidated Application for Funding Categorical Aid Programs (2009-10)
8. Approval of the Colton JUSD Four-Year Work Experience Education Plan (2009-10 through 2012-13)
9. Approval of Agreements with Professional Tutors of American and Sylvan Learning Center of Rialto to Provide NCLB Supplemental Educational Services (2009-10, Nine Program Improvement Sites)
10. Adoption of Resolution and Amendment of Contract for State Preschool Program Funds (2008-09)
11. Acceptance of Gifts
12. Approval to Renew Contract with Bloomington Recreations and Park District Summer Swim Program at Bloomington Middle School (2009-10)
13. Approval to Renew Agreement with School Services of California, Inc. for Special/Fiscal Budget Services (2009-10)
14. Approval to Renew Agreement With Margaret A. Childester & Associates for Legal Services (2009-10)

B. Action Items

1. Approval of Personnel Employment
2. Approval of Shared Contract (2009-10)
3. Approval of Conference Attendance
4. Approval of Tentative Agreement on the Collective Bargaining Agreement Between California School Employees Association (CSEA) and the Colton JUSD (2008-09)
5. Approval of Purchase Orders
6. Approval of Disbursements

7. **Public Hearing Item:** Adoption of the 2009-10 Budget, Authority to Exercise the Budget Trailer Bill SBX3 4, and Adoption of *Resolution No. 09-28* to Authorize on-going Board-Approved Budget Reductions Prior to First Interim Financial Reporting, Based on the May Revision Proposals
8. Award of Bid #1(09-10)NS to Purchase Non-Commodity Frozen Food Products for the Nutrition Services Program (2009-10)
9. Approval of Contract Amendment No. 1 with Frick, Frick & Jette Architects for Fire Safety and Voice Intercommunication System; for Jurupa Vista, Reche Canyon and Wilson Elementary and Bloomington Middle Schools
10. Approval of One Year Extension of Bid 08-06 with Republic Services of Southern California, LLC, for Refuse/Recycling Collection and Disposal Services (July 1, 2009 through June 30, 2010)
11. Approval to File a *Notice of Completion* for Bid #08-12 for Colton Middle School *QEIA Portable Classrooms and Site-work Project (*GTA Construction Inc.*; *Quality Education Investment Act)
12. Authorization to “Piggyback” on the Riverside Unified School District Bid 2004/05-12 for an Eighteen Month Lease Agreement with Mobile Modular Management Corp. for Portable Classrooms at Bloomington High School (2009-11; 13 Classrooms and 1 Restroom)
13. Authorization to “Piggyback” on the Beardsley School District Bid Package II for an Eighteen Month Lease Agreement with Williams Scotsman, Inc. for Portable Classrooms at Colton High School (2009-11; 10 Classrooms and 1 Restroom)
14. Approval of Three-Year Contract Amendment No. 1 with Harley Ellis Devereaux for the Bloomington High School New Math and Science Building and Interim Housing Project (2009-12)
15. Approval of Three-Year Contract Amendment No. 1 with Harley Ellis Devereaux for the Colton High School New Math and Science Building and Interim Housing Project (2009-12)
16. Award of Bid 08-15: Category #3 (Concrete, Paving and Elevators) Construction Project for Grand Terrace High School
17. Approval of Contract with Haley and Aldrich for Environmental Consulting Services at Grand Terrace High School
18. Adoption of Resolution No. 09-26, *Construction of School Facilities and Applying for State Grant Funds at Other Grade Levels for Middle School #5 Project*

19. Authorization to Submit form J-13A to the California Department of Education “*Request for Allowance of Attendance Because of the Emergency Conditions*” for Ruth O. Harris Middle School (May 5, 2009)
20. Authorization to Submit Certification for Receipt of Funds from the Inland Valley Development Agency
21. Approval of Agreement with School Planning Services, Inc., for the Preparation of a School Facilities Needs Analysis (Alternative School Fees—Levels II and III)
22. Approval of Waiver of California High School Exit Exam (CASHEE) Requirement for Students with Disabilities Who Have Taken the Exam with Modifications and Received the Equivalent of a Passing Score
23. Approval of One-Year Contract Renewal with Edusoft (2009-10)
24. Approval to Amend Board Meeting Minutes of February 19, 2009, Item #80.12, to Reflect 2009 Summer School Program Date Correction (Grades 7-12)
25. Adoption of Resolution 09-27, *Reestablish the General Municipal Election in November of Odd-Numbered Years as the Election Date for Members of the Colton JUSD Board of Trustees, Commencing November, 2011*
26. Ratification of Payment for 2009 Science Fair Participant Meals (California State Science Fair, May 17-19, 2009)

V. STUDY, INFORMATION & REVIEW SESSION

1. Personnel -- Resignations
2. Proposed Amendment by Substitution of Board Policy and Administrative Regulation -- James A. Downs
BP 7310 Naming of Facilities
AR 7310 Naming of Facilities
3. Associated Student Body (ASB) Financial Reports as of May 31, 2009 – Jaime Ayala
4. Budget Update – Jaime Ayala
5. Facilities Update – Jaime Ayala, Alice Grundman
6. ACE Representative
7. CSEA Representative
8. MAC Representative
9. ROP Board Members
10. Superintendent’s Communiqué / Correspondence / Communications
11. Board Member Comments

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

1. Student Discipline & Reentry

2. Interdistrict Transfers—Appeal

3. Personnel

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

♦ Public Employee: Employment/Appointment

Title: Assistant Superintendent, Educational Services Division

Title: Director of Educational Services (K-6)

Title: Elementary Principal

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

Property: APNs 1167-151-35, 36, 38 & 39 and 1167-221-01 & 02; 1167-151-45

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

5. Conference with Legal Counsel—Existing Litigation

Pursuant to Government Code Section 54956.9(a), CDSS vs. Colton JUSD/Wilson,
CDSS Case No. 6709050001

6. Conference with Labor Negotiator

Agency: Jerry Almendarez Assistant Superintendent, Human Resources
Ingrid Munsterman, Director, Human Resources

Employee Organizations: Association of Colton Educators (ACE)
California School Employees' Assoc. (CSEA)
Management Association of Colton (MAC)

VII. PUBLIC SESSION -- ACTION REPORTED FROM CLOSED SESSION

VIII. ADJOURNMENT

Colton JUSD Community Facilities District No. 2 Board Meeting to Follow the Regular Meeting

BOARD AGENDA

REGULAR MEETING
June 25, 2009

CONSENT ITEM

Board of Education

- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT::** **Approval of Minutes: Regular Meeting (May 28, 2009)**
- GOALS:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement
- STRATEGIC PLAN:**
- | | |
|--------------------------------|-------------------------------|
| Strategy #1 -- Communication | Strategy #4 -- Facilities |
| Strategy #2 -- Curriculum | Strategy #5 -- College Career |
| Strategy #3 -- Decision Making | Strategy #6 -- Character |
- RECOMMENDATION:** That the Board approve the minutes of the Board of Education meeting held on May 28, 2009, as presented.

BOARD OF EDUCATION
Minutes

Regular Meeting
May 28, 2009
5:30 p.m.

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, May 28, 2009, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

Public Hearing

Resolution 09-25
*Dedication of Easement
to the County of San Bndo for
Bloomington Middle School
Slover Avenue Development
Project.*

Trustees Present

| | |
|----------------------------|---------------------|
| Mrs. Marge Mendoza-Ware | President |
| Mr. Mel Albiso | Vice President |
| Mr. David R. Zamora | Clerk |
| Mr. Robert D. Armenta, Jr. | |
| Mr. Patt Haro | |
| Mr. Frank A. Ibarra | (Excused 7:09 p.m.) |
| Mr. Kent Taylor | |

Staff Members Present / *Excused

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

Call to Order: Board President Marge Mendoza-Ware called the meeting to order at 5:30 p.m. Bloomington High School ASB President Everette Richardson led in the Renewal of the Pledge of Allegiance to the Flag of the United States of America. Spanish interpreter/translation services were available.

Hearing Session

1. Washington Alternative High School students, representing two Adult Education programs, introduced themselves and participated in a Power Point presentation to share their curricular opportunities and accomplishments. They thanked the Board and Administration for the classes and staff.
 - English as a Second Language Program: Gabriela Avila, Angelica Portillo, Lidia Sigala, Adriana Tomayo
 - Diploma Program: Russell Duran; ESL Teacher – Jim Van NormanBoard members thanked the students for their presentation.

2. Bloomington High School SkillsUSA: Student spokesperson Veronica Chavez (Vice President) provided an overview of the time and commitment involved in preparation for the various competitions. She introduced the team members and their accomplishments at the State finals, including three members from Colton High School. BHS Members Everett Richardson and Adebba Mohammad qualified to compete at the national level on June 22—27th in Kansas City, Missouri. BHS Advisors: William Reedy and Carolyn Creel; CHS Advisors: Robert Moreno and Rafael Negro.

Board members Taylor, Haro and Mendoza-Ware congratulated the students for their awards and commended the advisors for their commitment to the students.

3. Gifted And Talented Education (GATE) Program: Assistant Superintendent Yolanda Cabrera provided an overview of the current GATE program that was approved in June, (three-year renewal). She stated that the plan was developed by teachers, administrators and parents, and she thanked staff members for their diligent work on the program. Directors Mollie Gainey-Stanley and Bertha Arreguín provided a Power Point presentation that highlighted program design, the identification process, the percentage of English Learners in GATE, parent and community involvement, curriculum and instruction, professional development, and District goals. Board member Albiso inquired about the number of GATE students who are ELL students and requested that additional disaggregated data be provided in Board Correspondence (quarterly reports), including the identification process, goals and timelines. Board members Taylor and Ibarra inquired about assessment, placement and support at the middle and high school levels for advanced math classes, and what plan is in place to ensure success.

4. Agenda Item B-18: Nova Meridian Academy Charter School—Petition for Renewal: The following persons spoke in support of the Charter School:
- Principal Nyesha Williams -- reviewed accomplishments,, API score, CAHSEE results, WASC candidacy, the AVID program and recruitment plans for next year;
 - Dorothy Lee, Client Manager at Ed-Tech, – reviewed financial statements;
 - Lisa Corr, Esq., Middleton, Young & Minney, LLP, reviewed audit findings, suggested a compromise as an option instead of a five-year renewal;
 - Ileana Guzman – student, shared her accomplishments through one-on-one opportunities;
 - Marlene Dorame, parent, shared her daughter’s accomplishments and the impact with the smaller educational environment.

Curriculum Director Julia Nichols introduced Ms. Sukhbinder Sandhu, representative from Atkinson Andelson, Loya, Romo & Ruud, who reviewed the timeline over the past two years and the findings, resulting in the District’s position to deny the petition due to financial issues. Questions from Board members Ibarra and Taylor included liability/debt issues if an extension for one year was granted and Board member Armenta mentioned that California law states that approval cannot be granted if standards are not met.

5. Public Hearing: Agenda Item B-17: At 6:44 p.m., Board President Mendoza-Ware opened the Public Hearing: Adoption of Resolution 09-25, *Authorizing the Dedication of Easement to the County of San Bernardino for the Bloomington Middle School Slover Avenue Development Project*. No one spoke to the item. The Public Hearing was closed at 6:45 p.m.
6. Public Input: Specific Consent, Action, Study and Information or Closed Session Items
Agenda Item B-18: Adoption of Resolution 08/09-2787, Denying the Petition for Renewal of the Nova Meridian Academy (NMA) Charter School

The following persons expressed *opposition* to the proposal, spoke in support of the Nova Meridian Charter Academy and shared individual thoughts:

- Veronica Brooks and CeCe Salsido (NMA students) -- read a statement from a program supporter regarding the curriculum;
- CeCe Salido (NMA student) -- addressed and dispelled rumors regarding lack of a quality education;
- Sahil Bawa (NMA student) – educational experiences due to a smaller campus and class sizes;
- Michael Arroyo, Colton resident, stated that the District would not be held liable for debt issues;
- Katelyn Dwight (NMA student) –personal growth;
- Natalie Pech (NMA student) – preparation for advanced classes, AVID, CAHSEE;
- Nicole Lawrence (NMA student and Moreno Valley resident) – AVID program experiences, sacrifices made;
- Augustine Benitez (Grand Terrace resident) -- personal experiences;
- Delores Sedano (parent of a NMA student) – supports the motivation displayed by students and staff;
- Trish Campa, NMA teacher, did not address the Board but gestured “in support” of Nova Meridian Academy;

In support of Charter Denial: Colton JUSD teacher Crystal James expressed her thoughts and stated that NMA lacked “sound business practices.”

7. Public Input: Items Not on the Agenda
- Christine Irish-Rey, Colton resident, shared suggestions regarding budget-cutting measures including staff input, the need for parental assistance with dress-code enforcement, and she thanked Colton High School Principal Verdi for his support.

By Board consensus, item B-18 was brought forward for consideration.

Resolution 08/09-2787 #128 (B-18) It was moved by Mr. Taylor to amend the motion by replacing the words “denying” the petition renewal” with extending the charter for one year. Because no one seconded the motion, the motion *failed*, as presented.

Motion to Amend
Petition for Renewal of the Nova Meridian Academy Charter School

Motion Carried #129 It was moved by Mr. Albiso and seconded by Mr. Armenta to adopt Resolution 08/09-2787, *Denying the Petition for Renewal of the Nova Meridian Academy Charter School*, as presented.

Charter Denied

Prior to action taken, Board member Albiso thanked the students for attending the meeting, sharing concerns, and supporting the charter. The motion passed on a 4-3 vote. Deficiencies/concerns in 7 of the 16 areas in the revised petition for renewal were noted:

- Measurement of Pupil Progress and Outcomes
- Governance Structure
- Employment Qualifications and Requirements
- Pupil-Personnel Health and Safety
- Financial Auditing Process and Results
- Pupil Discipline- Due Process
- Employee Retirement Coverage

Ayes: Albiso, Armenta, Mendoza-Ware, Zamora

Noes: Taylor, Haro, Ibarra

Board President Mendoza-Ware stated that it is the District’s fiduciary responsibility to ensure that a strong budget system is in place.

Board member Excused: At 7:09 p.m., Board member Ibarra was excused from the meeting prior to action taken (prior commitment).

The Board recessed at 7:09 p.m. and reconvened at 7:18 p.m.

Consent Items #130 On a motion by Mr. Taylor, seconded by Mrs. Haro and carried on a 6-0 vote (Ibarra absent), the Board approved Consent Items #A-1 through #A-13 as presented.

Minutes #130.1 (A-1) The Board approved the Minutes of Board of Education Meetings, as presented:
Special Meeting: 5-12-09
Regular Meeting: 5-14-09
May 12, 2009 -- Special Meeting (Certificated Layoffs)
May 14, 2009 -- Regular Meeting

Field Trips #130.2 (A-2) The Board approved the field trips and authorized the expenditure of funds: *See Exhibit “A”*

Consultants #130.3 (A-3) The Board approved the assemblies and programs to be presented at the District schools listed and authorized the expenditure of funds: *See Exhibit “B”*

• Assemblies & Programs

New ELD Reading Intervention #130.4 (A-4) The Board approved the new ELD Reading Intervention Program and adopted textbooks and instructional materials as presented,

Program and Adoption of Textbooks & Ancillary & Supplemental Inst. Matls

- *LANGUAGE!*
- *Grades 7-8*

beginning June, 2009; textbooks and instructional support materials have been paid out of the 2008-09 EIA funds (\$270,073); additional purchases of annual student consumables would be paid from IMFRP funds.

LANGUAGE! Focus on English Learning, Fourth Edition
The Comprehensive Literacy Curriculum
Levels AB, CD, E, and F
Sopris West Educational Services © 2009
Student and Interactive Text (Levels AB, CD, E, and F)
Placement Student Edition (Levels AB, CD, E and F)
Assessment Content Mastery (Levels AB, CD, E and F)
Summative Assessments

Course Descriptions and Adoption of Textbook & Ancillary Supplemental Materials

- *College Animal Science I & II*
- *Grades 10-12*

#130.5

(A-5) The Board approved the course descriptions and adopted the textbook and instructional materials as presented, to be purchased with site funds, beginning June, 2009. (Curriculum Council approval 4-14-09)

Textbook: Introduction to Animal Science
Fourth Edition – Pearson, Prentice Hall (2009)

Course Description and Adoption of Textbook & Ancillary Supplemental Materials

- *College Horticulture*
- *Grades 10-12*

#130.6

(A-6) The Board approved the course description and adopted the textbook and instructional materials as presented, to be purchased with site funds, beginning June, 2009. (Curriculum Council approval 4-14-09)

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

Course Description and Adoption of Textbook & Ancillary Supplemental Materials

- *Plant Propagation*
- *Grades 11-12*

#130.7

(A-7) The Board approved the course description and adopted the textbook and instructional materials as presented, to be purchased with site funds, beginning June, 2009. (Curriculum Council approval 4-14-09)

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

Acceptance of Gifts

#130.8

(A-8) The Board accepted gifts from donors as presented; site discretion unless otherwise noted: *See Exhibit "C"*

Sale and/or Disposal of Obsolete District Property

#130.9

(A-9) The Board approved the disposal of the obsolete District property, as presented, in accordance with Education Code 17545:
Norwalk CNG Compressor Class 1, Group D., S.N M-4594

Notice of Completion Bid 08-11

- Carpet Installation
- Ten (10) Sites

#130.10

(A-10) The Board authorized the filing of a *Notice of Completion* regarding Bid 08-11: Carpet installation projects at the ten (10) sites listed, completed by *New Image Commercial Flooring, Inc.*, and released the final 10 percent contract retention in the amount of \$12,325.10, to be paid from Deferred Maintenance Fund 14.

Sites: Birney, Jurupa Vista, Lincoln, Terrace View, Wilson, CMS, THMS, BHS, Slover, Washington

| | | | | | | | | |
|--|---|---|--|---|--|---|--|---|
| <p>School Reps Designated for CIF Athletic Leagues, Southern Section (2009-10)</p> | <p>#130.11</p> | <p>(A-11) The Board approved the representatives to the California Interscholastic Federation (CIF) Athletic Leagues in the Southern Section for the 2009-10 school year, at no cost to the District.</p> | | | | | | |
| | | <table border="0"> <tr> <td>CHS Principal, Robert Verdi CHS Athletic Dir., David Drake</td> <td>BHS Principal, Ignacio Cabrera BHS Athletic Dir., William Webb</td> </tr> </table> | CHS Principal, Robert Verdi CHS Athletic Dir., David Drake | BHS Principal, Ignacio Cabrera BHS Athletic Dir., William Webb | | | | |
| CHS Principal, Robert Verdi CHS Athletic Dir., David Drake | BHS Principal, Ignacio Cabrera BHS Athletic Dir., William Webb | | | | | | | |
| <p>Amended Agreement w/ the County of San Bernardino Probation Dept. • School Probation Officer • 2009-10</p> | <p>#130.12</p> | <p>(A-12) The Board amended the agreement as presented; approximate cost of \$24,518* to be paid from School Safety & Violence Prevention funds, July 1, 2009 through June 30, 2010. (Contract 03-734; *portion of salary—remainder will be offset by add'l grant funding through the SB County Probation Dept.)</p> | | | | | | |
| <p>Amended Agreement w/ Clover Enterprises, Inc. • Athletic Training Services • BHS & CHS • 2009-10</p> | <p>#130.13</p> | <p>(A-13) The Board amended the agreement as presented; approximate cost of \$39,000, to be paid from General funds. (Services for all CIF-sanctioned sports beginning with the fall football season through the end of the spring football season)</p> | | | | | | |
| <p>Action Items (B-1 through B-19) • Withdrawn (1)</p> | <p>#131</p> | <p>On a motion by Mr. Taylor, seconded by Mrs. Haro and carried on a 6-0 vote (Ibarra absent), the Board approved action items B-1 through B-18 as presented, with the exception of <i>item B-19, which was withdrawn.</i></p> <p>Board member Albiso requested the following information: <u>B-4</u> -- update resource code (legend) <u>B-6 & B-7</u> -- include a “not to exceed” amount (future agenda items) <u>B-12</u> -- grounds for selection</p> | | | | | | |
| <p>Personnel Employment <i>Certificated</i></p> | <p>#131.1</p> | <p>(B-1) The Board approved employment of personnel as presented.</p> <table border="0"> <tr> <td><u>Substitute Teachers</u> Cozma, Claudia Frailing, Janna Garcia, Rena Johnson, Laralyn Langhorn, Crystalle</td> <td>Laury, Wendy Lobeto, Cassandra Luu, Ho Muljana, Andrew Overholt, Casey</td> <td>Rapisardi, Julia Roberts, Robin Thomas, Jennifer Walker, Krystal Yang, Yeekong</td> </tr> </table> | <u>Substitute Teachers</u> Cozma, Claudia Frailing, Janna Garcia, Rena Johnson, Laralyn Langhorn, Crystalle | Laury, Wendy Lobeto, Cassandra Luu, Ho Muljana, Andrew Overholt, Casey | Rapisardi, Julia Roberts, Robin Thomas, Jennifer Walker, Krystal Yang, Yeekong | | | |
| <u>Substitute Teachers</u> Cozma, Claudia Frailing, Janna Garcia, Rena Johnson, Laralyn Langhorn, Crystalle | Laury, Wendy Lobeto, Cassandra Luu, Ho Muljana, Andrew Overholt, Casey | Rapisardi, Julia Roberts, Robin Thomas, Jennifer Walker, Krystal Yang, Yeekong | | | | | | |
| <p><i>Classified</i></p> | | <table border="0"> <tr> <td><u>Substitutes</u> Canada, Frank Henderson, Donovan Martin, Jacob Vicario, Joe</td> <td>Sub Special Ed Inst. Asst. General Laborer General Laborer General Laborer</td> </tr> </table> | <u>Substitutes</u> Canada, Frank Henderson, Donovan Martin, Jacob Vicario, Joe | Sub Special Ed Inst. Asst. General Laborer General Laborer General Laborer | | | | |
| <u>Substitutes</u> Canada, Frank Henderson, Donovan Martin, Jacob Vicario, Joe | Sub Special Ed Inst. Asst. General Laborer General Laborer General Laborer | | | | | | | |
| <p>Conference Attendance</p> | <p>#131.2</p> | <p>(B-2) The Board approved conference attendance as presented, with all necessary expenses to be paid from funds indicated.</p> <table border="0"> <tr> <td>Patricia Ervin – BMS Teacher</td> <td>Too Good for Drugs: Violence Training June 23-24, 2009; Lake Arrowhead, CA Mandated Costs: \$822.00</td> </tr> <tr> <td>Lucy Leyva - CHS Launa Kennedy Teachers</td> <td>California Assoc. for the Gifted Teacher Institute & Summer Demonstration School July 26-29, 2009; Goleta, CA GATE funds: \$1,561.00</td> </tr> <tr> <td>Nuh Kimbwala, Prin. – BMS Lopez-Sevilla, Marisa AVID Coordinator Paul Lucero, Curr. Prog. Spec. Michelle Boswell Counselor Jennifer Mullendore Teacher</td> <td>AVID Summer Institute August 3-7, 2009; San Diego, CA APIP funds: \$13,500.16 ----<i>Teachers cont.</i>----- Patricia Peterson Yvette Roman Ginger Witt</td> </tr> </table> | Patricia Ervin – BMS Teacher | Too Good for Drugs: Violence Training June 23-24, 2009; Lake Arrowhead, CA Mandated Costs: \$822.00 | Lucy Leyva - CHS Launa Kennedy Teachers | California Assoc. for the Gifted Teacher Institute & Summer Demonstration School July 26-29, 2009; Goleta, CA GATE funds: \$1,561.00 | Nuh Kimbwala, Prin. – BMS Lopez-Sevilla, Marisa AVID Coordinator Paul Lucero, Curr. Prog. Spec. Michelle Boswell Counselor Jennifer Mullendore Teacher | AVID Summer Institute August 3-7, 2009; San Diego, CA APIP funds: \$13,500.16 ---- <i>Teachers cont.</i> ----- Patricia Peterson Yvette Roman Ginger Witt |
| Patricia Ervin – BMS Teacher | Too Good for Drugs: Violence Training June 23-24, 2009; Lake Arrowhead, CA Mandated Costs: \$822.00 | | | | | | | |
| Lucy Leyva - CHS Launa Kennedy Teachers | California Assoc. for the Gifted Teacher Institute & Summer Demonstration School July 26-29, 2009; Goleta, CA GATE funds: \$1,561.00 | | | | | | | |
| Nuh Kimbwala, Prin. – BMS Lopez-Sevilla, Marisa AVID Coordinator Paul Lucero, Curr. Prog. Spec. Michelle Boswell Counselor Jennifer Mullendore Teacher | AVID Summer Institute August 3-7, 2009; San Diego, CA APIP funds: \$13,500.16 ---- <i>Teachers cont.</i> ----- Patricia Peterson Yvette Roman Ginger Witt | | | | | | | |

Christy Marin-CMS
Principal
Adriana McGuffee
Counselor
Victoria Patterson
Librarian
James French
Vici Haag
Teachers

AVID Summer Institute
August 3-7-, 2009; San Diego, CA
AVID funds: \$11,422.50

---Teachers cont.-----
Rachell Loyd
John McGuffee
Zoe Pamintuan

Rodger Golgart – CHS
Teacher

Vernier Hands-on AP Chemistry Workshop
August 12-13, 2009; Boston, MA
GATE funds: \$993.47

- | | | |
|---|---------------|--|
| <p>Contract w/ Aequitas Solutions for Database, Programming & Add'l Application Support</p> <ul style="list-style-type: none"> • Zangle Student Info System • 2009-10 | <p>#131.3</p> | <p>(B-3) The Board approved the contract as presented, at no impact to the General fund as the cost of \$67,000 will be provided by the CSIS-Best Practices Cohort money to cover the Zangle Student Information System and CSIS-related costs only.</p> |
| <p>Purchase Orders</p> | <p>#131.4</p> | <p>(B-4) The Board approved purchase orders issued as presented. All pertinent information is on file in the Business Office.</p> |
| <p>Disbursements</p> | <p>#131.5</p> | <p>(B-5) The Board approved payment of disbursements as summarized and listed. All pertinent information is on file in the Business Office.</p> <p style="text-align: center;">Batch #1632 <u>through</u> Batch #1707 <u>\$2,186,832.73</u></p> |
| <p>“Piggyback” on the San Gabriel USD Bid</p> <ul style="list-style-type: none"> • DSA-Approved Relocatable Classroom Bldgs District wide • 2009-10 | <p>#131.6</p> | <p>(B-6) The Board approved authorization to purchase/lease buildings as presented, to be paid from Facilities Funds: 21, 25, 30 and 35. (Public Contract Code 20118)</p> <p><u>Typical building costs:</u> \$41,791 -- standard 24' x 40' w/ carpet, delivered, set on DSA-approved wood foundation; \$72,737 -- portable 12' x 40' restroom with boys, girls, staff layout</p> |
| <p>“Piggyback” on the Santa Rita Union SD Bid</p> <ul style="list-style-type: none"> • DSA-Approved Facilities Bldgs • District wide • 2009-10 | <p>#131.7</p> | <p>(B-7) The Board authorized the purchase/lease of buildings as presented, to be paid from Facilities Funds: 21, 25, 30 and 35. (Public Contract Code 20118)</p> <p><u>Typical building costs:</u> \$49,680; standard 24' x 40' w/ carpet, delivered, set on DSA-approved wood foundation (restroom building that meets our District standard is not offered on this bid)</p> |
| <p>“Piggyback” Pomona USD RFP #10(08-09)FS</p> <ul style="list-style-type: none"> • USDA Commodity Distribution • SUPER Commodity Co-Op • 2009-10 | <p>#131.8</p> | <p>(B-8) The Board authorized utilization of an RFP for the distribution of commodities as presented, to be paid from the Nutrition Services Fund. (Public Contract Code 20118)</p> <ul style="list-style-type: none"> • <i>Gold Star Foods (Los Angeles)</i> -- commodities and fresh cut produce • <i>Leabo Foods Distribution (Rancho Cucamonga)</i> -- “Fee for Service” processed commodities |
| <p>Award of Bids—5 Categories</p> | <p>#131.9</p> | <p>(B-9) The Board awarded bids to the following vendors for the</p> |

- Food Products
- Nutrition Services Program
- 2009-10

purchase of food products as presented; all costs would be paid from the Nutrition Services fund. (*Public Contract Code 20118)

#2 (09-10) NS - Produce Products: *United Fresh Produce (\$20,115.95)*

#3 (09-10) NS - Dairy Products: *Driftwood Dairy (\$49,926.23)*

#4 (09-10) NS – Bread Products: *Moreno Bros. Distribution (\$7,172.65)*

#5 (09-10) NS – Tortilla Products: *Moreno Bros. Distribution (\$1,179.05)*

#6 (09-10) NS – Pizza Products: *Total \$48,266.00*

Domino's Pizza –split between two franchisees based on their service areas:

- Wido's Pizza – CHS, THMS, CMS, ROHMS, Washington, Slover
- MMM Pizza – BHS & BMS

- Contract w/ Andreasen Engineering, Inc. for Services
- Record of Survey
 - Property Corner Markings
 - Add'l Topography*
 - Middle School #5 Property

#131.10

(B-10) The Board approved the contract as presented for a cost of \$9,980, to be paid from Capital Facility Fund 25. (Property: Valley & Cactus, Rialto; *survey performed in 2004)

- Contract w/ Kiley Company Real Estate Appraisers
- Middle Sch. #5 Property

#131.11

(B-11) The Board approved the contract as presented for a cost of \$4,500, to be paid from Capital Facilities Fund 25. (Property: Valley & Cactus, Rialto)

- Contract Amendment No. 1 w/ John R. Byerly, Inc.
- State Required Soils & Material Testing Services
 - Grand Terrace High School

#131.12

(B-12) The Board approved contract amendment no. 1 to change the project duration from May 1, 2009 to July 31, 2011 as presented, for a cost of \$720,000, to be paid from Bond Fund 21 (Measure B). (Initial contract approval 2-19-05)

- Contract Amendment No. 1 w/ Williams Architects, Inc.
- Architectural & Space Planning Consultant Services
 - Centralized District Office Facilities

#131.13

(B-13) The Board approved contract amendment no 1 as presented, for a cost not to exceed \$10,000, to be paid from Capital Facilities Fund 25. The original agreement was approved 1-17-08 and has not been exceeded. This amendment changes only the scope of the contract to reflect a change in location—851 So. Mt. Vernon Avenue, Colton.

- Extension for Use of Facilities for Calvary, The Brook Church
- Grand Terrace Elem. School
 - July, 2009 thru June, 2010

#131.14

(B-14) The Board approved the extension for use of facilities, July 1, 2009 through June 30, 2010 as presented; applicant will continue to pay *only* the direct costs of operating the facility. [Board Policy 3140 (b) (2)(d); previous amendment approved 9-18-08]

- Resolution 09-22
Authorizing School Bond Construction (SBC) Fast Track Program for All Construction Projects District wide, Allowing for Prompt Payments to Contractors/Vendors

#131.15

(B-15) The Board adopted Resolution 09-22 as presented; instituted by the San Bernardino County District Financial Services on behalf of the San Bernardino County Superintendent of Schools and the San Bernardino County Auditor/Recorder; no cost to the District.

Resolution 09-24
*Delegation of Authority to Sign
 Change Orders for Construction
 Projects (2009-10)*

#131.16 (B-16) The Board adopted Resolution 09-24 as presented, in accordance with Education Code 35161:

Authorization to sign change orders, not to exceed the lesser of \$80,000 or ten percent (10%) of the original contract price for all District construction projects:

James A. Downs, Superintendent
 Jaime R. Ayala, Assistant Superintendent, Business Services Division

| Original Contract Amount | Maximum Change Order Authorization |
|--------------------------|------------------------------------|
| To \$350,000 | 10% |
| \$351,000 to \$1,000,000 | 10%, not to exceed \$80,000 |

Public Hearing Item
 Resolution 09-25
*Dedication of Easement
 to the County of San Bernardino
 for Bloomington Middle School
 Slover Avenue Development
 Project*

#131.17 (B-17) The Board adopted Resolution 09-25 as presented and in accordance with Education Code 17556 et. seq.:

1. *Resolution of Intent* was signed by Board members on 5-14-09 and posted in three (3) public places within the District not less than ten (10) days prior to the public hearing (5-28-09);
2. *The Notice of Public Hearing of Intention to Dedicate Easement* was published once in a newspaper of general circulation not less than five days prior to the public hearing (5-28-09); and
3. The Public Hearing was scheduled and publicized for the next regularly scheduled meeting (5-28-09).

Resolution 08/09-2787
*Denied Petition for Renewal of
 the Nova Meridian Academy
 Charter School*

(B-18) **DENIED -- See items # 128 and #129**

Withdrawn
 Measure "G" Bond Oversight
 Committee
 • Member Status

(B-19) **WITHDRAWN**

Study, Information and Review Session

1. Personnel -- Resignations
2. Discussion/Review: Board Policy 7310 – Naming of Facilities: Board member Albiso suggested that staff develop a hybrid "draft" policy of the samples provided for study and review at the next meeting.
3. Authorization to Submit School District Certification for Receipt of Funds from the Inland Valley Development Agency: Assistant Superintendent Ayala provided a brief explanation of monies (\$334,491.27) the District is eligible to receive as a result of an agreement when the Inland Valley Development Agency was adopted. Following discussion and by Board consensus, a resolution to accept the funding will be submitted for action at the Board meeting on June 25, 2009, including how the funds would be expended.

4. Budget Update: Assistant Superintendent Ayala provided an update on the budget, including but not limited to:
 - Information provided at the Board Meeting on 2-5-09: multi-year projects (status if no cuts were made);
 - Shortfall of state revenues, failure of ballot initiatives, resulting in District revenue loss of \$19,606,514;
 - 2010-11: ongoing budget adjustments of \$8.5 million will not be enough—approaching \$13 million;
 - 2009-10 budget will be submitted for approval on June 25, 2009 (waiting for State May-June revisions to incorporate the new figures for 2009-10);
 - Revised budget cuts will be provided on July 16, 2009;
 - Board Budget Subcommittee will be convened next week;
 - Budget Subcommittee will convene in August, 2009.

Board member Albiso suggested that “big ticket items” be reviewed before considering staff reductions. Board member Taylor requested information regarding flexible spending and quarterly updates from School Services (emailed).

5. Facilities Update: Assistant Superintendent Ayala introduced Facilities Director Alice Grundman who distributed an updated copy of current projects and provided a brief overview of each. She suggested that the architects could bring site renderings to the Board meeting in July or August, 2009.

Following discussion and per Board member requests, older contracts will be reviewed and “rebid” in an effort to reduce costs on current projects, other “stimulus and grant funding” will be researched and a report will be provided on the results (USB Bank reviewing current contracts), a report regarding “e-glass” installation would be provided. District staff will visit other districts regarding security systems.

6. ACE President Karen Houck commented on her attendance at the District Retirement & Longevity dinner and announced that twenty certificated retirees would be honored at the first ACE Retirement dinner. She spoke about the words “dignity and respect” and applied them to the teachers who have been reassigned, and stated that “lack of trust” remains a issue.
7. CSEA – no report
8. MAC representative -- no report
9. ROP Board Member Haro reported that scholarships were awarded to three District students and six District staff members were recognized for their years of service. She shared a student’s “positive experience” in the ROP program.
10. Superintendent’s Communiqué / Correspondence / Communications: Superintendent Downs thanked staff for presenting their reports earlier in the meeting. He referenced excerpts from the Pencil, Pen and Brush collection, and reviewed information contained in the Communiqué, i.e., promotion and graduation and end-of-year events, Riverside overpass project update, and recent budget information.
11. Comments / Requests from Board Members

Kent Taylor thanked Diane D'Agostino for her dedicated service to the special education students and to the District, thanked Superintendent Downs for his leadership, and thanked his fellow Board members for their cohesive working relationship. He requested that documents and presentations be emailed to him (instead of receiving hard copies) and expressed an interest in the establishment of a Board Curriculum Subcommittee and he volunteered to serve as a committee member.

Robert Armenta thanked the District for the use of Colton High School for the “Relay for Life” event and thanked everyone who participated and contributed. He commented on his attendance at the Agua Mansa PTA Honorary Service Awards dinner (District staff honored), thanked everyone who is involved in PTA, and thanked Diane D'Agostino for her service to the District.

David Zamora thanked Colton High School Principal Robert Verdi for the opportunity to address the seniors at the awards night. He commented on his attendance at the Agua Mansa PTA Honorary Service Awards dinner and the District Retirement dinner and thanked everyone for their hard work.

Patt Haro commented on recent activities and events she attended and thanked staff, parents, and all participants for their accomplishments and hard work: sites—Birney, Jurupa Vista, Smith, Zimmerman, Bloomington Middle, Bloomington High, Colton High, and District Office staff (Retirement Dinner). Congratulations to three students for receiving military acceptance/scholarships:

- Kyle Feldman (CHS) -- U.S. Military Academy (West Point)
- Bryan Gomez (BHS) -- U.S. Air Force Academy
- Everette Richardson (BHS) – U.S. Air Force Academy (Prep School)

Mel Albiso commented on his recent activities and events he attended and congratulated all responsible parties. He suggested that a process be developed to increase parental attendance at events. He offered the following suggestions: convene a teacher consortium to meet with Cabinet on a monthly basis (minutes taken) to discuss budget, human resources and curriculum issues, curtail conference attendance expenditures, and consider moving Board member elections from even to odd years. He thanked Superintendent Downs and Cabinet members for making difficult decisions during the current financial crisis.

Marge Mendoza-Ware commented on the Pencil, Pen and Brush celebration thanked Diane D'Agostino for her dedicated service to the District, and thanked employees for doing a great job.

Closed Session

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

At 8:05 p.m., Board President Mendoza-Ware announced that the Board would recess to Closed Session to discuss items on the agenda.

Reconvened

- Closed Session Items Reported

The Board meeting reconvened at 9:16 p.m. and Board President Mendoza-Ware reported on action taken in Closed Session:

Student Discipline
(Closed Session)

#132

- Student Discipline (1-16)
- Stipulated Expulsion
- Revocation

On a motion by Mr. Zamora, seconded by Mr. Albiso and carried on a 6-0 vote (Ibarra absent), the Board approved *Student Discipline Items 1-17*, as presented, with the exception of items #14 and #16; student #14 and #16 would be outright expelled.

- | | | |
|------------|------------------|-----------------------------|
| (1) 78964 | (7) 149280 | (13) Stip—159582 |
| (2) 145871 | (8) 119979 | (15) Stip—158527 |
| (3) 77728 | (9) 160690 | (17) Rev—158852 |
| (4) 79646 | (10) 148660 | (14) Stip—121596 |
| (5) 147879 | (11) 122897 | (16) Stip—112311 |
| (6) 94981 | (12) Stip—159583 | |

Other Closed Session Items
No reportable action
(4 Items)

#133

Other Closed Session Items—*No reportable action*

- ~~Interdistrict Transfer—Appeal (did not occur)~~
- ~~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 9:16 p.m., the Board adjourned to the next Regular Board of Education Meeting on June 25, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

DRAFT

EXHIBIT “A”

FIELD TRIPS: Regular Meeting May 28, 2009

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

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

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

EXHIBIT “B”

ASSEMBLIES/PROGRAMS: Regular Meeting: May 28, 2009

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

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

EXHIBIT "C" -- Gifts

DONATIONS: Regular Meeting May 28, 2009

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Student Field Trips**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 - Communication

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

FIELD TRIPS: Regular Meeting June 25, 2009

| Site | Date | Depart | Return | Destination | Activity/Background | Grade | Teacher | Cost | Funding | Strategic Plan* |
|-------|---|-----------|------------|---|---|-------|--|-------------|---|-----------------|
| ROHMS | 6/27/09 (Sat.) | 7:00 a.m. | 11:00 p.m. | SeaWorld San Diego, CA (District) | <i>End-of-the-Year Activity</i> Students will participate in an end of the year academic incentive trip. | 7-8 | Sheilah Daniels Mary Welayd (16) + 3 | \$594.00 | ASB | Strategy #1 |
| THMS | 7/27/09 to 7/30/09 overnight | 9:00 a.m. | 2:00 p.m. | Miramonte Resort Palm Springs, CA (District) | <i>Camp Yearbook</i> Yearbook staff will receive training to produce the 2009-2010 yearbook. | 8 | Suzie Montoya- Colburn (3) | \$2,154.00 | ASB | Strategy #13 |
| CHS | 8/3/09 to 8/6/09 (M/T/W/Th) overnight | 8:00 a.m. | 4:00 p.m. | UC Santa Barbara Santa Barbara, CA (District) | <i>United Spirit Association (USA) Cheer Camp</i> Cheer Squad will participate in the annual dance camp for training. | 9-12 | Laura Martinez Monique Martinez (39) | \$14,449.00 | Donations \$13,549 Discretionary \$900 | Strategy #1 |
| BHS | 8/6/09 to 8/9/09 (Th/F/S/S) overnight | 8:00 a.m. | 2:00 p.m. | UC San Diego La Jolla, CA (District) | <i>Universal Cheerleaders Association (UCA) Cheer Camp</i> Cheer Squad will participate in the annual dance camp for training. | 9-12 | Linda Mermilliod (35) + 2 | \$12,609.00 | ASB | Strategy #1 |

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

FIELD TRIPS: Regular Meeting June 25, 2009

| Site | Date | Depart | Return | Destination | Activity/Background | Grade | Teacher | Cost | Funding | Strategic Plan * |
|-----------|--|--------|--------|---|---|-------|--|------|---------|------------------|
| CHS & BHS | 2009-10 School Year (possible overnight trips) | TBD | TBD | Northern and Southern California high schools, colleges, and universities. Hosting schools TBD Occasionally, events are held out of state. (District or travel by air) | <i>Speech Tournaments, Key Club Convention, Leadership Competitions,, Yearbook Camps, FFA State Leadership Conferences & Competitions</i> Students will participate in California speech tournaments, competitions, and debates. Qualifiers to these events are based on actual entries competing in each event. (Additional events TBD) | 9-12 | Ignacio Cabrera (BHS) Robert Verdi (CHS) Teachers & Students TBD + Chaperones (Per Board Policy & Administrative Reg. 6153) | TBD | TBD | Strategy #1 |

Cost will be determined per event.
Various funding: ASB, Voc. Ed., Donations Site Discretionary, EIA/SCE, GATE, SLI

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

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

GOAL: Improved Student Performance

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

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 June 25, 2009

| Site | Date | Time | Program/Purpose | Location | Consultant(s) | Cost | Funds | Strategic Plan* |
|------|-------------------------|------|--|----------------------------|--|------------|--------------------|-----------------|
| BMS | 7/1/09 to 5/28/10 | TBD | <i>After-School Tutoring</i> To provide after school tutoring for underperforming students to improve student academic performance. | Terra Manor Bloomington | Professional Tutors of America Brea, CA | \$6,000.00 | Title I, Part N | Strategy #1 |

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

BOARD AGENDA

REGULAR MEETING
June 25, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera, Assistant Superintendent
Curriculum and Instruction
- SUBJECT:** Approval of Math Intervention Program and Adoption of Textbooks for *California Math Triumphs* in Grades 4-6 (Beginning August 2009)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 - Curriculum
Strategy #3 - Decision Making
- BACKGROUND:** The DAIT team has recommended implementation of the state adopted math intervention program, *California Math Triumphs* for students in grades fourth through sixth, who meet the criteria for mathematics intervention. The textbooks are aligned to the California Mathematics Content Standards and the California Mathematics Frameworks.
- Students will be identified for the program based on their California Standards test results. The recommendation has been reviewed by an advisory committee consisting of teachers and administrators.
- California Math Triumphs, First Edition**
California Math Triumphs
Volumes 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B
Macmillan/McGraw-Hill Glencoe © 2008
Place Value and Basic Number Skills (Volume 1)
Fractions and Decimals (Volume 2)
Ratios, Rates, and Percents (Volume 3)
The Core Processes of Mathematics (Volume 4)
Functions and Equations (Volume 5)
Measurements (Volume 6)
Standards Practice and Periodic Assessments
- BUDGET**
- IMPLICATIONS:** \$1,218.850 -- The textbook materials will be paid out of the 2008-2009 IMFRP and unrestricted general fund as needed.
- RECOMMENDATION:** That the Board approve Math Intervention Program and Adoption of Textbooks for *California Math Triumphs* in Grades 4-6. (Beginning August 2009)

BOARD AGENDA

REGULAR MEETING

June 25, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera , Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of the Course Descriptions and Adoption of Textbooks and Ancillary and Supplemental Instructional Materials for ELD Reading Intervention Program *LANGUAGE! Focus on English Learning, Grades 9-12 (Beginning June 2009)***
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state test.
- Strategy #3: We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluation every district program.
- BACKGROUND:** The DAIT team has recommended implementation of the newly state adopted Reading Intervention program for English Learners, *LANGUAGE! Focus on English Learning*, which will provide intensive, accelerated, and extensive English Language Development instruction. The strategic approach focuses on teaching English language learners to speak, read and write proficiently in English. The program was piloted in all ELD classes during the 2008/09 spring semester. Training was provided for all ELD teachers.
- The course descriptions and textbooks were reviewed by Secondary Curriculum Council and final approval was given at the April 14, 2009 meeting.
- LANGUAGE! Focus on English Learning, Fourth Edition**
The Comprehensive Literacy Curriculum
Levels AB, CD, E, and F
Sopris West Educational Services © 2009
- Student and Interactive Text (Levels AB, CD, E, and F)**
Placement Student Edition (Levels AB, CD, E and F)
Assessment Content Mastery (Levels AB, CD, E and F)
Summative Assessments
- BUDGET IMPLICATIONS:** The textbooks and support materials have been paid out of the 08/09 EIA (Economic Impact Aid) fund, totaling \$270,073. Any additional purchases will be paid out of IMFRP fund.
- RECOMMENDATION:** That the Board approve the Course Descriptions and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for ELD Reading Intervention Program *LANGUAGE! Focus on English Learning, Grades 9-12 (Beginning June 2009)*

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

Course Title: ELD Language! Level A-B

Course Number: ELD101/102

Grade Level: 9-12

Curricular Area: English Language Development

Length: Two semesters, double block

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

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

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
Elective Credit (5 credits each Semester-per period-
maximum 20 per year)

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

Course Description

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

Alignment

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

Instructional Materials

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

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

STUDENTS

| | | |
|--|---|--|
| <u>Required Textbook(s)</u> 1. Student Text (level A and B) 2. Interactive Text (level A and B) 3. Placement: Student Edition (level A and B) | 4. Assessment: Content Mastery (level A and B) 5. Summative Assessments (level A and B) 6. Everyday English for non-English Speakers (level A | classes with newcomers) <u>Software</u> 7. eReader 8. Sortegories |
|--|---|--|

TEACHERS

| | | |
|--|--|--|
| <u>Required Textbook(s)</u> 1. Teacher Edition volume 1 and 2 (level A and B) 2. Teacher Resource Guide (level A and B) 3. Placement: Teacher Edition (level A and B) 4. Assessment: Teacher Edition (level A and B) 5. Everyday English for Non-English Speakers | Teacher Edition (for level A classes with newcomers) <u>Supplemental Materials</u> 6. Letter cards 7. Morphemes for Meaning Cards 8. Transparencies and Templates 9. Pocket Chart 10. Plastic Overhead Tiles | 11. TeachTimer 12. Large-Format Picture Cards <u>Software</u> 13. Instructional Planning Tools for Teachers CD (level A and B) 14. Words for Teachers CD 15. Kurzweil 3000 (optional) 16. Additional Sopris West software (optional) |
|--|--|--|

Exit/Promotion Criteria

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

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

Activities Percentage

| | |
|---|------|
| Class participation and Assignments (Class/Homework)..... | 25% |
| Summative Assessments..... | 75% |
| Total: | 100% |

Development Team

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

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

Support for English Learners

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

Support for Special Education

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

Differentiating the Lesson for GATE Students

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

Pacing Guide for High School ELD Language! Level A-B

First Quarter

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

Weeks: 2-4

Unit 1, Lessons 1-10

California Content Standards

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

Weeks: 5-7

Unit 2, Lessons 1-10

California Content Standards

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

Weeks: 8-10

Unit 3, Lessons 1-10

California Content Standards

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

Pacing Guide for High School ELD Language! Level A-B

Second Quarter

Weeks: 11-13

Unit 4, Lessons 1-10

California Content Standards

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

Weeks: 14-15

Unit 5, Lessons 1-10

California Content Standards

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

Weeks: 16-18

Unit 6, Lessons 1-10

California Content Standards

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

Pacing Guide for High School ELD Language! Level A-B

Third Quarter

Weeks 19-22:

Unit 7, Lessons 1-10

California Content Standards

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

Weeks: 23-25

Unit 8, Lessons 1-10

California Content Standards

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

Pacing Guide for High School ELD Language! Level A-B

Weeks: 26-28

Unit 9, Lessons 1-10

California Content Standards

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|--|---------------------|-------------------------|----------------------------------|--------------------|--------------------|
| READING | R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.12, R1.13, R1.14, R1.15, R1.16, R1.17, R2.2, R2.6 | R1.5, R1.6, R2.1 | R1.3, R1.4, R1.6, R2.3 | R1.2, R1.6, R2.2, R2.6 | R1.1, R1.3 | R1.1 |
| WRITING | W1.3, W2.1 | W1.4, W2.1a, W2.1b, | W1.1, W1.1a, W1.1b, | W1.4, W2.1a, W2.1b, W2.1c, W2.1d | | |
| LISTENING SKILLS | | | | L1.3 | | |
| WRITTEN/ORAL CONVENTIONS | C.1.2, C1.3, C1.5, C1.6, C1.7, C1.8 | C.1.3, C1.6 | C.1.2, C1.3, C1.4, C1.8 | C.1.1 | C.1.1, C.1.2, C1.4 | C.1.1, C.1.2, C1.4 |

Fourth Quarter

Weeks: 29-32

Unit 10, Lessons 1-10

California Content Standards

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

Pacing Guide for High School ELD Language! Level A-B

Weeks: 33-34

Unit 11, Lessons 1-10

California Content Standards

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

Weeks: 35-38

Unit 12, Lessons 1-10

California Content Standards

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

California Standards Guide for High School ELD Language! Level A-B

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

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

Phonemic Awareness

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

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

Penmanship

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

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

Punctuation

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

Capitalization

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

Spelling

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

Listening and Speaking

- 1.4 Stay on the topic when speaking.

California Standards Guide for High School ELD Language! Level A-B

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus.

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

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

Capitalization

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

California Standards Guide for High School ELD Language! Level A-B

Grade Three

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

Penmanship

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

Evaluation and Revision

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

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

Punctuation

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

California Standards Guide for High School ELD Language! Level A-B

Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

Penmanship

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

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

Punctuation

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

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

2.0 Speaking Applications (Genres and Their Characteristics)

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

California Standards Guide for High School **ELD Language! Level A-B**

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

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

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Expository Critique

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

Writing

1.0 Writing Strategies

Organization and Focus

1.2 Create multiple-paragraph expository compositions:

a. Establish a topic, important ideas, or events in sequence or chronological order.

b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

c. Offer a concluding paragraph that summarizes important ideas and details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Capitalization

1.4 Use correct capitalization.

Spelling

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

Listening and Speaking

2.0 Speaking Applications (Genres and Their Characteristics)

2.3 Deliver oral responses to literature:

a. Summarize significant events and details.

California Standards Guide for High School **ELD Language! Level A-B**

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

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

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

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

Writing

1.0 Writing Strategies

Organization and Focus

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

Research and Technology

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

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

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

Capitalization

1.4 Use correct capitalization.

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

Course Title: ELD/Language! Level C-D

Course Number: ELD103/ 104

Grade Level: 9-12

Curricular Area: English Language Development

Length: Two semesters/Double block

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

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

Meets a UC a-g Requirement: Pending application for (B) English credit

Meets NCAA Requirement: Pending

Meets High School Graduation Requirement for: English I (5 credits each Semester-Max 10 yr.) AND Elective (5 credits each Semester-Max 10 yr.)

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

Course Description

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

Alignment

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

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

Instructional Materials

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

STUDENTS

| | | |
|--|---|---|
| <u>Required Textbook(s)</u> 1. Student Text (C and D) 2. Interactive Text (C and D) 3. Placement: Student Edition (C and D) | 4. Assessment: Content Mastery (C and D) 5. Summative Assessments (book C and D) | <u>Software</u> 6. eReader 7. Sortegories |
|--|---|---|

TEACHERS

| | | |
|--|---|--|
| <u>Required Textbook(s)</u> 1. Teacher Edition volume 1 and 2 (level C and D) 2. Teacher Resource Guide (level C and D) 3. Placement: Teacher Edition (book C and D) 4. Assessment: Teacher Edition (book C and D) | <u>Supplemental Materials</u> 5. Letter cards 6. Morphemes for Meaning Cards 7. Transparencies and Templates 8. Pocket Chart 9. Plastic Overhead Tiles 10. TeachTimer 11. Large-Format Picture | Cards <u>Software</u> 12. Instructional Planning Tools for Teachers CD (book C and D) 13. Words for Teachers CD 14. Kurzweil 3000 (optional) 15. Additional Sopris West software (optional) |
|--|---|--|

Exit/Promotion Criteria

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

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

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

Development Team

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

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

Support for English Learners

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

Support for Special Education

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

Differentiating the Lesson for GATE Students

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

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

SEMESTER ONE

First Quarter

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

Weeks: 4-6

Unit 13, Lessons 1-10

California Content Standards:

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

Weeks: 7-9

Unit 14, Lessons 1-10

California Content Standards:

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

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

Second Quarter

Weeks: 10-12

Unit 15, Lessons 1-10

California Content Standards:

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

Weeks: 13-14

Unit 16, Lessons 1-10

California Content Standards:

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

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

Weeks: 15-17

Unit 17, Lessons 1-10

California Content Standards:

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

Week: 18-19

Unit 18, Lesson 1-5

California Content Standards:

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

END SEMESTER ONE

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

SEMESTER TWO: Third Quarter

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

California Content Standards:

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

Weeks: 22-24

Unit 19, Lessons 1-10

California Content Standards:

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

Weeks: 25-27

Unit 20, Lessons 1-10

California Content Standards:

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

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

Weeks: 28-29

Unit 21, Lessons 1-10

California Content Standards:

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

Fourth Quarter

Weeks: 30-32

Unit 22, Lessons 1-10

California Content Standards:

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

Weeks: 33-34

Unit 23, Lessons 1-10

California Content Standards:

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

Weeks: 35-38

Unit 24, Lessons 1-10

California Content Standards:

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

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

END SEMESTER TWO

California Standards Guide for High School **ELD/Language! Level C-D**

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

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

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

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

3.0 Literary Response and Analysis

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

Writing

1.0 Writing Strategies

Penmanship

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

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

Punctuation.

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

Capitalization

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

2.0 Speaking Applications (Genres and Their Characteristics)

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

California Standards Guide for High School **ELD/Language! Level C-D**

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Research

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

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

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

Punctuation

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Recount experiences or present stories:

California Standards Guide for High School **ELD/Language! Level C-D**

GRADE THREE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Structural Features of Informational Materials

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

Writing

1.0 Writing Strategies

Organization and Focus

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

Penmanship

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

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

Punctuation

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Make brief narrative presentations:

- a. Provide a context for an incident that is the subject of the presentation.
- b. Provide insight into why the selected incident is memorable.
- c. Include well-chosen details to develop character, setting, and plot.

- 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

California Standards Guide for High School **ELD/Language! Level C-D**

Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

Penmanship

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

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

Punctuation

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

Capitalization

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

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

California Standards Guide for High School **ELD/Language! Level C-D**

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

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

3.0 Literary Response and Analysis

Literary Criticism

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

Writing

1.0 Writing Strategies

Organization and Focus

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

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

California Standards Guide for High School **ELD/Language! Level C-D**

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

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

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

1.2 Create multiple-paragraph expository compositions:

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

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

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

Research and Technology

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

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

Punctuation

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

High School Course Description for **ELD Language! Level E**

Course Title: ELD Language! Level E

Course Number: ELD 105/106

Grade Level: 9-12

Curricular Area: English Language Development

Length: One Year -single block

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

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

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
Elective Credit (5 credits each Semester-Max 10 yr)

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

Course Description

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

Alignment

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

High School Course Description for **ELD Language! Level E**

Instructional Materials

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

STUDENTS

Required Textbook(s)

1. Student Text (book E)
2. Interactive Text (book E)

3. Placement: Student Edition (book E)
4. Assessment: Content Mastery (book E)

5. Summative Assessments

Software

6. eReader
7. Sortegories

TEACHERS

Required Textbook(s)

1. Teacher Edition volume 1 and 2 (book E)
2. Teacher Resource Guide (book E)
3. Placement: Teacher Edition (book E)
4. Assessment: Teacher Edition (book E)

Supplemental Materials

5. Letter cards
6. Morphemes for Meaning Cards
7. Transparencies/Templates
8. Pocket Chart
9. Plastic Overhead Tiles
10. TeachTimer
11. Large-Format Picture Cards

Software

12. Instructional Planning Tools for Teachers CD (book E)
13. Words for Teachers CD
14. Kurzweil 3000 (optional)
15. Additional Sopris West software (optional)

Exit/Promotion Criteria

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

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

Activities

Percentage

| | |
|---|-----|
| Class participation and Assignments (Class/Homework)..... | 25% |
| Summative Assessments..... | 75% |
| Total: 100% | |

Development Team

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

High School Course Description for **ELD Language! Level E**

Support for English Learners

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

Support for Special Education

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

Differentiating the Lesson for GATE Students

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

Pacing Guide for High School **ELD Language! Level E**

SEMESTER ONE

First Quarter

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

Weeks: 5-9

Unit 25, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|-----------------------------|-------------------------------------|----------------------------|--|------------------|-------------------------------|----------|
| READING | 1.3, 1.10, 1.11, 1.14, 1.16, 2.6 | 1.2, 1.3, 1.5, 1.6, 1.9 | 1.2,1.3, 1.4, 1.6, 1.7,1.8, 2.3, 3.1 | 1.2, 1.5, 2.2 | 1.1, 1.2, 2.1, 2.3, 3.1 | 1.1, 1.5 |
| WRITING | 1.1, 1.2 | 1.4 | | 1.3 | | 1.3 |
| LISTENING SKILLS | 2.1 | 1.5,1.6, 1.9 | 1.5, 1.6, 1.7, 1.9 | | | |
| WRITTEN/ORAL CONVENTIONS | 1.1,1.4,1.5,1.6, 1.8 | 1.3, 1.6, 1.7 | 1.2, 1.4, 1.8, | 1.1, 1.2 | 1.1, 1.5 | 1.3, 1.5 |

Pacing Guide for High School **ELD Language! Level E**

SEMESTER ONE

Second Quarter

Weeks: 10-13

Unit 26, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|--|--|--|------------------|------------------------------|----------|
| READING | 1.3, 1.11, 1.12, 1.13,1.14,1.16, 2.6 | 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7 | 1.2,1.3, 1.4, 1.6, 1.7,1.8, 2.3, 3.3 | 1.2, 2.2, 3.3 | 1.1, 1.2, 1.3 2.1, 2.3 | 1.1, 1.5 |
| WRITING | | 1.4, 2.1b, 2.1c | | 2.1a | | 1.3 |
| LISTENING SKILLS | | 2.1b | | | | |
| WRITTEN/ORAL CONVENTIONS | 1.4,1.5,1.6, 1.8 | 1.3, 1.7 | 1.2, 1.3, 1.8, | 1.2, 1.3 | 1.1, 1.2, 1.3 1.5 | 1.3, 1.5 |

Weeks: 14-19

Unit 27, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---------------------------|--|--------------------------------------|---|-----------------------|--|----------|
| READING | 1.3, 1.5, 1.10. 1.11,1.12,1.14, 1.16, 2.6, 3.1 | 1.2, 1.3, 1.6, 1.7, 1.9, 2.5, 2.7 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.2, 1.4, 2.2, 3.2 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.2 | 1.1, 2.4 |
| WRITING | 2.2 | 1.4 | 2.3 | | | 2.2 |
| LISTENING SKILLS | | 1.5, 1.6, 1.9 | 1.5, 1.6, 1.7 | 1.3 | | |
| WRITTEN/ORAL APPLICATIONS | 1.5, 1.6, 1.8 | 1.7 | 1.2, 1.3, 1.8 | 1.2 | 1.1, 1.3, 1.5 | 1.3, 1.5 |

END SEMESTER ONE

Pacing Guide for High School **ELD Language! Level E**

SEMESTER TWO

Third Quarter

Weeks: 20-26

Unit 28, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|---------------------------------------|-------------------------------|-----------------------------------|----------------|-------------------------|---------------|
| READING | 1.3, 1.10, 1.11, 1.14, 1.16, 2.6, 3.1 | 1.2, 1.3, 1.6, 1.7, 1.9, 2.7, | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.2., 1.6, 2.2 | 1.1, 1.2, 2.1, 2.3, 3.5 | 1.1, 1.2 |
| WRITING | 1.1, 1.2 | 1.4, 2.1b | 2.3 | | | 1.1, 2.1c |
| LISTENING SKILLS | | 2.1b | | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.3, 1.5, 1.6, 1.7, 1.8 | 1.7 | 1.2, 1.8 | 1.2 | 1.1, 1.5 | 1.1, 1.2, 1.5 |

Weeks: 27-30

Unit 29, Lessons 1-5

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|--|--------------------|------------------------------|-------------------------|-----------------------|-----------------|
| READING | 1.3, 1.5, 1.10, 1.11,1.14,1.16, 2.6, 3.1 | 1.2, 1.3, 1.6, 1.9 | 1.2, 1.3, 1.6. 1.7, 1.8, 2.3 | 1.2, 1.6, 2.2, 3.2, 3.5 | 1.1, 2.3, 3.1, 3.2 | 1.1, 1.2 |
| WRITING | 1.2 | 1.4 | | | 2.4a,2.4b, 2.4c, 2.4d | 2.5a, 2.5b,2.5c |
| LISTENING SKILLS | | | | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.8 | 1.4, 1.7 | 1.2, 1.6, 1.8 | 1.1 | 1.5 | 1.1, 1.2, 1.5 |

Pacing Guide for High School **ELD Language! Level E**

SEMESTER TWO

Fourth Quarter

Weeks: 31-33

Unit 29, Lesson 6-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|--|--------------------|---------------------------------|-------------------------------|---------------------------|--------------------|
| READING | 1.3, 1.5, 1.10, 1.11,1.14,1.16, 2.6, 3.1 | 1.2, 1.3, 1.6, 1.9 | 1.2, 1.3, 1.6. 1.7, 1.8, 2.3 | 1.2, 1.6, 2.2, 3.2, 3.5 | 1.1, 2.3, 3.1, 3.2 | 1.1, 1.2 |
| WRITING | 1.2 | 1.4 | | | 2.4a, 2.4b, 2.4c, 2.4d | 2.5a,2.5b, 2.5c |
| LISTENING SKILLS | | | | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.8 | 1.4, 1.7 | 1.2, 1.6, 1.8 | 1.1 | 1.5 | 1.1, 1.2, 1.5 |

Weeks: 34-38

Unit 30, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|---|--|---------------------------------|---------|---------|---------|
| READING | 1.3, 1.10, 1.11, 1.14, 1.16, 2.6, 3.1 | 1.2, 1.3, 1.6, 1.9, 2.6, 3.1 3.2 | 1.2, 1.3, 1.6, 1.7, 1.8, 2.3 | | | |
| WRITING | | 1.4 | | | | |
| LISTENING SKILLS | 2.2 | | | | | |
| WRITTEN/ORAL CONVENTIONS | 1.8 | 1.4, 1.7 | 1.2 | | | |

END SEMESTER TWO

California Standards Guide for High School ELD Language! Level E

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print.

1.3 Identify letters, words, and sentences.

Phonemic Awareness

1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].

Decoding and Word Recognition

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].

1.12 Use knowledge of vowel digraphs and *r-* controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].

1.16 Read aloud with fluency in a manner that sounds like natural speech.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

2.6 Relate prior knowledge to textual information.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

1.1 Select a focus when writing.

1.2 Use descriptive words when writing.

2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Grammar

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

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Spelling

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

Listening and Speaking

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Recite poems, rhymes, songs, and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why,* and *how* questions.

California Standards Guide for High School **ELD Language! Level E**

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.

3.0. Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

Writing

1.0 Writing Strategies

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

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

Punctuation

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

Capitalization

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Recount experiences or present stories:
 - a. Describe story elements (e.g., characters, plot, setting).

California Standards Guide for High School ELD Language! Level E

Grade Three

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Demonstrate comprehension by identifying answers in the text.

3.0 Literary Response and Analysis

Structural Features of Literature

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Writing

2.0 Writing Applications (Genres and Their Characteristics)

- 2.3 Write personal and formal letters, thank-you notes, and invitations:

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

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

Punctuation

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

California Standards Guide for High School **ELD Language! Level E**

Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., *international*].
- 1.5 Use a thesaurus to determine related words and concepts.
- 1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Writing

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives:
 - a. Relate ideas, observations, or recollections of an event or experience.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Punctuation

- 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

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

California Standards Guide for High School ELD Language! Level E

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

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

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Comprehension and Analysis of Grade-Level-Appropriate Text

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

3.0 Literary Response and Analysis

Structural Features of Literature

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Writing

2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write narratives:

- a. Establish a plot, point of view, setting, and conflict.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise*), modifiers, and pronouns.

Punctuation

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Spelling

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

California Standards Guide for High School **ELD Language! Level E**

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

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

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write narratives:

a. Use a range of narrative devices (e.g., dialogue, suspense).

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

2.5 Write persuasive compositions:

a. State a clear position on a proposition or proposal.

b. Support the position with organized and relevant evidence.

c. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

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

Punctuation

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

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

High School Course Description for **ELD Language! Level F**

Course Title: ELD Language! Level F

Course Number: ELD107/108

Grade Level: 9-12

Curricular Area: English Language Development

Length: One Year-Single Block

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

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

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
Elective Credit (5 credits each Semester-Max 10 yr)

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

Course Description

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

Alignment

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

High School Course Description for **ELD Language! Level F**

Instructional Materials

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

STUDENTS

Required Textbook(s)

1. Student Text (book F)
2. Interactive Text (book F)
3. Placement: Student

Edition (book F)

4. Assessment: Content Mastery (book F)
5. Summative Assessments

Software

6. eReader
7. Sortegories

TEACHERS

Required Textbook(s)

1. Teacher Edition volume 1 and 2 (book F)
2. Teacher Resource Guide (book F)
3. Placement: Teacher Edition (book F)
4. Assessment: Teacher Edition (book F)

Supplemental Materials

5. Letter cards
6. Morphemes for Meaning Cards
7. Transparencies/Templates
8. Pocket Chart
9. Plastic Overhead Tiles
10. TeachTimer
11. Large-Format Picture Cards

Software

12. Instructional Planning Tools for Teachers CD (book F)
13. Words for Teachers CD
14. Kurzweil 3000 (optional)
15. Additional Sopris West software (optional)

Exit/Promotion Criteria

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

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

Activities

Percentage

| | |
|---|-----|
| Class participation and Assignments (Class/Homework)..... | 25% |
| Summative Assessments..... | 75% |
| Total: 100% | |

Development Team

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

High School Course Description for **ELD Language! Level F**

Support for English Learners

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

Support for Special Education

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

Differentiating the Lesson for GATE Students

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

Pacing Guide for High School **ELD Language! Level F**

SEMESTER ONE

First Quarter

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

Weeks: 2-6

Unit 31, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---------------------------|----------------------------------|-------------------------|-----------------------------------|-------------------------|------------------------------|---------------|
| READING | 1.3, 1.10, 1.11, 1.12, 1.16, 2.6 | 1.2, 1.3, 1.7, 1.9, 2.5 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.2, 1.4, 2.2, 3.2, 3.5 | 1.1, 1.3, 1.4, 1.5, 2.3, 3.1 | 1.1, 2.4 |
| WRITING | 2.1 | 1.4, 2.1a, 2.1b | 2.1a, 2.1b | 2.4 | 1.1a, 1.1b, 1.1c, 2.1a, 2.1b | |
| LISTENING SKILLS | | | | | | |
| WRITTEN/ORAL APPLICATIONS | 1.5, 1.6, 1.7 | 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.4, 1.5 | 1.1, 1.4, 1.5 |

Weeks: 7-9

Unit 32, Lessons 1-5

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|----------------------------------|-------------------------|--|------------------------------|-----------------------------------|---------------|
| READING | 1.3, 1.10, 1.11, 1.13, 1.16, 2.6 | 1.2, 1.3, 1.6, 1.8, 1.9 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3, 3.4 | 1.1, 1.2, 1.4, 1.6, 2.2, 3.5 | 1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.4 | 1.1, 1.2, 2.4 |
| WRITING | | 1.4 | | | | |
| LISTENING SKILLS | | 1.5, 1.6 | 1.4, 1.5, 1.6, 1.7 | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.5, 1.6, 1.8 | 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.5 | 1.5 |

Pacing Guide for High School ELD Language! Level F

SEMESTER ONE

Second Quarter

Weeks: 10-12

Unit 32, Lessons 6-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|-------------------------------------|----------------------------|--|------------------------------------|--|------------------|
| READING | 1.3, 1.10, 1.11, 1.13, 1.16, 2.6 | 1.2, 1.3, 1.6, 1.8, 1.9 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3, 3.4 | 1.1, 1.2, 1.4, 1.6, 2.2, 3.5 | 1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.4 | 1.1, 1.2, 2.4 |
| WRITING | | 1.4 | | | | |
| LISTENING SKILLS | | 1.5, 1.6 | 1.4, 1.5, 1.6, 1.7 | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.5, 1.6, 1.8 | 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.5 | 1.5 |

Weeks: 13-19

Unit 33, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|------------------------------------|---------------|---|------------------------------------|-------------------------------|---------------|
| READING | 1.3, 1.5, 1.10, 1.11, 1.16, 2.6 | 1.2, 1.3, 1.9 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.1, 1.2, 1.4, 1.6, 2.2, 3.5 | 1.1, 1.3, 1.4, 2.3, 3.1 | 1.1, 2.4 |
| WRITING | | 1.4 | | 2.3a, 2.3 b, 2.3c | 2.3, 2.3a, 2.3b, 2.3c | 2.3a, 2.3b |
| LISTENING SKILLS | | 1.6, 1.9, 2.2 | | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.5, 1.6, 1.8 | 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.2, 1.5 | 1.5 |

END SEMESTER ONE

Pacing Guide for High School **ELD Language! Level F**

SEMESTER TWO

Third Quarter

Week 20-25:

Unit 34, Lesson 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|-------------------------------|----------------------------|--|-------------------------------|-------------------------------|--------------------|
| READING | 1.3, 1.10, 1.11, 1.16, 2.6 | 1.2, 1.3, 1.6, 1.9, 2.1 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.1, 2.3 | 1.1, 1.2, 1.4, 2.2, 3.5 | 1.1, 1.3, 1.4, 2.3, 3.1 | 1.1, 2.4 |
| WRITING | | 1.4 | | 2.3a, 2.3b, 2.4 | 2.3a,2.3b, 2.3c | 2.3a,2.3b, 2.3c |
| LISTENING SKILLS | | 1.6, 1.9, 2.2 | | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.5, 1.6, 1.8 | 1.1, 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.1, 1.5 | 1.5 |

Weeks: 26-29

Unit 35, Lessons 1-5

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|-------------------------------|--------------------|---|-------------------------------|-------------------------------|---------------------------------|
| READING | 1.3, 1.10, 1.11, 1.16, 2.6 | 1.2, 1.3, 1.6, 1.9 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.1, 1.2, 1.4, 2.2, 3.5 | 1.1, 1.3, 1.4, 2.3, 3.1 | 1.1, 2.4 |
| WRITING | | 1.4 | | | 2.4a,2.4b, 2.4c, 2.4d | 1.1, 2.2, 2.5a,2.5b, 2.5c |
| LISTENING SKILLS | | | 1.4 | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.3, 1.5, 1.6, 1.7, 1.8 | 1.1, 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.1, 1.2, 1.5 | 1.5 |

Pacing Guide for High School **ELD Language! Level F**

SEMESTER TWO

Fourth Quarter

Weeks: 30-32

Unit 35, Lessons 6-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|-------------------------------|--------------------|---|-------------------------------|-------------------------------|---------------------------------|
| READING | 1.3, 1.10, 1.11, 1.16, 2.6 | 1.2, 1.3, 1.6, 1.9 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.1, 1.2, 1.4, 2.2, 3.5 | 1.1, 1.3, 1.4, 2.3, 3.1 | 1.1, 2.4 |
| WRITING | | 1.4 | | | 2.4a,2.4b, 2.4c, 2.4d | 1.1, 2.2, 2.5a,2.5b, 2.5c |
| LISTENING SKILLS | | | 1.4 | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.3, 1.5, 1.6, 1.7, 1.8 | 1.1, 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.1, 1.2, 1.5 | 1.5 |

Weeks: 33-38

Unit 36, Lessons 1-10

California Content Standards:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------------|-------------------------------|--------------------|---|-------------------------------|-------------------------------|----------|
| READING | 1.3, 1.10, 1.11, 1.16, 2.6 | 1.2, 1.3, 1.6, 1.9 | 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.3 | 1.1, 1.2, 1.4, 2.2, 3.5 | 1.1, 1.3, 1.4, 2.3, 3.1 | 1.1, 2.4 |
| WRITING | | 1.4 | 1.1a, 1.1b | | | 1.1 |
| LISTENING SKILLS | | 1.5 | 1.5, 1.6, 1.7 | 1.3 | | |
| WRITTEN/ORAL CONVENTIONS | 1.3, 1.5, 1.6, 1.7,1.8 | 1.1, 1.3, 1.6, 1.7 | 1.2, 1.8 | 1.2 | 1.1, 1.2, 1.5 | 1.5 |

END SEMESTER TWO

California Standards Guide for High School ELD Language! Level F

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

1.3 Identify letters, words, and sentences.

Phonemic Awareness

1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].

Decoding and Word Recognition

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].

1.12 Use knowledge of vowel digraphs and *r-* controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.16 Read aloud with fluency in a manner that sounds like natural speech.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

2.6 Relate prior knowledge to textual information.

Writing

2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

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

Punctuation

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

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

Spelling

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

California Standards Guide for High School **ELD Language! Level F**

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Evaluation and Revision

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

2.0 Writing Applications (Genres and Their Characteristics)

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

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.

Grammar

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

Capitalization

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

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

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

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.2 Report on a topic with facts and details, drawing from several sources of information.

California Standards Guide for High School ELD Language! Level F

Grade Three

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Demonstrate comprehension by identifying answers in the text.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

Writing

1.0 Writing Strategies

Organization and Focus

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

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives:
 - a. Provide a context within which an action takes place.
 - b. Include well-chosen details to develop the plot.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Spelling

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

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organization and Delivery of Oral Communication

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

California Standards Guide for High School **ELD Language! Level F**

Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., *international*].
- 1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Writing

2.0 Writing Applications (Genres and Their Characteristics)

- 2.3 Write information reports:
- Frame a central question about an issue or situation.
 - Include facts and details for focus.
 - Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

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

California Standards Guide for High School ELD Language! Level F

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).
 1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

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

3.0 Literary Response and Analysis

Structural Features of Literature

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create multiple-paragraph narrative compositions:
 a. Establish and develop a situation or plot.
 b. Describe the setting.
 c. Present an ending.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives:
 a. Establish a plot, point of view, setting, and conflict.
 b. Show, rather than tell, the events of the story.
 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
 a. Frame questions that direct the investigation.
 b. Establish a controlling idea or topic.
 c. Develop the topic with simple facts, details, examples, and explanations.
 2.4 Write persuasive letters or compositions:
 a. State a clear position in support of a proposal.
 b. Support a position with relevant evidence.
 c. Follow a simple organizational pattern.
 d. Address reader concerns.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Grammar

- 1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise*), modifiers, and pronouns.

Capitalization

- 1.4 Use correct capitalization.

Spelling

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

California Standards Guide for High School **ELD Language! Level F**

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

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

Vocabulary and Concept Development

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

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

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

Writing

1.0 Writing Strategies

Organization and Focus

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

2.0 Writing Applications (Genres and Their Characteristics)

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

2.3 Write research reports:

a. Pose relevant questions with a scope narrow enough to be thoroughly covered.

b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).

c. Include a bibliography.

2.5 Write persuasive compositions:

a. State a clear position on a proposition or proposal.

b. Support the position with organized and relevant evidence.

c. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

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

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

BOARD AGENDA

Regular Meeting
June 25, 2009

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: Approval to Accept the Agricultural Vocational Education Incentive Grant Funds for Bloomington High School (2009-10)

GOAL: Improved Student Performance

STRATEGY: Strategy #5 – College Career

BACKGROUND: The District has been notified by the California Department of Education that under Senate Bill 813, it has been awarded the annual grant to support Bloomington High School in updating and improving their agricultural program. Program funds must be spent for the purchase of equipment and supplies for agricultural courses. This is an increase to restricted general funds with a match from Bloomington High School

BUDGET IMPLICATIONS: \$5,900 – Increase to restricted general funds.

RECOMMENDATION: That the Board approve acceptance of the Agriculture Vocational Education Incentive Grant funds for Bloomington High School. (2009-10)

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Yolanda Cabrera, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval to File the Consolidated Application for Funding Categorical Aid Programs for 2009-2010.**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy # 2 - Curriculum
- BACKGROUND:** Each year the District must reapply to participate in certain state and federal categorical programs. The application is submitted in two parts. Part I, submitted in spring, requests participation in the following:
- Title I, Parts A, Basic
 - Title I, Part A, Neglected
 - Title II, Part A (Improving Teacher Quality)
 - Title III (Language Instruction for LEP Students)
 - Title IV, Part A (Safe and Drug Free Schools & Communities)
 - Economic Impact Aid/State Compensatory Education
 - Economic Impact Aid/Limited English Proficient
- Part II of the Application, containing program allocations to the District will be submitted to the California Department of Education in the fall.
- BUDGET IMPLICATIONS:** Approximately \$ **13,000,000** in entitlements and carryover funds.
- RECOMMENDATION:** That the Board approve filing of the Consolidated Application for Funding Categorical Aid Programs for 2009-2010, Parts I and II, and any subsequent revisions and amendments that may be needed for the listed projects.

BOARD AGENDA

**Regular Meeting
June 25, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Colton Joint Unified School District Work Experience Education Plan for 2009-10 through 2012-13**

GOAL: Improved Student Performance

STRATEGY: Strategy #5 – College Career

BACKGROUND: The District has been notified by the California Department of Education that we are being required to submit an updated plan for Work Experience Education. The plan complies with all current state and federal labor laws related to employing of students and the awarding of credits for paid work experience. The addition of Exploratory Work Experience will enable us to provide students without a paid job to learn the skills necessary to be successful in finding employment.

**BUDGET
IMPLICATIONS:** None

RECOMMENDATION: That the Board approves the Colton Joint Unified School District Work Experience Education Plan. (2009-2013)

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Yolanda Cabrera, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Agreements with Professional Tutors of America and Sylvan Learning Center of Rialto to Provide NCLB Supplemental Educational Services (2009-2010)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #1 – Communication
Strategy #2 - Curriculum
- BACKGROUND:** Under the NCLB Act of 2001, the Office of Elementary and Secondary Educational in the U.S. Department of Education requires a Title I school in program improvement status for two years or more to provide supplemental educational services to eligible students based on economically disadvantaged status and below basic performance on the California Standards Testing in reading and mathematics.
- The Local Educational Agency shall spend an amount equal to 20 percent of its Title I allocation unless a lesser amount is needed to comply to satisfy all parents’ requests for supplemental educational services provided by CDE-approved providers for the Colton Joint Unified School District.
- Based on parents’ requests, Birney, Crestmore, Grant, Grimes, Lewis, Lincoln, Rogers, Wilson and Zimmerman Elementary Schools have participated in this after-school program. These schools will continue to offer supplemental educational services in 2009-2010, and additional program improvement schools will participate if identified.
- The data during the 2007-2008 school year, students showed a 21% gain in language arts derived from Professional Tutors of America posttest and 5% gain from Sylvan Learning Center of Rialto. Results from 2008-2009 will be available in August 2009.
- BUDGET IMPLICATIONS:** Not to exceed \$1,300 per student to be taken from Title I, Supplemental Educational Services funds.
- RECOMMENDATION:** That the Board approve the agreements with Professional Tutors of America and Sylvan Learning Center of Rialto to provide NCLB Supplemental Educational Services to eligible students at Program Improvement elementary sites. (2009-2010)

BOARD AGENDA

REGULAR MEETING
June 25, 2009

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: Adoption of Resolution and Amendment of Contract for State
Preschool Program Funds (2008-09)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2 - Curriculum

BACKGROUND: Each year the State Department of Education offers the District a contract for the operation of the Children Center Program and the State Preschool Program. The contract amount for the State Preschool Program for the 2008-2009 school year has been amended. All terms and conditions of the original agreement shall remain unchanged and in full force and effect.

BUDGET

IMPLICATIONS: \$1,422,839 - - Prior amount encumbered
\$ 18,336 - - Additional amount encumbered by this document
\$1,441,175 - - Total Encumbered to date

RECOMMENDATION: That the Board adopt the resolution and approve the contract for State Preschool Program funds, as presented. (2008-09)

RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2008/09.

RESOLUTION

BE IT RESOLVED that the Governing Board of Colton Joint Unified School District

authorizes entering into local agreement number/s CPRE-8287 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

| <u>NAME</u> | <u>TITLE</u> | <u>SIGNATURE</u> |
|-----------------------|-----------------------|------------------|
| <u>James A. Downs</u> | <u>Superintendent</u> | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

PASSED AND ADOPTED THIS 25 day of June 2008/09, by the

Governing Board of Colton Joint Unified School District

of San Bernardino County, California.

I, _____, Clerk of the Governing Board of

Colton Joint Unified School District of San Bernardino, County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a June 25, 2009 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

TO: **Board of Education**

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

SUBJECT: **Acceptance of Gifts**

GOAL: Community Relations

STRATEGIC PLAN: Strategy #6 -- Character

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

DONATIONS: Regular Meeting June 25, 2009

| SITE | DONOR | DONATION / PURPOSE | |
|-------------------------------|--|--|----------|
| Bloomington Middle School | Edsource 520 San Antonio Road Suite 200, Mountain View, CA 94040-1217 | Check #7044 Site discretion - for participation in large scale survey of California's middle grades. | \$100.00 |
| Colton High School | Fiesta Village 1405 E. Washington, Colton, CA 92324 | Check # 14072 Renaissance | \$100.00 |
| Colton High School | J.G. Golfing Ent., Inc. San Bernardino Golf Club 1494 South Waterman Avenue, San Bernardino, CA 92408 | Check #22307 Boys' Golf | \$200.00 |
| D'Arcy Elementary | LifeTouch National School Studios 11000 Viking Drive, Suite 500 E, Eden Prairie, MN 55344 | Check #1865814 | \$581.00 |
| D'Arcy Elementary | Edison International – Employee Contributions Campaign Edward J. Harris P.O. Box 3288, Princeton, NJ 08543-3288 | Check #112880 | \$369.45 |
| Educational Services Division | Yolanda Cabrera c/o 1212 Valencia Drive Colton, CA 92324 | Two gift cards in the amount of \$50 each for student awards. CJUSD 30 th Annual Pencil, Pen & Brush Celebration • Michaels Store #4730 & • Barnes & Noble Booksellers #2201 | \$100.00 |
| Grant Elementary | Edison International – Employee Contributions Campaign – Mr. Carlos Villalba 283 West D Street, Colton, CA 92324 P.O. Box 3288, Princeton NJ 08543-3288 | Check #111806 | \$120.00 |
| Grimes Elementary | Edison International – Employee Contributions Campaign Anonymous Donor P.O. Box 3288, Princeton, NJ 08543-3288 | Check #113450 To follow child – Alyssa Riddle | \$30.00 |
| Ruth Harris Middle School | Columbian Foundation for People with Mental Retardation, Inc. 12262 Cornwallis Square, San Diego, CA 92128-3747 | Check #1560 SDC/SH Class | \$254.38 |
| Reche Canyon Elementary | Target P.O. Box 59214, Minneapolis, MN 55459-0214 | Check #1985295 | \$52.04 |
| Rogers Elementary | McDonalds – Kaico, Inc. 2009 Porterfield Way, Suite D, Upland, CA 91786 | Check #4699 | \$781.17 |
| Slover Mt. High School | Schools' First Federal Credit Union P.O. Box 11547, Santa Ana CA 92711-1547 | Check #123199 WSA Scholarship 2009 | \$300.00 |

DONATIONS: Regular Meeting June 25, 2009

| SITE | DONOR | DONATION / PURPOSE | |
|-----------------------------|---|------------------------------------|----------|
| Slover Mt. High School | Agua Mansa P.T.A. Council 1212 Valencia Drive, Colton, CA 92324 | Check #1074 Student Scholarship | \$500.00 |
| Slover Mt. High School | Audiences Unlimited, Inc. Universal Studios 801 S. Main Street, Burbank, CA 91506 | Check #50105 DJ Club | \$368.00 |
| Smith Elementary | WaMu is becoming CHASE 1301 2 nd Avenue, Seattle, WA 98101 | Check #2416152453 | \$143.10 |
| Smith Elementary | Target Take Charge of Education Mail Stop 2A-O, P.O. Box 59214, Minneapolis, MN 55459-0214 | Check #2002086 | \$103.89 |
| Terrace View Elementary | LifeTouch National School Studios 11000 Viking Drive, Suite 500 E, Eden Prairie, MN 55344 | Check #1870626 | \$70.00 |
| Walter Zimmerman Elementary | LifeTouch National School Studios 11000 Viking Drive, Suite 500 E, Eden Prairie, MN 55344 | Check #1889499 | \$748.00 |

BOARD AGENDA

REGULAR MEETING
June 25, 2009

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval to Renew Contract with Bloomington Recreation and Park District Summer Swim Program at Bloomington Middle School (2009-10)

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: The Bloomington Recreation and Park District has requested permission to operate the swimming pool, shower and locker facility, during the 2009-10 summer session. Commencing June 29, 2009 and ending August 14, 2009, Monday through Friday and 11:00 a.m. to 5:00 p.m. every Saturday.

This proposed renewal is consistent with previous agreements for joint use of the pool between the Bloomington Recreation and Park District and the Colton Joint Unified School District. A copy of the proposed agreement is attached for consideration.

BUDGET IMPLICATIONS: \$1,500 Income to General Fund (Bloomington Middle School facility site fund)

RECOMMENDATION: That the Board approve to renew contract with the Bloomington Recreation and Park District Summer Swim program at Bloomington Middle School (2009-10).

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

TO: **Board of Education**

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

SUBJECT: **Approval to Renew Agreement with School Services of California, Inc. for Special/Fiscal Budget Services (2009-10)**

GOAL: Support Services/Budget Planning

STRATEGIC PLAN: Strategy #1 -- Communication

BACKGROUND: School Services of California is recognized as one of the top consultants in the State regarding issues of school finance, legislation, school budgeting and general fiscal issues. The Business Services Division uses these services daily to research and administer the budgeting functions of the District.

BUDGET IMPLICATIONS: \$2,220 annually, plus expenses, from the General Fund

RECOMMENDATION: That the Board approve to renew agreement with School Services of California, Inc. for Special/Fiscal Budget Services (2009-10).

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval to Renew Agreement With Margaret A. Chidester & Associates for Legal Services (2009-10)

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

STRATEGIC PLAN: Strategy #1 -- Communication Strategy #4 -- Facilities
Strategy #3 – Decision Making

BACKGROUND: The District has determined a need to renew the professional legal services of Margaret A. Chidester & Associates, a full service law firm. Education Code Section 35041.5 authorizes the District to contract for legal services. They are used primarily for labor, personnel and special education issues.

Chidester & Associates is a highly regarded law firm and have proven to be extremely helpful this past year. They would be used as an alternate resource and not for duplicate services.

| 2009-10 Cost per hour | |
|------------------------------|-------|
| MAC, SRC, CLF & CMT | \$220 |
| Other Attorneys | \$205 |
| Law Clerks | \$ 85 |

BUDGET IMPLICATIONS: To be paid from General or appropriate funds when allowable.

RECOMMENDATION: That the Board approve renewal of agreement with Margaret A. Chidester & Associates for legal services. (2009-10).

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Personnel Employment

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1: Communication.

I-B Certificated – Activity/Coaching Assignments

- | | |
|------------------------|----------------------------------|
| 1. Afadonis, Syreeta | Volleyball-Head Varsity - BHS |
| 2. Bautista, Leilani | Volleyball, Assistant - BHS |
| 3. Bock, Robert | Cross Country-Head Varsity - CHS |
| 4. Conner, Thomas | Football-Head Varsity - BHS |
| 5. Monterroso, Nicolas | Cross Country-Head Varsity - CHS |
| 6. Pope, Brian | Golf-Head Varsity - CHS |
| 7. Schaefer, Gabriel | Volleyball-Head JV - BHS |
| 8. Strauss, Harold | Football-Head Varsity - CHS |
| 9. Urban, Richard | Tennis-Head Varsity - CHS |
| 10. Wierenga, Jean | Cross Country-JV - BHS |

I-D Certificated – Substitute Teacher

1. Brown, Erica
2. Garcia, Mario
3. Lindquist, Christopher
4. Lodge, Tiffany
5. Low, Deborah
6. Rodriguez, Magda

II-B Classified – Activity/Coaching Assignments

- | | |
|-------------------------|---|
| 1. Aguilera, Julie | Cross Country-Head Varsity – BHS |
| 2. Blanche, Samuel | Football-Assistant Frosh/Soph – BHS |
| 3. Blinkinsop, Jennifer | Volleyball-Head Varsity – CHS |
| 4. Bray Sr., Richard | Football-Assistant Varsity – CHS |
| 5. Bray Jr., Richard | Football-Assistant Varsity – CHS |
| 6. Conner, Alexander | Football-Head JV (walk-on) – BHS |
| 7. Hanna, Kyle | Football-Asst. Frosh/Soph (walk-on)-CHS |
| 8. Hanna, Lennert | Football-Head Frosh/Soph (walk-on)-CHS |
| 9. Ma'ilo, Chris | Football-Assistant Varsity – CHS |
| 10. Mermilliod, Linda | Pep Squad Director – BHS |
| 11. Ov, Renee | Tennis-Head Varsity (walk-on) – BHS |
| 12. Overholt, Cary | Football-Assistant Varsity (walk-on) - BHS |
| 13. Overholt, Casey | Football-Assistant Varsity (walk-on)-BHS |
| 14. Overholt, Casey | Football-Spring Assistant (walk-on) – BHS |
| 15. Sifuentes, Joshua | Football-Assistant Frosh/Soph (walk-on) - BHS |
| 16. Smalls, Ryan | Football-Head JV – CHS |
| 17. Su'apaia, Eric | Football-Assistant Varsity (walk-on) – BHS |
| 18. Su'apaia, Eric | Football-Spring Assistant (walk-on) - BHS |
| 19. Vega, Martin | Football-Head Frosh/Soph – BHS |
| 20. Wierenga, Jacob | Cross County-Head Varsity – BHS |

II-C Classified – Hourly

- | | |
|--------------------|--------------------------------|
| 1. Mata, Cynthia | Sub Noon Aide – Sycamore Hills |
| 2. Ontiveros, Eva | Sub Noon Aide – D’Arcy |
| 3. Perez, Audrey | Sub Noon Aide – Sycamore Hills |
| 4. Rosas, Amada F. | Sub Noon Aide – D’Arcy |

II-D Classified – Substitute

- | | |
|---------------------|----------------------------|
| 1. Becerril, Marisa | Sub Child Dev. Inst. Asst. |
| 2. Espinoza, Isael | General Laborer |
| 3. Ruiz, Andrew | 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
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Shared Contract for 2009-2010 School Year**

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1: Communication.

BACKGROUND: The agreement between ACE/CTA/NEA and the District has a provision that states that shared contract requests shall be subject to District needs and final Board approval. The following teachers have requested a shared contract for the 2009-10 school year:

- | | |
|----------------------------------|--------|
| 1. Connie Brown/Kristine Johnson | D'Arcy |
| 2. Niki Le/Krista McGhee | D'Arcy |

The plan would have the teachers work two days a week and alternate biweekly to cover the fifth day. Where a Monday holiday exists, the teachers will each teach two days that week. Days are to be submitted to the principal on a staffing calendar. Both teachers would participate as follows:

1. Attend the first and last day of school
2. Attend parent conferences for all students
3. Communicate through daily tapes and notes
4. Substitute for each other whenever possible
5. Attend Open House, parent nights, and performance nights
6. Sign report cards for all students
7. Alternate monthly staff meetings

Compensation and fringe benefits to be prorated based upon a 50% shared contract.

RECOMMENDATION: That the Board approve the request for a shared teaching contract between the teachers listed above for the 2009-2010 school year under *Article 20: Shared Contract Employment* of the current ACE Agreement.

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: Board of Education
PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division
SUBJECT: Approval of Conference Attendance
GOAL: Human Resources Development
STRATEGIC PLAN: Strategy #1: Communication.

| | |
|---|---|
| John Conboy – District Office Coordinator, Career Tech/Adult Ed | Student Asst. Program Training July 13-17, 2009 Rancho Mirage, CA No Cost to the District. |
| Angela Dischinger – Washington Principal | |
| Amanda Corridan – SSC/Admin. Svcs. Coordinator | |
| Kathryn Walck – PPS Curriculum Program Specialist | Student Asst. Program Training July 13-17, 2009 Rancho Mirage, CA MAA funds: \$77.00 |
| Daria Cross – THMS Teacher | 2009 Jostens Renaissance National Conference July 17-19, 2009 Orlando, FL Mandated Cost funds: \$1,362.88 |
| Mike McAdams – BHS Teacher | AP Summer Institute July 20-24, 2009 Sacramento, CA APIP funds: \$1,870.75 |
| Raquel Posadas-Gonzalez- Zimmerman Principal | CA Assoc. of Latino Supt. & Admin. 2009 Summer Symposium July 22-24, 2009 La Jolla, CA Site funds: \$1,717.31 |
| Paul Rasso – D.O./Print Shop Copier Technician | CSEA Annual Conference August 2-7, 2009 San Jose, CA No Cost to the District. |
| Amelia Villalpando – SSC/Admin Svcs. Attendance Technician | |
| Dara DeVicariis – CHS | California Science Education Conference October 22-25, 2009 Palm Springs, CA EIA/SLI funds: \$444.00 |

Total : \$4,931.94

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
June 25, 2009**

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jerry Almendarez, Assistant Superintendent, Human Resources Division
- SUBJECT:** Approval of Tentative Agreement on the Collective Bargaining Agreement Between California School Employees Association (CSEA) and the Colton Joint Unified School District (2008-2009)
- GOAL:** Personnel Development
- STRATEGIC PLAN:** Strategy #1: Communication.
- BACKGROUND:** The California School Employees Association (CSEA) and Colton Joint Unified School District reached a tentative agreement as of May 20, 2009, regarding a section of the Collective Bargaining Agreement. The following is a synopsis of the article with the specific revisions:
- Article 13: - Vacations**
- 13.6.4 Employees with 15 years of service will earn 1.67 days of vacation each month of service.
 - 13.6.5 Employees with 20 years of service will earn 1.83 days of vacation each month of service.
- Child Development Salary Schedules**
- Increase in salary equivalent to 10% raise – attached are schedules E and D.
- This tentative agreement was ratified by the California School Employees Association (CSEA) unit members as of June 4, 2009.
- CSEA sunshined Articles 6, 7, and 8 were withdrawn.
District sunshined Articles 12 and 17 were withdrawn.
- RECOMMENDATION:** That the Board approve the tentative agreement on the Collective Bargaining Agreement as stated above between California School Employees Association unit members and Colton Joint Unified School District (2008-2009).
- ACTION:** On motion of Board Member _____ and _____, the Board approved the above recommendation, as presented.

COLTON JOINT UNIFIED SCHOOL DISTRICT

CHILD DEVELOPMENT TEACHERS

SALARY SCHEDULE "E"

School Year 2008-09

Contract Salaries Effective 4/1/09

Hourly, Home Visit, & Extra Duty effective 1st payroll following board ratification of negotiations

HOURLY RATES

| INCLUDING REGULAR CHILDREN'S CENTER/ CHILD DEVELOPMENT TEACHER PERMIT. | | | | | |
|--|---------|---------|---------|---------|---------|
| STEP | I | II | III | IV | V |
| 1 | \$12.96 | \$13.61 | \$14.26 | \$14.90 | \$15.55 |
| 2 | \$13.30 | \$13.97 | \$14.63 | \$15.30 | \$15.96 |
| 3 | \$13.65 | \$14.33 | \$15.02 | \$15.70 | \$16.38 |
| 4 | \$13.99 | \$14.69 | \$15.39 | \$16.09 | \$16.79 |
| 5 | \$14.36 | \$15.08 | \$15.80 | \$16.51 | \$17.23 |
| 6 | \$15.08 | \$15.83 | \$16.59 | \$17.34 | \$18.09 |
| 7 | \$15.83 | \$16.62 | \$17.42 | \$18.21 | \$19.00 |
| 8 | \$16.62 | \$17.45 | \$18.29 | \$19.12 | \$19.95 |
| 9 | \$17.45 | \$18.33 | \$19.20 | \$20.07 | \$20.95 |
| Longevity: 2.5% at the start of the 10th Year and every 5 Years thereafter | | | | | |

EDUCATIONAL STIPENDS

- I Requires a minimum of a Child Development Associate Teacher Permit
- II 5% Requires a Regular Children's Center or Child Development Teacher Permit
- III 10% Requires AA Degree or 60 semester units, including a Regular Children's Center or Child Development Teacher Permit
- IV 15% Requires AA Degree or 60 semester units + 25 upper division semester units, including a Regular Children's Center or Child Development Teacher Permit
- V 20% Requires a bachelor's degree.

SUBSTITUTE RATE -- \$11.00 PER HOUR.

Bilingual Stipends: \$50 Verbal, \$75 Written, per month, prorated. Designated employees only.

Professional Growth: Built into Salary Schedule (See Above)

ALL STEP INCREASES ARE NOTED ON AN OFFER OF EMPLOYMENT AT THE BEGINNING OF THE CONTRACT YEAR

TA Ingrid Munsterman 3/12/09

Board Approved _____

*T.A.
March 12, 2009
Anthony D'A 2*

COLTON JOINT UNIFIED SCHOOL DISTRICT

CHILD DEVELOPMENT INSTRUCTIONAL ASSISTANT
 SALARY SCHEDULE "D"
 2008-09

Effective 4-1-09

| STEPS | HOURLY RATES | | | | |
|-------|--------------|----------|----------|----------|----------|
| | I | II | III | IV | V |
| 1 | \$ 8.36 | \$ 8.78 | \$ 9.20 | \$ 9.61 | \$ 10.03 |
| 2 | \$ 8.78 | \$ 9.22 | \$ 9.66 | \$ 10.09 | \$ 10.53 |
| 3 | \$ 9.22 | \$ 9.68 | \$ 10.14 | \$ 10.60 | \$ 11.06 |
| 4 | \$ 9.68 | \$ 10.16 | \$ 10.65 | \$ 11.13 | \$ 11.61 |
| 5 | \$ 10.16 | \$ 10.67 | \$ 11.18 | \$ 11.69 | \$ 12.19 |
| 6 | \$ 10.67 | \$ 11.20 | \$ 11.74 | \$ 12.27 | \$ 12.80 |
| 7 | \$ 11.20 | \$ 11.76 | \$ 12.32 | \$ 12.88 | \$ 13.44 |
| 8 | \$ 11.76 | \$ 12.35 | \$ 12.94 | \$ 13.53 | \$ 14.12 |
| 9 | \$ 12.35 | \$ 12.97 | \$ 13.59 | \$ 14.20 | \$ 14.82 |

EDUCATIONAL STIPENDS

- I Six (6) semester units of early childhood education
- II 5% Twelve (12) semester units of Early Childhood Education/Child Development units
- III 10% Twenty-four (24) semester units
- IV 15% Forty-eight (48) semester units
- V 20% Associate Degree or sixty (60) semester units

SALARY INCREMENTS:

Longevity: 2.5% at the start of the 10th Year and every 5 Years thereafter

Bilingual Stipends: \$50 Verbal, \$75 Written per month, prorated. Designated employees only

Professional Growth: Built into Salary Schedule (See above)

Eight Hour Positions: Serve a double session

Substitute Rate: \$ 8.00 Per Hour

TA *Ingrid Munstman* 3/12/09

T.A. March 12
[Signature]
Ashley D. AZ

Board Approved _____

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Purchase Orders**

GOAL(s) **Student Performance / Personnel Development**

STRATEGIC PLAN: Strategy #1--Communication

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$517,597.54 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> |
|--------------|-------------------|-----------------------|-----------------------|---------------------|
| 096177 | Pearson Education | Txtbks/Lewis | 7156 | \$25,987.88 |
| 096200 | Scholastic | Inst. Matls./CHS | 7156 | \$199,783.63 |
| 096201 | Scholastic | Inst. Matls./BHS | 7156 | 199,783.63 |
| 096210 | Pearson Education | Other Bks./Smith | 7156 | \$12,427.43 |
| 096215 | Houghton Mifflin | Txtbks./G. Terrace | 7156 | \$13,211.46 |
| 096223 | Houghton Mifflin | Txtbks./Zimmerman | 7156 | \$15,715.92 |
| 096224 | CGP Education | Txtbks./THMS | 7156 | \$11,428.34 |
| 096225 | Pearson Education | Inst. Matls./McKinley | 7156 | \$11,773.79 |
| 096226 | Houghton Mifflin | Txtbks./McKinley | 7156 | \$14,279.98 |
| 096232 | Studio 33 | New Equip./G. Terrace | 6761 | \$13,205.408 |
| 096233 | Pearson Education | Txtbks./T. View | 7156 | \$14,204.97 |
| | | | | |
| TOTAL | | | | \$517,597.54 |
| | | | | |

LEGEND

| | | | |
|------|-------------------------------------|------|----------------------------------|
| 0000 | Revenue Limit/Unrestricted | 6761 | Art, Music, PE Supp/Eq. |
| 0001 | Child Dev. Facilities | 7055 | CAHSEE Intensive Inst. & Svs |
| 0100 | Microsoft Voucher Prg-Schools | 7056 | CAHSEE Individualized Mtls. |
| 0110 | E-Rate Technology Program | 7090 | Economic Impact Aid- SCE |
| 0750 | Mandated Costs Incentive | 7010 | Agricultural Vocational Ed. |
| 0790 | Donations, Misc. | 7156 | Inst. Mtls. Block Grant K-12 |
| 1100 | State Lottery Revenue | 7158 | Inst. Matls./Williams' Case |
| 3010 | NCLB: Title 1, Pt a Grnt Low Inc. | 7230 | Transport.- Home to School |
| 3025 | NCLB: Title 1, Pt D SBPRT2 N&D | 7240 | Transportation Spec. Ed. |
| 3405 | Spec. Ed. Workability I | 7250 | School Based Coord. Program |
| 3175 | NCLB: Title I, Part A Prog. Imprv. | 7255 | Immediate Intervention UPSP |
| 3550 | Voc. Prgs - Voc & Appl Secndry & Ad | 7258 | High Priority Schls Grant Prog. |
| 3710 | NCLB: title IV, Pt A Drug Free | 7271 | CA Peer Asst & Review Prog. Tea |
| 4035 | NCLB: Title II Part A | 7294 | Staff Dev-Math & Reading AB466 |
| 4110 | IASA - Title VI-Formula Entitle | 7320 | Staff Development/Adm. TrgP |
| 4203 | NCLB: Title III LEP Stdnt Prg. | 7390 | Pupil Retention BG AB825 |
| 5035 | CD -Blk Grnt-25% Qlity/Discrtn | 7395 | Schl/Library Imprv. Bg AB825 |
| 4045 | NCLB: Title II Part D | 7396 | Schl Site Disc. Block Grant |
| 5210 | Head Start | 7400 | QEIA-Quality Educ. Invstmnt Act |
| 5630 | NCLB: Title X Mck-Vnto Homeless | 8150 | RMA-Ongoing Major Maint. |
| 5640 | Medi-Cal Billing Option | 9002 | AB466 Site Reimbursement |
| 6055 | Child Care & Dev- State Preschool | 9005 | Medi-Cal Admin. Activities (MAA) |
| 6060 | Child Care and Dev.-Alt Pymnt Prg. | 9286 | Special Project Adm. |
| 6092 | Cal Safe Child Care & Dev. | 9701 | Sycamore Main 50/67686-22 |
| 6205 | Deferred Maint. Apportnmt. | 9705 | SSB 77/67686-00-12 Grand Terr |
| 6275 | Teacher Recruitment & Retention | 9707 | SSB 77/67686-00-11 McKinley El |
| 6285 | Community Based Eng. Tutor | 9737 | CHS Mod. 57/67686-00-007 |
| 6286 | English Lang. Learner Train | 9812 | Capital Facilities/Builder Fee |
| 6405 | School Violence - School Safety | 9878 | Uninsured Losses/Liability |
| 6500 | Special Ed. | 9884 | Workmens Comp. Ins. |
| 6760 | Arts & Music Block Grant | | |

BOARD AGENDA

**REGULAR MEETING
July 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Disbursements**

GOAL: Budget Planning

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

RECOMMENDATION: That the Board approve disbursements paid as listed, from Batch #1708 through Batch #1864 for the sum of \$6,425,924.78

◆ 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
June 25, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Adoption of the 2009-10 Budget, Authority to Exercise the Budget Trailer Bill SBX3 4, and Adoption of Resolution No. 09-28 to Authorize On-going Board Approved Budget Reductions Prior to First Interim Financial Reporting, Based on the May Revision Proposals

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: The Board is required to hold a public hearing on the budget to be adopted and the two subsequent fiscal years by July 1st of each year (EC 42127). Within this action, the Board is certifying it will meet its financial obligations in the budget year and two subsequent years.

To help offset the impact of categorical program and revenue limit cuts, the Budget Trailer Bill (SBX3 4) gives local school agencies the authority to use the funds received from the state for Tier III programs for “any educational purpose, to the extent permitted by federal law”. California Department of Education requires a public hearing to fund categorical programs in this category. The flexibility to transfer funds from Tier III program is authorized for five years until June 30, 2013.

Tier III programs in Colton Joint Unified are:

- Administrator Training Program
- Adult Education
- Art & Music Block Grant
- CAHSEE Intervention Grant
- Cal-SAFE
- Child Oral Health Assessment
- Community Based English Tutoring (CBET)
- Community Day School
- Deferred Maintenance
- Discretionary Block Grant - Site
- Discretionary Block Grant – District
- Gifted & Talented Education (GATE)
- High Priority School Grant
- IMFRP (textbook)
- Math & Reading Training (SB 472)
- National Board Certification Incentive
- Peer Assistance & Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant
- ROP
- School & Library Improvement Grant
- School Safety & Violence
- Supplemental Counseling
- Supplemental Hourly Programs
- Targeted Instructional Improvement Block Grant

This budget is based on the most current information available as of the May Budget Revise (released on June 4, 2009), which at this time is pending action of the legislature and the adoption of the State budget signed by the Governor. The San Bernardino County Superintendent of Schools will accept a board resolution identifying the dollar amount of the May Revise potential Revenue Limit reductions and the actual implementation of the budget potential reductions/revisions, as approved by the Board, to be made prior to the District's First Interim Financial Report. Resolution No. 09-28 is submitted for Board's authorization to implement budget reductions of \$12.5 million in 2010-11 and additional cuts of \$15.5 million in 2011-12.

Budget Considerations:

1. Total estimated Revenue Limit and categorical program revenue loss in two years 2008-10 is \$16,789,702.
2. Included in the 2009-10 Adopted Budget are one-time Federal stimulus funds of \$13.2 million in Title I, IDEA (Special Education), and State Fiscal Stabilization Funds.
3. On March 26, 2009, the Board adopted Resolution 09-16 to reduce expenditures by \$8.5 million in 2010-11. As a result of the Governor's May Revise proposals and further on-going funding reductions to education, additional budget alignments of \$4 million in 2010-11 and \$15.5 million in 2011-12 are projected.

BUDGET

IMPLICATIONS:

District-wide budget of \$257,435,615.

RECOMMENDATION:

That the Board adopt the 2009-10 Budget, authority to exercise the Budget Trailer Bill SBX3 4, and adopt the Resolution No. 09-28 to authorize on-going Board approved budget reductions prior to first interim financial reporting, based on the May Revision proposals.

ACTION:

On motion of Board Member _____ and _____, the Board adopted the above recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: Board of Education

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

SUBJECT:: Award of Bid #1 (09-10) NS to Purchase Non-Commodity Frozen Food Products for the Nutrition Services Programs (2009-10)

GOALS: Support Services / Budget Planning

STRATEGIC PLAN: Strategic Parameter #7

BACKGROUND: Bids were solicited from seven (7) vendors for Nutrition Services non-commodity frozen food products for the 2009-10 school year. The bids were advertised and conducted in accordance with Public Contract Code 20111.

Three vendors responded to the bid. One vendor was disqualified for failure to sign the Bidder Criteria Form and failure to meet the bidding criteria.

The results based on an estimated yearly usage amount are as follows:

| | |
|-------------------------------------|--------------|
| Leabo Foods: | \$508,188.88 |
| U.S. Foodservice/Joseph Webb Foods: | \$510,611.86 |

BUDGET IMPLICATIONS: All costs to be paid from Nutrition Services funds.

RECOMMENDATION: That the Board award Bid #1 (09-10) NS for the purchase of non-commodity frozen foods to Leabo Foods, the lowest responsive bidder.

ACTION: On motion of Board Member _____ and _____, the Board awarded Bids #1 (09-10) NS to purchase non-commodity frozen food products for the Nutrition Services programs, as presented.

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Contract Amendment No. 1 with Frick, Frick & Jette Architects for Fire Safety and Voice Intercommunication System; for Jurupa Vista, Reche Canyon, Wilson Elementary and Bloomington Middle Schools

GOAL: Facilities/Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: The original contract was approved on September 6, 2007.

At the time of approval, staff based the fees on an estimated \$400,000 project costs. Since that time, the architect has completed plans and specifications.

This amendment increases the architectural fees in the amount of \$71,500. This revision is based on a current construction cost estimate of \$1,115,000. The fees are subject to be revised based on the final construction bid award.

BUDGET IMPLICATIONS: \$71,500 – Deferred Maintenance Fund

RECOMMENDATIONS: That the Board approve Contract Amendment No. 1 with Frick, Frick and Jette Architects for fire safety and voice intercommunication system; for Jurupa Vista, Reche Canyon, Wilson Elementary and Bloomington Middle Schools as presented.

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

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services
- SUBJECT:** Approval of One Year Extension of Bid 08-06 with Republic Services of Southern California, LLC for Refuse/Recycling Collection and Disposal Services (July 1, 2009 through June 30, 2010)
- GOAL:** Facilities/Support Services/Budget Planning
- STRATEGIC PLAN:** Strategy #1 -- Communications
- BACKGROUND:** At the June 19, 2008 Board meeting, the Board of Education approved Republic Services of Southern California, LLC as the lowest responsible bidder for refuse/recycling collection and disposal services within the District.
- As allowed in Education Code 17596 (K-12), and as stated in the original bid documents, the Contract term is for one year after award of Bid, and may be extended for additional one-year periods. Adjustments for subsequent years will not exceed the percentage change in the Consumer Price Index (CPI). Republic Services of Southern California LLC has not requested a CPI increase.
- BUDGET IMPLICATIONS:** \$232,000 from the General Fund
- RECOMMENDATION:** That the Board approve the one year extension of Bid #08-06 for refuse/recycling collection and disposal services with Republic Services of Southern California LLC (July 1, 2009 through June 30, 2010).
- ACTION:** On motion of Board Member _____ and _____, the Board approved the one year extension of Bid #08-06 for refuse/recycling collection and disposal services with Republic Services of Southern California LLC (July 1, 2009 through June 30, 2010).

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval to File a Notice of Completion for Bid #08-12 for Colton Middle School QEIA Portable Classrooms and Site Work Project (GTA Construction Inc.)**

GOAL(s): Facilities/Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities

BACKGROUND: The contractor has completed their work in accordance with the contract documents. District staff, architects and inspectors conducted walk-through inspections of the project. The project was found to be complete and in satisfactory condition. Final 10% contract retention will be released per the contract documents.

BUDGET IMPLICATIONS: \$128,947.78 - Fund 01 QEIA \$15,239.16
Fund 14 Def. Maint. \$25,763.05
Fund 25 RDA \$87,945.57

RECOMMENDATION: That the Board approve filing a Notice of Completion for Bid #08-12 for Colton Middle School QEIA portable classrooms and site work project (*GTA Construction, Inc.*) as presented.

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Authorization to “Piggyback” on the Riverside Unified School District Bid 2004/05-12 for an Eighteen Month Lease Agreement with Mobile Modular Management Corp. for Portable Classrooms at Bloomington High School (2009-11; 13 Classrooms and 1 Restroom)**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities

BACKGROUND: The District is preparing to demolish existing old classrooms and construct a new math and science building. To assure there is no interruption in instructional time, interim classrooms will be placed on site to accommodate the students and staff for a period of 18 months.

Staff recommends utilizing the Riverside Unified School District Piggyback Bid 2004/05-12 as approved by the Board on February 7, 2008.

The breakdown of the interim housing cost is in the attached backup documents.

BUDGET IMPLICATIONS: \$146,535 – Measure B and G Bond Fund 21

RECOMMENDATION: That the Board authorize “Piggyback” on the Riverside Unified School District Bid 2004/05-12 for an eighteen month lease agreement with Mobile Modular Management Corp. for portable classrooms at Bloomington High School (2009-11; 13 Classrooms and 1 Restroom)

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

BOARD AGENDA

**REGULAR MEETING
July 25, 2009**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Authorization to “Piggyback” on the Beardsley School District Bid Package II for an Eighteen Month Lease Agreement with Williams Scotsman, Inc. for Portable Classrooms at Colton High School (2009-11; 10 Classrooms and 1 Restroom)

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities

BACKGROUND: The District is preparing to demolish the existing science building, and construct a new math and science building. To assure there is no interruption in instructional time, interim classrooms will be place on site to accommodate the students and staff for a period of 18 months.

Staff recommends utilizing the Beardsley School District Piggyback Bid Package II as approved by the Board on December 8, 2005.

The breakdown of the interim housing costs is in the attached backup documents.

BUDGET IMPLICATIONS: \$119,769.64 – Measure B and G Bond Fund 21

RECOMMENDATION: That the Board authorize “piggyback” on the on the Beardsley School District Bid Package II for an eighteen month lease agreement with Williams Scotsman, Inc. for portable classrooms at Colton High School (2009-11; 10 classrooms and 1 restroom), as presented.

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Three-Year Contract Amendment No. 1 with Harley Ellis Devereaux for the Bloomington High School New Math and Science Building and Interim Housing Project (2009-10 through 2011-12)**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities

BACKGROUND: The original master contract was approved in December, 2002, for modernization and new construction at Colton and Bloomington High Schools, Washington High School, Rogers, Smith, Terrace View and, Zimmerman Elementary Schools. In 2006, the plans were approved by the District, and the Division of the State Architect for the new math and science building.

This contract is necessary to restart the project. Due to the extended delay, all specified products and materials must be updated to reflect current standards, modifying the plans and specifications, change mechanical, electrical equipment, finish materials, change to improved energy efficient components.

The District has also requested design revisions such as: roof top mechanical screening, ceiling finishes, acoustical treatments, design of infrastructure for future security system, parking lot expansions and water pollution prevention plans.

This contract amendment includes the design and Division of the State Architect approval for the 13 interim housing portables and one restroom. Additional details are provided in the attached backup documentation.

BUDGET IMPLICATIONS: Measure B and G Fund 21
\$520,915 - Architecture and Engineering fees
\$ 44,500 - Reimbursable

RECOMMENDATION: That the Board approve a three-year contract amendment no. 1 with Harley Ellis Devereaux for the Bloomington High School new math and science building and interim housing project (2009-10 through 2011-12), as presented.

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Three-Year Contract Amendment No. 1 with Harley Ellis Devereaux for the Colton High School New Math and Science Building and Interim Housing Project (2009- 10 through 2011-12)

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities

BACKGROUND: The original master contract was approved in December, 2002, for modernization and new construction at Colton and Bloomington High Schools, Washington High School, Rogers, Smith, Terrace View and Zimmerman Elementary Schools. In 2006, the plans were approved by the District, and the Division of the State Architect for the new math and science building.

This contract is necessary to restart the project. Due to the extended delay, all specified products and materials must be updated to reflect current standards, modifying the plans and specifications, change mechanical, electrical equipment, finish materials, change to improved energy efficient components.

The District has also requested design revisions such as: roof top mechanical screening, ceiling finishes, acoustical treatments, design of infrastructure for future security system, parking lot expansions, and water pollution prevention plans.

This contract amendment includes the design and Division of the State Architect approval for the 10 interim housing portables and one restroom. Additional details are provided in the attached backup documentation.

BUDGET IMPLICATIONS: Measure B and G Bond Fund 21
\$593,315 - Architecture and Engineering fees
50,600 - Reimbursable

RECOMMENDATION: That the Board approve three-year contract amendment no. 1 with Harley Ellis Devereaux for the Colton High School new math and science building and interim housing project (2009-10 through 2011-12), as presented.

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

| Activity ID | Activity Description | Orig Dur | Rem Dur | % | Early Start | Early Finish |
|---|---|----------|---------|---|-------------|--------------|
| CHS/BHS Demo & Interim Portables | | | | | | |
| Board Approvals | | | | | | |
| DIST-00-01 | Board approval of LMCCI and HED Contracts | 1 | 1 | 0 | 26JUN09 | 26JUN09 |
| Design/Bid/Award Phase | | | | | | |
| DBA-00-01 | Estimated design, bid and award phase | 145 | 145 | 0 | 27JUN09 | 18NOV09 |
| + General Project Information | | | | | | |
| | | 20 | 20 | 0 | 19NOV09 | 16DEC09 |
| + Interim Housing Relocatable Work (CHS) 10 Relos | | | | | | |
| | | 41 | 41 | 0 | 20NOV09 | 19JAN10 |
| + Off-site Work (CHS) | | | | | | |
| | | 12 | 12 | 0 | 01DEC09 | 16DEC09 |
| + Site Work (CHS) | | | | | | |
| | | 9 | 9 | 0 | 07DEC09 | 17DEC09 |
| + Building Demolition and Site Clearing (CHS) | | | | | | |
| | | 32 | 32 | 0 | 20JAN10 | 04MAR10 |
| + Interim Housing Relos Work (BHS) 13 relos + 1 RR | | | | | | |
| | | 45 | 45 | 0 | 11JAN10 | 12MAR10 |
| + Site Work (BHS) | | | | | | |
| | | 39 | 39 | 0 | 20JAN10 | 15MAR10 |
| + Building Demolition and Site Clearing (BHS) | | | | | | |
| | | 39 | 39 | 0 | 15MAR10 | 08MAY10 |
| Colton New Math & Science Building | | | | | | |
| CNMS-00-01 | Estimated start for new construction | 1 | 1 | 0 | 05MAR10 | 05MAR10 |
| Bloomington New Math & Science Building | | | | | | |
| BNMS-00-01 | Estimated start for new construction | 1 | 1 | 0 | 07MAY10 | 07MAY10 |

Board approval of LMCCI and HED Contracts

Estimated design, bid and award phase

Estimated start for new construction

Estimated start for new construction

DRAFT

Legend

- Early Bar
- Progress Bar
- Critical Activity

Sheet 1 of 1

Ledesma & Meyer Construction Company
 CHS/BHS Demo & Interim Portables
 Construction Schedule Layout

| Date | Revision | Checked | Approved |
|------|----------|---------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

© Primavera Systems, Inc.

| Activity ID | Activity Description | Orig Dur | Rem Dur | % | Early Start | Early Finish |
|--|---|----------|---------|---|-------------|--------------|
| CHS/BHS Demo & Interim Portables | | | | | | |
| Board Approvals | | | | | | |
| DIST-00-01 | Board approval of LMCCI and HED Contracts | 1 | 1 | 0 | 26JUN09 | 26JUN09 |
| Design/Bid/Award Phase | | | | | | |
| DBA-00-01 | Estimated design, bid and award phase | 145 | 145 | 0 | 27JUN09 | 18NOV09 |
| + General Project Information | | | | | | |
| | | 20 | 20 | 0 | 19NOV09 | 16DEC09 |
| + Interim Housing Relocatable Work (CHS) 10 Relos | | | | | | |
| | | 41 | 41 | 0 | 20NOV09 | 19JAN10 |
| + Off-site Work (CHS) | | | | | | |
| | | 12 | 12 | 0 | 01DEC09 | 16DEC09 |
| + Site Work (CHS) | | | | | | |
| | | 9 | 9 | 0 | 07DEC09 | 17DEC09 |
| + Building Demolition and Site Cleaning (CHS) | | | | | | |
| | | 32 | 32 | 0 | 20JAN10 | 04MAR10 |
| + Interim Housing Relos Work (BHS) 13 relos + 1 RR | | | | | | |
| | | 45 | 45 | 0 | 11JAN10 | 12MAR10 |
| + Site Work (BHS) | | | | | | |
| | | 39 | 39 | 0 | 20JAN10 | 15MAR10 |
| + Building Demolition and Site Cleaning (BHS) | | | | | | |
| | | 39 | 39 | 0 | 15MAR10 | 06MAY10 |
| Colton New Math & Science Building | | | | | | |
| CNMS-00-01 | Estimated start for new construction | 1 | 1 | 0 | 05MAR10 | 05MAR10 |
| Bloomington New Math & Science Building | | | | | | |
| BNMS-00-01 | Estimated start for new construction | 1 | 1 | 0 | 07MAY10 | 07MAY10 |

Board approval of LMCCI and HED Contracts

Estimated design, bid and award phase

Estimated start for new construction

Estimated start for new construction

| Date | Revision | Checked | Approved |
|------|----------|---------|----------|
| | | | |
| | | | |
| | | | |
| | | | |

Sheet 1 of 1

Ledesma & Meyer Construction Company
 CHS/BHS Demo & Interim Portables
 Construction Schedule Layout

ORG-4

Early Bar
 Progress Bar
 Critical Activity

| Activity ID | Activity Description | Orig Dur | Rem Dur | % | Early Start | Early Finish |
|--|---|----------|---------|---|-------------|--------------|
| CHS/BHS Demo & Interim Portables | | | | | | |
| Board Approvals | | | | | | |
| DIST-00-01 | Board approval of LMCCI and HED Contracts | 1 | 1 | 0 | 26JUN09 | 26JUN09 |
| Design/Bid/Award Phase | | | | | | |
| DBA-00-01 | Estimated design, bid and award phase | 145 | 145 | 0 | 27JUN09 | 18NOV09 |
| + General Project Information | | | | | | |
| | | 20 | 20 | 0 | 19NOV09 | 16DEC09 |
| + Interim Housing Relocatable Work (CHS) 10 Relos | | | | | | |
| | | 41 | 41 | 0 | 20NOV09 | 19JAN10 |
| + Off-site Work (CHS) | | | | | | |
| | | 12 | 12 | 0 | 01DEC09 | 16DEC09 |
| + Site Work (CHS) | | | | | | |
| | | 9 | 9 | 0 | 07DEC09 | 17DEC09 |
| + Building Demolition and Site Clearing (CHS) | | | | | | |
| | | 32 | 32 | 0 | 20JAN10 | 04MAR10 |
| + Interim Housing Relos Work (BHS) 13 relos + 1 RR | | | | | | |
| | | 45 | 45 | 0 | 11JAN10 | 12MAR10 |
| + Site Work (BHS) | | | | | | |
| | | 39 | 39 | 0 | 20JAN10 | 15MAR10 |
| + Building Demolition and Site Clearing (BHS) | | | | | | |
| | | 39 | 39 | 0 | 15MAR10 | 06MAY10 |
| Colton New Math & Science Building | | | | | | |
| CNMS-00-01 | Estimated start for new construction | 1 | 1 | 0 | 05MAR10 | 05MAR10 |
| Bloomington New Math & Science Building | | | | | | |
| BNMS-00-01 | Estimated start for new construction | 1 | 1 | 0 | 07MAY10 | 07MAY10 |

Board approval of LMCCI and HED Contracts

Estimated design, bid and award phase

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

Estimated start for new construction

DRAFT

Early Bar

 Progress Bar

 Critical Activity

ORG4

Sheet 1 of 1

Ledesma & Meyer Construction Company
 CHS/BHS Demo & Interim Portables
 Construction Schedule Layout

| Date | Revision | Checked | Approved |
|------|----------|---------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



AMENDMENT NUMBER 1

PROJECT NAMES: Colton Joint Unified School District:
Colton High School Math & Science Building Project
Bloomington High School Math & Science Building Project

DATE: 15 June 2009

PROPOSAL TO OWNER / ARCHITECT AGREEMENT

Pursuant to the request of the Colton Joint Unified School District's we are submitting this Add Services Fee Proposal to restart the Colton High School New Math and Science Building and the Bloomington High School New Math and Science Building Projects after their lengthy hiatus, as well as design revisions to each project's plans and specifications that have been requested by the District.

The Lump Sum fees for this proposal's services total \$593,315 (Five Hundred Ninety-Three Thousand Three Hundred Fifteen Dollars) for the Colton High School New Math and Science Building with an additional \$50,600 (Fifty Thousand Six Hundred Dollars) to be added to the Reimbursable Expense Allowance and, \$520,915 (Five Hundred Twenty Thousand Nine Hundred Fifteen Dollars) for the Bloomington High School New Math and Science Building with \$44,500 (Forty-Four Thousand Five Hundred Dollars) added to the project's Reimbursable Expense Allowance. These fees shall be invoiced on a Percent Complete Basis, or as noted within the Amendment.

Included within these fees are \$107,500 (One Hundred Seven Thousand Five Hundred Dollars) for the Colton High School Interim Housing Project with an associated \$13,000 (Thirteen Thousand Dollars) in Reimbursable Expenses and \$122,000 (One Hundred Twenty-Two Thousand Dollars) for the Bloomington High School Interim Housing Project with an associated \$15,000 (Fifteen Thousand Dollars) in Reimbursable Expenses. Please refer to Item I - Colton High School Interim Housing Project and Item Q - Bloomington High School Interim Housing Project for each project's scope of work and fee break-down.

The plans for both of the New Math & Science Building Projects were previously approved by the District and DSA, however due to the extended hiatus, it is required that specified products be analyzed to reflect current product availability and updating. This includes analyzing, modifying and amending the plans and specifications to reflect current product availability, product basis of design models, mechanical equipment availability and, finish materials availability.

There are also District requested Scope of Work revisions with regards to roof top mechanical screening, ceiling finishes, acoustical treatments and the addition of a future security system by the District that is to be coordinated into the construction documents by means of adding conduits and the required power necessary for the system. The actual design of the security system is the responsibility of the District. The previously designed and approved data distribution closets shall be re-evaluated for size, service accessibility and cooling, however our fees do not include re-design and/or expansion of the data closets.

1770 Iowa Avenue
Suite 100
Riverside, California
92507 | USA

t 951.346.0500
f 951.346.0515
harleyellisdevereaux.com

Planning
Architecture
Engineering
Interior Architecture
Landscape Architecture
Construction Services

Partner Companies:

Spectrum Strategies
Crime Lab Design
GreenWorks Studio
iQ - Investment in Quality
HED Build

Riverside

Los Angeles
Chicago
Detroit
San Diego

Celebrating 100 years
1908 | 2008



Page 2

Additional new scope of work items shall include parking lot expansion at Colton High School and Water Pollution Prevention Plans at both schools that are now required by law.

That certain Owner/Architect Agreement (Basic Agreement) dated December 13, 2002 by and between Colton Joint Unified School District (Owner) and Harley Ellis Devereaux (formerly known as "Fields Devereaux Architects and Engineers" (Architect) with respect to providing Architectural and Engineering Services is hereby amended, modified and revised as follows:

**A. COLTON HIGH SCHOOL MATH & SCIENCE BUILDING PROJECT
RESTART:**

SCOPE OF WORK

Additional Architectural and Engineering Services associated with re-starting the project after the District placed the project on hold in 2006.

- Restart work includes up to 4 meetings with District Representative, Site Principal and District Construction Manager so as to plan and coordinate the project restart.
- Assist Construction Manager with Site Development Grant; Un-archive drawings, specifications and, re-acquaint staff and consultants with project.
- Revise and update mechanical plans and specifications as required to replace the originally designed equipment that is no longer available nor in production.
- Review and update architectural cladding and finishes, update specifications to current product basis of design models, model numbers and standards.
- Review and update electrical equipment and fixture product numbers on drawings and specifications, and update drawing and specifications to address Construction Manager's review comments.
- Prepare and submit the revised drawings, specifications, and calculations to the Division of State Architect.
- Review and update recently District installed electrical infrastructure adjacent to the new Math & Science Building and to modify all required drawings and specifications to accurately reflect the existing conditions.
- Additional topographic survey work.

Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$75,500 (Seventy-Five Thousand Five Hundred Dollars)**, inclusive of consultants.



Page 3

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$16,000 (Sixteen Thousand Dollars)**.

**B. COLTON HIGH SCHOOL MATH & SCIENCE BUILDING PROJECT
SCOPE OF WORK REVISIONS:**

SCOPE OF WORK

Additional Architectural and Engineering Services associated with project scoping changes.

- Scope changes include the reduction of rooftop mechanical screens and their related structural support system as well as any other required adjustments to the remaining support structure.
- The provision of ceiling and wall mounted acoustic panels in lieu of suspended acoustic panels in all classrooms and laboratory spaces.
- The review and adjustment of the lighting and mechanical ductwork layouts and associated support system as affected by the deletion of the suspended acoustic ceiling panels and support system.
- The addition of conduit for a future security system that is designed by others.
- Provide electrical power for the future security system.
- Prepare and submit the revised drawings, specifications, and calculations to the Division of State Architect.

Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$38,190 (Thirty-Eight Thousand One Hundred Ninety Dollars)**, inclusive of consultants

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$6,000 (Six Thousand Dollars)**.



Page 4

C. **COLTON HIGH SCHOOL MATH & SCIENCE BUILDING DSA REVISIONS, RE-SUBMITTAL AND APPROVALS:**

SCOPE OF WORK

Resubmit revised Construction Documents and calculations associated with Project Start-up and Scope Revisions for Division of State Architect (DSA) Review.

- Pick-Up all subsequent DSA Review comments and obtain Final Approval.

Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$12,300 (Twelve Thousand Three Hundred Dollars)**, inclusive of consultants

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$2,500 (Two Thousand Five Hundred Dollars)**.

D. **COLTON HIGH SCHOOL MATH & SCIENCE BUILDING BIDDING, CONSTRUCTION ADMINISTRATION, AND DSA CLOSE-OUT:**

SCOPE OF WORK

Due to the increase in operating costs from the time project was placed on hold in 2006 to the project re-start in 2009, the value of the Bid Support, Construction Administration and Post Occupancy Survey effort is hereby increased as is allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$269,240 (Two Hundred Sixty-Nine Thousand Two Hundred Forty Dollars)**, inclusive of consultants

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$4,250 (Four Thousand Two Hundred Fifty Dollars)**.



Page 5

E. **COLTON HIGH SCHOOL MATH & SCIENCE BUILDING MULTI-PRIME CONTRACTING:**

SCOPE OF WORK

The proposed Multi-Prime Construction Process will entail significant additional work for the Construction Administrators, Architects and Engineers. Due to the increase in the Scope of Work, the value of the Multi-Prime contracting approach during the Construction Administration effort is increased as is allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for an increase of **\$52,000 (Fifty-Two Thousand Dollars)**, inclusive of consultants. The additional fee is based upon seventeen (17) contractor categories. The additional costs are due to the following:

- o Increase in Construction Administration coordination, responsibilities and oversight
- o Review, tracking and approving of multiple, monthly payment applications.
- o Tracking of multiple prime contractors progress
- o Three (3) years of increased cost of business expenses

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$4,000 (Four Thousand Dollars)**.

F. **COLTON HIGH SCHOOL MATH & SCIENCE BUILDING STORM WATER POLLUTION PREVENTION PLAN (SWPPP) AND WATER QUALITY MANAGEMENT PLAN (WQMP):**

SCOPE OF WORK

Harley Ellis Devereaux and its consultant(s) shall prepare a report which prescribes the Best Management Practices (BMPs) as identified in the CASQA California Storm Water BMP Handbook as is appropriate for this project. A Notice of Intent (NOI) shall be filed with the State Water Resources Control Board on behalf of the Colton Joint Unified District. All associated Notice of Intent Fees, including the application fee(s) and annual fees, are the responsibility of the District and shall be provided by the District.

Harley Ellis Devereaux and its consultant(s) shall prepare a Preliminary Water Quality Management Plan consistent with the EIR level analysis and site plan detail. The WQMP shall include source control, site design and treatment control BMPs



Page 6

for use by the District to certify temporary and permanent onsite water quality control.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$6,200 (Six Thousand Two Hundred Dollars) for the SWPPP and \$6,400 (Six Thousand Four Hundred Dollars)**, inclusive of consultants, plus reimbursable expenses as permitted by our existing contract at **One Thousand Six Hundred Dollars (\$1,600)**.

G. COLTON HIGH SCHOOL PARKING LOT EXPANSION:

SCOPE OF WORK

As provided in Article III, of the Basic Agreement, "Additional Architect's services", Paragraph 1.g. "Providing any other services not otherwise included in this Agreement..." Please add the following new scope:

"Provide Architectural and Engineering services for the additional parking lot(s) along the East and South sides of the existing Auditorium. Work scope and construction shall be incorporated as part of the Colton High School Math and Science Building Interim Housing."

All associated plan review fees, DSA submittal fees, topography survey, and underground utility survey are the responsibility of the District and shall be provided by the District.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$25,985 (Twenty Five Thousand Nine Hundred Eighty-Five Dollars)**, inclusive of consultants, plus reimbursable expenses as permitted by our existing contract.

REIMBURSABLE EXPENSES

Reimbursable expenses, as described in Article XI of the Basic Agreement, is estimated at **\$3,250 (Three Thousand Two Hundred Fifty Dollars)**.

H. COLTON HIGH SCHOOL MATH & SCIENCE BUILDING SOIL CORROSIVITY STUDY:

The Corrosivity Study and its associated fees is no longer requested by the CUJSD.



ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for an additional fee increase of **\$10,950 (Ten Thousand Nine Hundred Fifty Dollars)**, inclusive of consultants, plus reimbursable expenses of **One Thousand Dollars (\$1,000)** as permitted by our pre-existing contract. The Corrosivity Study and its associated fees is no longer requested by the CUJSD.

I. COLTON HIGH SCHOOL MATH & SCIENCE BUILDING INTERIM HOUSING:

Architectural and Engineering Services for the design of the Interim Classrooms Project and to prepare documents for DSA Submittal ten (10) weeks after the Notice To Proceed for the procurement and placement of ten (10) District-furnished, DSA approved, 24-foot by 40-foot, modular classroom buildings on pre-approved wood foundations. It is our understanding that the Interim Housing Project will be submitted, approved by DSA, and constructed based upon a single prime contractor. For the purpose of bidding the Interim Housing Certification, Site/Building Demolition and Partial Site Construction and the Math and Science Interim Housing shall be assembled into one bid package. The placement of these modular classrooms involves the following:

- o DSA Title 24 compliant modular ramp(s) designed, furnished and installed by the relocatable company.
- o Minor parking improvements to provide DSA Title 24 compliant parking stall(s)
- o DSA Title 24 compliant path of travel from the existing parking stall(s) to the modular buildings.
- o Connections to the existing campus utility systems for electrical, telephone, data, intercom, fire alarm and security.

The modular building manufacturer/supplier procured to supply and install the pre-engineered buildings will be required to include the following within their scope of work:

- o Structural design of the building and foundation system
- o Install additional fire hydrants, sump pumps, revisions to the campus fire water distribution system or other site utility revisions (which are excluded from our fees)
- o Providing DSA pre-approved drawings so that the District's Architect can integrate them into the overall contract document package.
- o Provide manufacturer's standard design details, structural details and unit floor plan details as the reference document upon which exterior site details and connection details will be based upon.



SCOPE OF WORK

- **Pre-Design Services**
 - Pre-Design services to assist district with identifying general site location, phasing, access, and infrastructure needs pertaining to the construction of interim housing.
 - Maximum of two (2) Conceptual site plans/building layouts for District review and approval
 - Maximum of two (2) field observations of existing site conditions and existing utilities (The District may be required to provide more extensive verification)
- **Design Development Documents / Construction Documents**
 - Prepare plans and specifications for DSA submittal and approval
 - Provide temporary overhead power supply to the interim housing and manual fire alarm system.
 - Preparation plans and specifications required to obtain competitive bids for interim housing site preparation and installation of interim housing.
 - Conduct maximum of two (2) review meetings with the local fire department.
 - Submit plans to DSA on behalf of the District
 - Respond to DSA review comments, as required, to obtain approval
- **Construction Administration / DSA Closeout**
 - Review Change Order Documents and provide written responses to cost, time and entitlement.
 - Conduct up to six (6) site observations during construction and provide construction administration services for this work.
 - Assist the District with the DSA close-out process to obtain DSA certification.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined in the above Scope of Services for an additional fee of **\$107,500.00 (One Hundred Seven Thousand Five Hundred Dollars)** inclusive of consultants, as follows:

| | |
|---|-----------|
| ○ Pre-Design Services | \$9,000 |
| ○ Design Development/Construction Documents | \$ 72,500 |
| ○ Construction Administration / DSA Closeout: | \$ 26,000 |

These fees do not include topographic surveys, underground utility surveys, geotechnical investigations or soils reports nor agency plan review fees. These fees also do not include the design of additional hydrants, on-site fire water distribution and service or the widening of existing fire department roadway accessibility.

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased by **\$13,000 (Thirteen Thousand Dollars)**.



J. **BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING -
PROJECT RESTART:**

SCOPE OF WORK

Additional Architectural and Engineering Services associated with re-starting the project after the District placed the project on hold in 2006.

- Restart work includes up to 4 meetings with District Representative, Site Principal and District Construction Manager so as to plan and coordinate the project restart.
- Assist Construction Manager with Site Development Grant; Un-archive drawings, specifications and, re-acquaint staff and consultants with project.
- Revise and update mechanical plans and specifications as required to replace the originally designed equipment that is no longer available nor in production.
- Review and update architectural cladding and finishes, update specifications to current product basis of design models, model numbers and standards.
- Review and update electrical equipment and fixture product numbers on drawings and specifications, and update drawing and specifications to address Construction Manager's review comments.
- Prepare and submit the revised drawings, specifications, and calculations to the Division of State Architect.
- Review and update recent District installed electrical infrastructure adjacent to the new Math & Science Building and to modify all required drawings and specifications to accurately reflect the existing conditions.
- Additional topographic survey work.

Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$84,875 (Eighty-Four Thousand and Eight Hundred Seventy-Five Dollars)**, inclusive of consultants.

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$14,000 (Fourteen Thousand Dollars)**.



**K. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING -
PROJECT SCOPE OF WORK REVISIONS:**

SCOPE OF WORK

Additional Architectural and Engineering Services associated with project scoping changes.

- The provision of ceiling and wall mounted acoustic panels in lieu of suspended acoustic panels in all classrooms and laboratory spaces.
- The review and adjustment of the lighting and mechanical ductwork layouts and associated support system as affected by the deletion of the suspended acoustic ceiling panels and support system.
- The addition of conduit for a future security system that is designed by others.
- Provide electrical power for the future security system.
- Prepare and submit the revised drawings, specifications, and calculations to the Division of State Architect.

Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$26,425 (Twenty-Six Thousand Four Hundred Twenty-Five Dollars)**, inclusive of consultants

REIMBURSABLE EXPENSES:

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$5,000 (Five Thousand Dollars)**.

**L. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING
DSA REVISIONS, RE-SUBMITTAL AND APPROVALS:**

SCOPE OF WORK

Resubmit revised Construction Documents and calculations associated with Project Start-up and Scope Revisions for Division of State Architect (DSA) Review.

- Pick-Up all subsequent DSA Review comments and obtain Final Approval.

Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data,



and providing other services in connection with Change Orders required by causes beyond the control of the Architect”.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$12,350 (Twelve Thousand Three Hundred and Fifty Dollars)**, inclusive of consultants

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$2,000 (Two Thousand Dollars)**.

**M. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING
BIDDING, CONSTRUCTION ADMINISTRATION AND DSA CLOSE-
OUT:**

SCOPE OF WORK

Due to the increase in operating costs from the time project was placed on hold in 2006 to the project re-start in 2009, the value of the Bid Support, Construction Administration and Post Occupancy Survey effort is hereby increased as is allowed by Article III of the Basic Agreement, “Additional Architect’s Services”, Paragraph 1.b, “Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect”.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$210,665 (Two Hundred Ten Thousand Six Hundred Sixty-Five Dollars)**, inclusive of consultants

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$2,900 (Two Thousand Nine Hundred Dollars)**.

**N. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING
MULTI-PRIME CONTRACTING:**

SCOPE OF WORK

The proposed Multi-Prime Construction Process will entail significant additional work for the Construction Administrators, Architects and Engineers. Due to the increase in the Scope of Work, the value of the Multi-Prime contracting approach during the Construction Administration effort is increased as is allowed by Article III of the Basic Agreement, “Additional Architect’s Services”, Paragraph 1.b, “Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect”.



REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased for this project by **\$4,000 (Four Thousand Dollars)**.

**O. COLTON HIGH SCHOOL MATH & SCIENCE BUILDING
STORM WATER POLLUTION PREVENTION PLAN (SWPPP) AND
WATER QUALITY MANAGEMENT PLAN (WQMP):**

SCOPE OF WORK

Harley Ellis Devereaux and its consultant(s) shall prepare a report which prescribes the Best Management Practices (BMPs) as identified in the CASQA California Storm Water BMP Handbook as is appropriate for this project. A Notice of Intent (NOI) shall be filed with the State Water Resources Control Board on behalf of the Colton Joint Unified District. All associated Notice of Intent Fees, including the application fee(s) and annual fees, are the responsibility of the District and shall be provided by the District.

Harley Ellis Devereaux and its consultant(s) shall prepare a Preliminary Water Quality Management Plan consistent with the EIR level analysis and site plan detail. The WQMP shall include source control, site design and treatment control BMPs for use by the District to certify temporary and permanent onsite water quality control.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for a lump sum of **\$6,200 (Six Thousand Two Hundred Dollars) for the SWPPP and \$6,400 (Six Thousand Four Hundred Dollars)**, inclusive of consultants, plus reimbursable expenses as permitted by our existing contract at **\$1,600 (One Thousand Six Hundred Dollars)**.

**P. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING
SOIL CORROSIVITY STUDY:**

The Corrosivity Study and its associated fees is no longer requested by the CUJSD.



**P. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING
SOIL CORROSIVITY STUDY:**

SCOPE OF WORK

Additional Architectural and Engineering Services associated with re-starting the project after the District placed the project on hold in 2006. Additional costs associated with these tasks have been determined as allowed by Article III of the Basic Agreement, "Additional Architect's Services", Paragraph 1.b, "Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the Architect".

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined above in the Scope of Services for an additional fee increase of **\$10,950 (Ten Thousand Nine Hundred Fifty Dollars)**, inclusive of consultants, plus reimbursable expenses of **\$1,000 (One Thousand Dollars)** as permitted by our pre-existing contract. The Corrosivity Study and its associated fees is no longer requested by the CUJSD.

**Q. BLOOMINGTON HIGH SCHOOL MATH & SCIENCE BUILDING
INTERIM HOUSING:**

Architectural and Engineering Services for the design of the Interim Classrooms Project and to prepare documents for DSA Submittal ten (10) weeks after the Notice To Proceed for the procurement and placement of thirteen (13) District-furnished, DSA approved, 24-foot by 40-foot, modular classroom buildings on pre-approved wood foundations. It is our understanding that the Interim Housing Project will be submitted, approved by DSA, and constructed based upon a single prime contractor. For the purpose of bidding the Interim Housing Certification, Site/Building Demolition and Partial Site Construction and the Math and Science Interim Housing shall be assembled into one bid package. The placement of these modular classrooms involves the following:

- o DSA Title 24 compliant modular ramp(s) designed, furnished and installed by the relocatable company.
- o Minor parking improvements to provide DSA Title 24 compliant parking stall(s)
- o DSA Title 24 compliant path of travel from the existing parking stall(s) to the modular buildings.
- o Connections to the existing campus utility systems for electrical, telephone, data, intercom, fire alarm and security.

The modular building manufacturer/supplier procured to supply and install the pre-engineered buildings will be required to include the following within their scope of work:

- o Structural design of the building and foundation system



- o Install additional fire hydrants, sump pumps, revisions to the campus fire water distribution system or other site utility revisions (which are excluded from our fees)
- o Providing DSA pre-approved drawings so that the District's Architect can integrate them into the overall contract document package.
- o Provide manufacturer's standard design details, structural details and unit floor plan details as the reference document upon which exterior site details and connection details will be based upon.

SCOPE OF WORK

- o **Pre-Design Services**
 - o Pre-Design services to assist district with identifying general site location, phasing, access, and infrastructure needs pertaining to the construction of interim housing.
 - o Maximum of two (2) Conceptual site plans/building layouts for District review and approval
 - o Maximum of two (2) field observations of existing site conditions and existing utilities (The District may be required to provide more extensive verification)
- o **Design Development Documents / Construction Documents**
 - o Prepare plans and specifications for DSA submittal and approval
 - o Provide temporary overhead power supply to the interim housing and manual fire alarm system.
 - o Preparation plans and specifications required to obtain competitive bids for interim housing site preparation and installation of interim housing.
 - o Conduct maximum of two (2) review meetings with the local fire department.
 - o Submit plans to DSA on behalf of the District
 - o Respond to DSA review comments, as required, to obtain approval
- o **Construction Administration / DSA Closeout**
 - o Review Change Order Documents and provide written responses to cost, time and entitlement.
 - o Conduct up to six (6) site observations during construction and provide construction administration services for this work.
 - o Assist the District with the DSA close-out process to obtain DSA certification.

ARCHITECTS COMPENSATION

Harley Ellis Devereaux will provide the service outlined in the above Scope of Services for an additional fee of **\$122,000.00 (One Hundred Twenty-Two Thousand Dollars)** inclusive of consultants, as follows:

| | |
|---|--------------|
| o Pre-Design Services | \$13,000.00 |
| o Design Development/Construction Documents | \$ 84,000.00 |
| o Construction Administration / DSA Closeout: | \$ 25,000.00 |



**Amendment Number 1 for Colton and Bloomington High Schools
Colton Joint Unified School District
15 June 2009**

HARLEY ELLIS DEVEREAUX

Page 15

These fees do not include topographic surveys, underground utility surveys, geotechnical investigations or soils reports nor agency plan review fees. These fees also do not include the design of additional hydrants, on-site fire water distribution and service or the widening of existing fire department roadway accessibility.

REIMBURSABLE EXPENSES

The Reimbursable Expense Account, as described in Article XI of the Basic Agreement, shall be increased by **\$15,000 (Fifteen Thousand Dollars)**.

If you have any questions regarding this proposal for services or if you wish to discuss any aspect of the project, please feel free to contact me directly at 213-542-4504 or you may also contact Bill Lavine and Owen Chang of our office. We look forward to this opportunity to continue to serve the Colton Joint Unified School District.

Very truly yours,

Harley Ellis Devereaux

John Dale, FAIA, LEED^{AP}
Principal

Accepted for Colton Joint Unified School District by:

Signature

Printed Name and Title

Date

By signing this document, the signatory attests that they are authorized to accept this fee proposal on behalf of the Colton Joint Unified School District

Cc William Lavine, HED
Owen Chang, HED



ATTACHMENT A

SUMMARY OF AMENDMENT FEES AND REIMBURSABLE EXPENSES

(Note: All Fees Invoiced and Paid On A Percent Complete Basis)

| Project | Fee Proposal Compensation | Reimbursable Expenses |
|---|--|------------------------------|
| A. Colton High School New Math and Science Building Project Restart | \$75,500 | \$16,000 |
| B. Colton High School New Math and Science Building Scope of Work Revisions | \$38,190 | \$6,000 |
| C. Colton High School New Math and Science Building DSA Re-Submittal and Approvals | \$12,300 | \$2,500 |
| D. Colton High School New Math and Science Building - Bidding, Construction Administration and DSA Close-Out | \$269,240 | \$4,250 |
| E. Colton High School New Math and Science Building Multi-Prime Contracting | \$52,000 (based upon 17 total categories) | \$4,000 |
| F. Colton High School New Math and Science Building Storm Water Pollution Prevention Plan (SWPPP) and Water Quality Management Plan (WQMP)) | \$6,200 (SWPPP) \$6,400 (WQMP) | \$1,600 |
| G. Colton High School Parking Lot Addition | \$25,985 | \$3,250 |
| H. Colton High School New Math and Science Building Soil Corrosivity Study | N/A | N/A |
| I. Colton High School New Math and Science Interim Housing | \$107,500 | \$13,000 |
| Colton High School New Math and Science Building Totals | \$593,315 | \$50,600 |

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Award of Bid 08-15: Category #3 (Concrete, Paving and Elevators) Construction Project for Grand Terrace High School

GOAL: Facilities/ Budget Planning

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: At the March 26, 2009 Board meeting, the Board awarded Bid 08-14 for the construction of the Grand Terrace High School. At that time, based on discussions with District legal counsel, the District decided to reject all bids received for Category 3. Category #3 was rebid and is being brought to the Board for award at this time.

Bids for category #3 were opened on June 4, 2009. Bids were requested pursuant to Public Contract Code 20111. A total of thirteen bids were received for this category. A schedule showing the bids received and their amounts follows:

Category 3 – Concrete, Paving and Elevators

| | |
|--|--------------|
| <i>Davis Moreno Construction, Inc.</i> | \$ 7,480,000 |
| K.A.R. Construction, Inc. | 7,927,000 |
| R.C. Construction Services, Inc. | 7,977,200 |
| Bogh Engineering, Inc. | 8,289,000 |
| Los Angeles Engineering, Inc. | 8,406,000 |
| EDGE Development, Inc. | 8,575,000 |
| JBH Structural Concrete, Inc. | 8,812,750 |
| T.B. Penick & Sons, Inc. | 8,858,500 |
| W.D. Gott Construction Co. | 8,985,000 |
| Tidwell Concrete Construction, Inc. | 9,082,982 |
| Angeles Contractor, Inc. | 9,579,000 |
| Precision Concrete Construction, Inc. | 10,294,000 |
| Hanan Construction Co., Inc. | 10,694,000 |

BUDGET

IMPLICATIONS: \$7,480,000 from Measure B Fund 21.

RECOMMENDATION: That the Board award Bid #08-15, Category #3 (Concrete, Paving and Elevators) Construction Project for the Grand Terrace High School to the lowest responsible bidder, Davis Moreno Construction, Inc. in the amount of \$7,480,000, as presented.

ACTION: On motion of Board Member _____ and _____, the Board awarded Bid #08-15 Category #3 (Concrete, Paving and Elevators) Construction Project for the Grand Terrace High School to the lowest responsible bidder, Davis Moreno Construction, Inc., in the amount of \$7,480,000, as presented.

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

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

SUBJECT: **Approval of Contract with Haley and Aldrich for Environmental Consulting Services at Grand Terrace High School**

GOAL(s) Facilities / Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: This firm has conducted the environmental services on the property since June, 2003.

Oversight was required during the removal of an underground diesel tank. There was potential to expose unforeseen environmental concerns during the demolition, grading, and construction process, therefore the District requested that Haley and Aldrich submit a proposal for on-call services for oversight, monitoring and testing services.

BUDGET IMPLICATIONS: \$10,000 - Bond Fund 21 Not to Exceed

RECOMMENDATION: That the Board approve contract with Haley and Aldrich for environmental consulting services at Grand Terrace High School, as presented.

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

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

TO: Board of Education

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

SUBJECT: Adoption of Resolution No. 09-26 for Construction of School Facilities and Applying for State Grant Funds at Other Grade Levels for Middle School #5 Project

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 -- Facilities

BACKGROUND: The District has limited eligibility for new construction funding at grades 7-8 and is in need of utilizing grant eligibility at another grade level (K-6) to maximize state funding. It is in the District's best interest to obtain maximum state funding. It is estimated that revenue generation totaling more than \$13 million would not otherwise be granted due to the lack of eligibility at grades 7-8. This lack of eligibility is a result of declining enrollment at some grade levels and a slow down in new housing development.

The District is eligible to request more grant unit funding than it is otherwise eligible for, if certain conditions are met as follows:

- A plan is in place that describes how the District has or will adequately house the pupils receiving grants beyond the capacity of the project.
- Acknowledgement that funds for the purpose of housing pupils are being diverted to an alternative use.
- Acknowledgement that the state has satisfied its obligation to house the pupils receiving grants.

Plans have been developed to demonstrate how the students will be adequately housed as required by the state. Adoption of the resolution and California Department of Education and Division of State Architect plan approvals fulfill the above state requirements to apply for funding.

The application for state funding will be processed upon receipt of this Resolution and approval by the California Department of Education and the Division of the State Architect.

BUDGET

IMPLICATIONS:

\$13 million Estimated State Matching Funds

RECOMMENDATION:

That the Board adopt Resolution No. 09-26 for construction of school facilities and applying for state grant funds at other grade levels for Middle School #5 project, as presented.

ACTION:

On motion of Board Member _____ and _____ ,
the Board adopted Resolution No. 09-26 as presented.

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Authorization to Submit Form J-13A to the California Department of Education – *“Request for Allowance of Attendance Because of the Emergency Conditions”* for Ruth O. Harris Middle School (May 5, 2009)

GOAL(s): School Safety & Attendance/Budget Planning

STRATEGIC PLAN: Strategy #2 - Curriculum

BACKGROUND: In accordance with Education Code Section 46392, the Superintendent recommends that the District submit a “Request for Allowance of Attendance Because of Emergency Conditions” (*Form J-13A and Affidavit of Governing Board Members*) to the California Department of Education (CDE) for a substitution of one day of attendance on May 5, 2009, during which school was closed due to the Swine Flu, as recommended by the San Bernardino County Department of Public Health.

The CDE permits districts to claim Average Daily Attendance (ADA) and instructional time credits for days on which schools are forced to close. Once the credit is approved, the District is no longer required to make up the days.

The J-13A, along with the Board’s affidavit will be submitted to the San Bernardino County Superintendent of Schools and subsequently forwarded to the CDE.

BUDGET IMPLICATIONS: Upon approval of the request, the District’s ADA funding will be maintained at the level that otherwise would have been received if the primary electrical panel failure had not occurred.

RECOMMENDATION: That the Board authorize the District to submit form J-13A to the California Department of Education – *“Request for Allowance of Attendance Because of the Emergency Conditions”* for Ruth O. Harris Middle School (May 5, 2009).

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

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION

TO: Board of Education

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

SUBJECT: Authorization to Submit Certification for Receipt of Funds from the Inland Valley Development Agency

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #1 -- Communication

BACKGROUND: The Inland Valley Development Agency (IVDA) adopted certain School District Tax Increment Revenue Pass-Through Agreements in December 1990, of which the Colton Joint Unified School District was included.

- In 1993 the IVDA adopted certain amendments to the pass through agreements to provide for the issuance of certain 1993 Notes of the IVDA to fund various amounts to be remitted to the participating School Districts pursuant to the pass through agreements and for the benefit of the participating School Districts.
- In 1997, the 1993 Notes were refinanced by Tax Allocation Bonds of the IVDA, and, based upon municipal bond market conditions, the 1997 Tax Allocation Bonds have benefited from lower than anticipated interest rates, thereby producing additional funds for the IVDA and participating School Districts.
- \$334,491.27 will be remitted to the District by the IVDA upon execution of the Certification, which must include a description of how the District will use and apply the funds.

The School District plans to use and apply such funds for the following purposes as authorized by the School District Pass-Through Agreement:

1. Birney Elementary School Drop-off Zone
2. Lincoln Elementary School Drop-off Zone
3. Washington High School Shade Structure

The IVDA Certification, also, requires official action of the governing body of the Colton Joint Unified School District to duly appoint an acting officer to make representations and other commitments on behalf of the school district.

Therefore, the Board duly appoints and authorizes:

Jaime R. Ayala, Assistant Superintendent, to make the representations and other commitments as set forth on behalf of the School District.

**BUDGET
IMPLICATIONS:**

\$334,791.27 Revenue – Capital Facilities Fund 25

RECOMMENDATION:

That the Board authorize to submit the Certification for Receipt of Funds from the Inland Valley Development Agency.

ACTION:

On motion of Board Member _____ and _____, the Board authorized the District to submit the Certification for Receipt of Funds from the Inland Valley Development Agency, as presented.

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Agreement with School Planning Services, Inc., for the Preparation of a School Facilities Needs Analysis

GOAL: Facilities/Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: In order to justify collecting Alternative School Fees (Level II and III), state law requires that a School Facilities Needs Analysis report be prepared. Staff solicited proposals and recommends School Planning Services, Inc.

This approval would provide for the timely update of these studies prior to the expiration date of August 22, 2009. This firm has prepared these reports in previous years.

| | |
|--------------------------------|---------|
| Dolinka Group | \$8,500 |
| School Planning Services, Inc. | \$8,300 |

BUDGET IMPLICATIONS: \$8,300 – Capital Facilities Fund 25

RECOMMENDATION: That the Board approve the agreement with School Planning Services, Inc., for the preparation of a School Facilities Needs Analysis, as presented.

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

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Waiver of California High School Exit Exam (CAHSEE)
Requirement for Students with Disabilities Who Have Taken the Exam
with Modifications and Received the Equivalent of a Passing Score
(2008-09)**

GOAL: Improve Student Performance

STRATEGIC PLAN: Strategies #2 - Curriculum

BACKGROUND: California Education Code 60851c requires a waiver from the Board of Education for each student with a disability who has taken the CAHSEE with modifications (resulting in an invalid score), who actually has obtained a passing score on one or both sections of the exam. In order for the Board to grant the waiver, the principal must certify that the pupil has 1) an IEP or 504 plan that requires modifications, 2) sufficient high school coursework completed or in progress in a high school curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE, and 3) an individual score report showing that the pupil has received the equivalent of a passing score while using a modification.

The students submitted for waiver approval have met the aforementioned criteria.

**BUDGET
IMPLICATIONS:** No cost to the District.

RECOMMENDATION: That the Board approve the waiver of California High School Exit Exam (CAHSEE) requirement for students with disabilities who have taken the exam with modifications and received the equivalent of a passing score. (2008-09)

ACTION: On motion of Board member _____ and _____, the Board approved the waiver of the California High School Exit Exam (CAHSEE) requirement for students with disabilities who have taken the exam with modifications and received the equivalent of a passing score, as presented. (2008-09)

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: Approval of One-Year Contract Renewal with Edusoft (2009-10)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication
Strategy # 2 - Curriculum

BACKGROUND: For the past three years the District has used Edusoft as a suite of internet based instructional tools (i.e. “the Edusoft platform”) that include and are assessed at the following rate structure for 2009-10 projected enrollment.

1. Module 1: Benchmark Exams @ \$5 each or \$119,150
2. Module 2: State Analysis @ \$1 each or \$23,830
3. Module 3: Teacher Tools @ \$1 each or \$23,830
4. Annual Teacher Roster Update: 26 sites @ \$450 each or \$11,700

Purchasing has reviewed the contract to ensure it meets District standards; especially, employee DOJ background checks. Edusoft’s employees rarely visit the District and if they go on the campuses they are always escorted by either District IT or A&E staff. According to County Counsel, there is no need for such fingerprinting and background check requirements for this contractor because of the above compensating internal controls.

BUDGET IMPLICATIONS: \$178,510 -- Total cost for 2009-10. \$100,000 is charged to Title II (resource 4045) and \$78,510 is charged to Unrestricted Lottery resource 1100.

RECOMMENDATION: That the Board approve the one-year contract renewal with Edusoft. (2009-10)

ACTION: On motion of Board Member _____ and _____, the Board approved the one-year contract renewal with Edusoft. (2009-10)

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

TO: Board of Education

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: Approval to Amend Board Meeting Minutes (February 19, 2009, Item #80.12) to Reflect 2009 Summer School Program Date Correction (Grades 7-12)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #3: - Decision-making
Strategy #6: - Character

BACKGROUND:

Program:
Students who need remediation, or need to make up failing grades will be given priority in summer school enrollment. Students in the class of 2009 who did not graduate will also be allowed to participate.

Locations:

- Bloomington High School – Site A
- Colton High School – Site B

Dates:
Session I: Monday, June 22 – ~~Thursday~~ Friday, July 10 (14 days)
No school Friday, July 3, 2009
Session II: Monday, July 13 – Friday, July 24 31 (15 days)

School Schedule:
Site A: Bloomington High School - 7:30 am – 12:20 pm
Site B: Colton High School - 8:30 am – 1:20 pm

Office hours: *BHS: 7:00 am – 1:00 pm* *CHS: 8:00 am – 2:00 pm*
Teacher workday: *BHS: 7:20 am–12:50 pm* *CHS: 8:20 am –1:50 pm*

Instructional Minutes: 270 minutes per day.

Attendance and Discipline:
Students will be dropped for suspendable violations of Ed. Code 48900. Students will be dropped from a session if they miss a total of 6 hours of class for that session. Tardies are counted as missing 1 hour of class.

BUDGET The ADA generated by the summer school program will cover the

IMPLICATIONS: majority of the costs. Transportation costs are to be funded out of District general funds.

RECOMMENDATION: That the Board amend minutes of the Board Meeting on February 19, 2009, Item #80.12, to reflect the 2009 summer school program date correction (Grades 7-12).

ACTION: On motion of Board member _____ and _____, the Board amended the minutes as presented.

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

ACTION ITEM

- TO:** **Board of Education**
- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT:** ***Adoption of Resolution No. 09-27, Reestablish the General Municipal Election in November of Odd-Numbered Years as the Election Date for Members of the Colton JUSD Board of Trustees, commencing November, 2011***
- GOALS:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement
- STRATEGIC PLAN:** Strategy #1 -- Communication Strategy #4 -- Facilities
Strategy #2 -- Curriculum Strategy #5 -- College Career
Strategy #3 -- Decision Making Strategy #6 -- Character
- BACKGROUND:** At the Board meeting on May 28, 2009, Board members expressed an interest in holding Trustees elections in odd-numbered years, in accordance with Elections Code sections 1302(b)(2) and 10404.5(g), in an effort to defer shared election costs to the 2011-12 school year. Therefore, approval is requested to begin the process by adopting Resolution 09-27 and submitting the resolution to the San Bernardino and Riverside County Boards of Supervisors for approval.
- This action would defer costs and extend a Board members' terms by one year, beginning with the odd-year election in November, 2011 (rather than in November, 2010).
- BUDGET IMPLICATIONS:** Election cost deferral to 2011-12—General Fund
- RECOMMENDATION:** That the Board adopt Resolution No. 09-27, Reestablish the General Municipal Election in November of odd-numbered years as the election date for members of the Colton JUSD Board of Trustees, commencing November, 2011
- ACTION:** On a motion by Board member _____ and _____, the Board adopted Resolution No. 09-27, as recommended.

Colton Joint Unified School District

Resolution No. 09-27

Reestablish the General Municipal Election in November of Odd-Numbered Years as the Election Date for Members of the Colton JUSD Board of Trustees, Commencing November, 2011

WHEREAS, the Colton Joint Unified School District has, until its last Trustee Election in November of 2008, held its Trustee elections at the general municipal elections held on the first Tuesday after the first Monday in November of odd-numbered years, as provided in Elections Code section 1302(a): and

WHEREAS, in 2006, the Board of Trustees adopted a resolution, subsequently approved by the Board of Supervisors of San Bernardino and Riverside Counties, to change its long standing tradition of odd-numbered year elections, in the interest of reducing election costs and to benefit from generally increased voter turnout at even-numbered year elections where offices and measures are on the ballot; and

WHEREAS, at its regular meeting on May 28, 2009, the Board of Trustees gave new consideration to the wisdom of the decision in 2006 to break from its long-standing District tradition of odd-numbering year elections; and

WHEREAS, odd-numbered year elections with traditionally less offices and measures on the ballot, tend to focus more attention on District Trustee elections and tend to draw highly motivated voters most interested in District matters and the welfare of pupils and District personnel; and

WHEREAS, the cost of filing candidate statements is generally lower (as much as half) in odd-numbered year elections, thereby allowing candidates of modest means to provide such statements to better inform the voters of their qualifications; and

WHEREAS, in this difficult budget year there will be a financial benefit to the District in deferring the cost of the Board of Trustee election from November of 2010 to November 2011; and

NOW, THEREFORE, BE IT RESOLVED that the general Municipal Election date in November of odd-numbered years is hereby reestablished as the election date for the Colton JUSD Board of Trustees, commencing November, 2011, and the Board of Trustee action on May 11, 2006 to change from odd to even-numbered years is hereby rescinded.



DULY ADOPTED by the Board of Trustees of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of ___ ayes, ___ nays, ___ absent, ___ abstentions this 25th day of June, 2009.

President, Board of Education

Vice President, Board of Education

Clerk, Board of Education

Member, Board of Education

Member, Board of Education

Member, Board of Education

Member, Board of Education

BOARD AGENDA

**BOARD MEETING
June 18, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Yolanda Cabrera, Assistant Superintendent
Educational Services Division

SUBJECT: **Ratification of Payment for 2009 Science Fair Participant Meals
(CA State Science Fair-May 17 thru 19, 2009))**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2 -- Curriculum

BACKGROUND: At the regular meeting on April 9, 2009, the Board approved student participation in the California Science Fair in Los Angeles, CA.

The cost for student meals at the three day event was not included for Board approval, therefore, additional costs have been added.

**BUDGET
IMPLICATIONS:** \$590.00 -- Total cost to be paid from Lottery funds.

RECOMMENDATION: That the Board ratify the payment for Science Fair participant meals.
(CA State Science Fair-May 17 thru 19, 2009)

ACTION: On the motion of board member _____ and _____, the Board ratified the additional cost as presented.

BOARD AGENDA

REGULAR MEETING
June 25, 2009

STUDY, INFORMATION AND REVIEW

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

I. Certificated

1. Bliss, Kimberly Assistant Principal - Smith
Employed August 1, 1996; resignation effective June 1, 2009. Not returning from LOA to care for family.
2. Cabrera, Yolanda Asst. Supt., Educational Svcs. – District Office
Employed September 3, 1975; resignation effective July 1, 2009. For retirement.
3. Duran, Erika Elementary Teacher - Lincoln
Employed July 2, 1999; resignation effective June 20, 2009. To relocate.
4. Ishida, Patricia Coordinator – District Office/Special Projects
Employed September 8, 1971; resignation effective July 1, 2009. For retirement.
5. Jensen, Jennifer Elementary Teacher – Sycamore Hills
Employed July 5, 1996; resignation effective June 1, 2009. Not returning from LOA to care for family.
6. Linale, Shara State Preschool Teacher - Zimmerman
Employed August 25, 2005; resignation effective June 30, 2009. For retirement.
7. Wong, Tina Special Ed/RSP Teacher
Employed July 7, 2003; resignation effective June 30, 2009. Staying home to care for family.

II. Classified

1. Amador, Lupe Nutrition Services Worker II - CMS
Employed February 1, 1986; resignation effective June 30, 2009. For retirement.

2. Arroyo, Juanita G. Language Assessment Specialist – SSC/LSS
Employed January 7, 1980; resignation effective July 1, 2009. For retirement.
3. Changsri, Bunchar Grounds Maintenance Worker III – M&O
Employed October 16, 1989; resignation effective July 1, 2009. For retirement.
4. Colunga, Amanda Nutrition Services Worker I – CHS
Employed September 16, 1999; resignation effective February 20, 2009. Disability retirement.
5. Estrada, Christine Executive Asst. to Superintendent – D.O./Supt.
Employed August 21, 1974; resignation effective July 1, 2009. For retirement.
6. Felix, Denise Office Assistant II – Grant
Employed August 18, 1997; resignation effective June 19, 2009. Not returning from LOA.
7. Flores, Manuel Head Custodian – Crestmore
Employed February 23, 1994; resignation effective July 1, 2009. For retirement.
8. Frederick, June Instructional Assistant – Reche Canyon
Employed September 11, 1972; resignation effective June 19, 2009. For retirement.
9. Gutierrez, Petra Accounting Technician – D.O./Fiscal Services
Employed March 1, 2000; resignation effective July 1, 2009. For retirement.
10. Haight, Carolyn Administrative Asst. I – D.O./Special Projects
Employed November 18, 1994; resignation effective July 1, 2009. For retirement.
11. Hernandez, Regina Nutrition Services Lead I – Rogers
Employed February 10, 1986; resignation effective June 30, 2009. For retirement.
12. Hughes, Lynn Project Office Assistant – CHS
Employed November 20, 1989; resignation effective June 19, 2009. For retirement.
13. John, Mary Office Assistant I – Grand Terrace
Employed October 1, 1984; resignation effective June 30, 2009. For retirement.
14. Juarez, Mary Children’s Center Inst. Asst. – San Salvador
Employed March 4, 1991; resignation effective July 1, 2009. For retirement.

15. Lauri, Ann
D.I.S. Tutor – Rogers/Wilson
Employed October 24, 1979; resignation effective June 30, 2009. For retirement.
16. Losee, Norma
Office Assistant II – PPS
Employed September 11, 1990; resignation effective July 1, 2009. For retirement.
17. Martinez, Jennie
Bus Driver – Transportation
Employed January 24, 2000; resignation effective June 30, 2009. For retirement.
18. Mills, Mary Helen
School Office Manager – Grand Terrace
Employed August 31, 1990; resignation effective June 30, 2009. For retirement.
19. Mosqueda, Gloria
Office Assistant I – Lincoln
Employed October 4, 1985; resignation effective June 26, 2009. For retirement.
20. Paez-Cruz, Josephine
Bus Driver – Transportation
Employed December 1, 1989; resignation effective June 30, 2009. For retirement.
21. Phan, Charlotte
Nutrition Services Worker I – Terrace View
Employed January 26, 2000; resignation effective June 30, 2009. For retirement.
22. Riggs, Evelyn
Office Assistant II – ROHMS
Employed August 28, 2000; resignation effective June 27, 2009. For retirement.
23. Ruiz, Victoria
Health Assistant – Smith
Employed September 18, 2000; resignation effective June 30, 2009. For retirement.
24. Short, Shirley
Instructional Assistant – Zimmerman
Employed November 7, 1973; resignation effective June 19, 2009. For retirement.
25. Speyer, JoAnn
Secretary – PPS
Employed September 11, 1984; resignation effective July 1, 2009. For retirement.
26. Sullivan, T. Sharon
Special Ed. Inst. Asst. – Sycamore Hills
Employed December 16, 1985; resignation effective June 19, 2009. For retirement.
27. Sunny, Gary
Custodian – Rogers
Employed July 1, 1998; resignation effective July 1, 2009. For retirement.
28. Torres, Salvador
Custodian – Grand Terrace/Washington
Employed May 10, 1993; resignation effective July 1, 2009. For retirement.

29. Walls, Regina

Instructional Assistant – Lincoln
Employed February 9, 1987; resignation
effective June 30, 2009. For retirement.

30. Zermeno, Christine

Assistant Principal's Secretary – CHS
Employed March 31, 1980; resignation
effective June 27, 2009. For retirement.

BOARD AGENDA

**REGULAR MEETING
June 25, 2009**

STUDY, INFORMATION AND REVIEW ITEM

TO: Board of Education

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

SUBJECT: **Proposed Amendment by Substitution of Board Policies and Administrative Regulation:**

BP 7310 Naming of Facility
AR 7310 Naming of Facility

GOALS: Student Safety, Community Relations and Parent Involvement

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

BACKGROUND: The Administration is updating Board Policies and Administrative Regulations under the guidelines of the California School Boards' Association.

Current

NAMING OF FACILITIES

BP 7310

The naming of facilities within the Colton Joint Unified School District gives the Board of Education the opportunity to acknowledge events of historical or cultural note, honor individuals who have made outstanding contributions to education, the community or the nation, or recognize events or locations of note.

The Board may choose to solicit the public to submit names or may name the facility by the established voting process.

The Superintendent shall develop administrative regulations to implement this Board Policy.

Legal Reference
EDUCATION CODE 35160 Authority of governing boards

Amended 9-18-08
(Adopted 7-13-95)

ADMINISTRATIVE REGULATION

AR 7310

NAMING OF FACILITIES

The naming of facilities within the Colton Joint Unified School District should occur in an orderly and timely manner which includes participation of community, students, and staff in the process. This regulation is an effort to assist the process.

1. The Board may choose to solicit the public to submit names to the Administration by an established date. The Administration will compile the list of names submitted.
2. The list will be presented to the Board at the first Board meeting following the date set by the Board closing name submittals. Each Board member present will be given the opportunity to place one name in nomination.
3. **A press release will also be created to inform the public as to the possibility of submitting names for nomination.**
4. Names placed in nomination will be researched by the Administration to establish that each meets the requirement of Board Policy **7310**.
5. At the next Board meeting, names conforming with Board Policy **7310** will be made available to the Board. The Board will select by the established voting process the name of the plant facility

Legal Reference

EDUCATION CODE 35160 Authority of governing boards

Amended 9-18-08
(Adopted 7-13-95)

NAMING OF FACILITY

BP 7310

The Board of Education shall have sole responsibility for the final selection of names for schools, buildings, areas, and facilities of the district.

The Board shall name schools and individual building in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the country or community; or
2. Individuals, living or deceased, who have made contributions of state, national, or worldwide significance; or
3. The geographic area in which the school or building is located.

The Board encourages community participation in the process of selecting names. A Superintendent's Naming Committee shall be appointed to review name suggestions and submit recommendations to the Board of Education for consideration.

Renaming of Facility

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study. It shall require unanimous approval of the Board.

The Superintendent shall develop administrative regulations to implement this policy.

Legal Reference

EDUCATION CODE
35160 Authority of Governing Boards

(Adopted 07/13/1995)
(Amended 9/18/2008)
Proposed 06/25/2009

ADMINISTRATIVE REGULATION

AR 7310

NAMING OF FACILITY

The Superintendent or designee shall convene a committee of representatives that includes students, parents, employees, administrators, and community members to nominate potential names for the Board of Education to consider for the naming of the facility.

1. The Board shall direct the Superintendent or designee to establish the committee of representatives for the naming of facility.
2. The Board shall designate the date by which the committee should submit its naming recommendations.
3. By the designated date, the committee shall submit to the board a list of the top three nominations.
4. The Board will vote on the nominations according to established voting procedures.

Names placed in nomination will be researched by the Administration to establish that each meets the naming requirements as set forth in Board Policy 7310.

EXHIBIT

E 7310

NAMING OF FACILITY

| COMMITTEE MEMBERS | |
|---|---|
| Representing | Selection |
| Superintendent's Office - Chairperson | Appointed by the Superintendent |
| Bond Oversight Committee | Appointed by the Bond Oversight Committee |
| Association of Colton Educators (ACE) | President or designee of ACE |
| Colton School Employees Association (CSEA) | President or designee of CSEA |
| District Advisory Council (DAC) | Appointed by DAC |
| District English Learner Advisory Council (DELAC) | Appointed by DELAC |
| Agua Mansa Parent/Teacher Association (PTA) | Appointed by PTA |
| Elementary School Principal | Appointed by the Superintendent |
| Middle School Principal | Appointed by the Superintendent |
| High School Principal | Appointed by the Superintendent |
| District Representative | Appointed by the Superintendent |
| Student Representative | Appointed by the Superintendent |
| Board Representative | Selected by the Board |
| Board Representative | Selected by the Board |

BOARD AGENDA

REGULAR MEETING
June 25, 2009

STUDY, INFORMATION AND REVIEW

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT PLAN:** **Associated Student Body (ASB) Financial Reports
as of May 31, 2009**
- GOAL:** Budget Planning
- STRATEGIC PLAN:** Strategy #1 -- Communication
- BACKGROUND:** Attached are summaries of financial reports as of 5/31/09. These reports are presented to the Board of Education to keep the Board apprised of the District's ASB activities and fiscal status.
- Elementary and middle school financial activities are handled centrally at the District Office. High schools are each allocated a full-time ASB Account Technician position to maintain ASB fiscal activities at the site and report to the District Office.
- The General ASB account at the Bloomington High School has negative balance mainly as a result of lending funds to several clubs on campus.

Bloomington High School

Date Range: 05/01/2009 through 05/31/2009

| ACCOUNT # AND DESCRIPTION | BEG BALANCE | INCOME | EXPENSE | TRANSFERS | BALANCE |
|------------------------------------|-------------|-----------|-----------|------------|------------|
| 9608 ALVAREZ MEMORIAL SCHOLARHSIP | 5,444.82 | | | | 5,444.82 |
| 9609 BISH EDWARDS SCHOLARSHIP | 979.06 | | | | 979.06 |
| 9610 GENERAL ASB | 4,664.15 | 1,264.48 | 9,576.53 | 2,548.50 | (1,099.40) |
| 9611 ALVAREZ, K & S SCHOLARSHIP | 9,482.85 | | | | 9,482.85 |
| 9612 JACKSON SCHOLARSHIP | 13,922.78 | 7.85 | | | 13,930.63 |
| 9613 IDDINGS, GEO SCHOLARSHIP | 3,816.99 | | | | 3,816.99 |
| 9614 SCHOLARSHIP FUND | 4,492.10 | 120.00 | | (150.00) | 4,462.10 |
| 9615 AGAPE | 220.07 | (85.00) | | 3.50 | 138.57 |
| 9616 AVID | 6,195.65 | 83.00 | 55.00 | (3,500.00) | 2,723.65 |
| 9618 WALKER, REED SCHOLARSHIP | 4,815.32 | 10.80 | | | 4,826.12 |
| 9619 ANIMATION | 414.82 | | | | 414.82 |
| 9620 BAND | 3,256.18 | 1,235.00 | | | 4,491.18 |
| 9621 ADVANCED PLACEMENT ENGLISH | 747.64 | 61.50 | 22.82 | (89.50) | 696.82 |
| 9623 ACADEMIC COMPETITION | 23.06 | | | | 23.06 |
| 9631 BEST BUDDY | 596.98 | 33.85 | 111.77 | 24.50 | 543.56 |
| 9632 BRUIN PRO BUTTONS | 543.77 | | | 367.50 | 911.27 |
| 9635 BLACK STUDENT UNION | 423.64 | 240.01 | | 325.00 | 988.65 |
| 9636 BASEBALL | 1,492.28 | 80.00 | | 14.00 | 1,586.28 |
| 9637 BOY SOCCER | 227.07 | | | | 227.07 |
| 9638 BOY BASKETBALL | 119.10 | 145.90 | 27.18 | 107.45 | 345.27 |
| 9640 BOY CROSS COUNTRY | 6,138.22 | 1,472.50 | 197.93 | (30.00) | 7,382.79 |
| 9643 COMPUTER CLUB | 0.10 | | | | 0.10 |
| 9644 CALIF SCHOLARSHIP FEDERATION | 171.40 | | | | 171.40 |
| 9645 CHOIR | 5,791.43 | 509.80 | | 7.00 | 6,308.23 |
| 9647 COLTON JOINT UNIFIED SCH DIST | 5.00 | 2,034.90 | 1,813.90 | | 226.00 |
| 9648 VANGELDER, GEO SCHOLARSHIP | 20.00 | | | | 20.00 |
| 9649 CLASS OF 2012 | 0.00 | | | | 0.00 |
| 9650 CLASS OF 2011 | 0.00 | 64.50 | | 125.00 | 189.50 |
| 9651 CLASS OF 2010 | 23,166.48 | 9,705.00 | 27,204.36 | (3,555.00) | 2,112.12 |
| 9652 CLASS OF 2009 | 3,114.80 | 10,570.62 | | | 13,685.42 |
| 9653 CLASS OF 2008 | 1.00 | | | | 1.00 |
| 9654 LORAX CLUB, THE | 27.41 | 90.70 | | | 118.11 |
| 9655 DECA | 687.73 | 128.72 | | | 816.45 |
| 9656 DRAMA VIDEO | 1,567.08 | | 973.47 | | 593.61 |
| 9657 FASHION CLUB | 1,520.20 | | | | 1,520.20 |
| 9658 FRENCH | 290.32 | 6.00 | | | 296.32 |
| 9659 FUTURE FARMERS OF AMERICA | 1,949.59 | 85.45 | | | 2,035.04 |
| 9660 STUDENTS IN ACTION (SIA) | 93.86 | | | | 93.86 |
| 9661 GAY STRAIGHT ALLIANCE | 285.00 | | | | 285.00 |
| 9662 KAYOS KIDZ | 487.96 | | | | 487.96 |
| 9663 JV GIRL SOCCER CLUB | 48.63 | | | | 48.63 |
| 9664 POLYNESIAN CLUB | 770.78 | 25.50 | | | 796.28 |
| 9665 LATIN CLUB | 1,298.87 | | | (107.45) | 1,191.42 |
| 9666 ASIAN CLUB | 145.00 | | | | 145.00 |
| 9667 FOOTBALL | 40.99 | | | | 40.99 |
| 9669 GERMAN CLUB | 3,563.39 | 1,545.91 | 1,135.89 | (1,151.65) | 2,821.76 |

| | | | | | | |
|-------|------------------------------|------------|-----------|-----------|----------|------------|
| 9670 | SKILLS | 7,765.57 | 100.20 | 1,338.40 | | 6,527.37 |
| 9671 | GIRL CROSS COUNTRY | 1,305.72 | 400.00 | 95.70 | | 1,610.02 |
| 9672 | GIRL BASKETBALL | 4,813.46 | 1,207.10 | 100.00 | | 5,920.56 |
| 9673 | GIRL SOCCER | 131.04 | | | | 131.04 |
| 9674 | SOFTBALL FROSH | 0.00 | | | | 0.00 |
| 9675 | VOLLEYBALL | 0.00 | 5.00 | | 600.00 | 605.00 |
| 9677 | GOLF | 866.33 | | | | 866.33 |
| 9678 | SCIENCE CLUB | 1,452.74 | | | | 1,452.74 |
| 9679 | HOME EC | 1,753.51 | | 236.41 | | 1,517.10 |
| 9680 | KEY CLUB | 2,661.16 | 116.00 | 150.00 | 28.00 | 2,655.16 |
| 9681 | JOURNALISM | 4,025.18 | | | | 4,025.18 |
| 9682 | KILN CLUB | 592.01 | | | | 592.01 |
| 9683 | NATIONAL HONOR SOCIETY | 1,477.65 | 20.85 | | | 1,498.50 |
| 9684 | STEP 2 IT | 20.00 | | | | 20.00 |
| 9685 | NAVY CLUB | 4,296.67 | 141.38 | 1,294.46 | 14.00 | 3,157.59 |
| 9686 | PERFORMING ARTS (DRAMA) | 11,183.64 | 2,212.00 | 3,393.60 | (584.00) | 9,418.04 |
| 9687 | NAVY MAINTENANCE | 1,250.48 | | 217.50 | | 1,032.98 |
| 9688 | SPANISH CLUB | 4,597.55 | 423.11 | 470.10 | 451.65 | 5,002.21 |
| 9689 | PEPSTERS | 5,771.82 | 13,767.00 | 256.85 | 42.00 | 19,323.97 |
| 9690 | RENAISSANCE | 2,089.79 | 86.90 | 534.10 | | 1,642.59 |
| 9691 | SENIOR GIFT | 10,344.71 | | | | 10,344.71 |
| 9692 | JV SOFTBALL | 0.00 | | | | 0.00 |
| 9693 | SWIM CLUB | 1,246.47 | 121.00 | | | 1,367.47 |
| 9694 | PEER COUNSELING | 262.10 | | 178.03 | | 84.07 |
| 9695 | YEARBOOK | 2,708.00 | 6,910.00 | 5,000.00 | | 4,618.00 |
| 9696 | TRACK | 5.35 | 267.75 | | | 273.10 |
| 9698 | WRESTLING | 3,008.39 | | 500.00 | | 2,508.39 |
| 9699 | SPECIAL NEEDS FUND | 486.00 | | | | 486.00 |
| 9701 | TREE HUGGER SOCIETY (THS) | 15.00 | | | | 15.00 |
| 9702 | POLITICAL AWARENESS | 709.00 | | | | 709.00 |
| 9703 | SOFTBALL | 683.79 | | | | 683.79 |
| 9705 | WORLD EXPLORER'S CLUB | 7.00 | | | 3.50 | 10.50 |
| 9706 | MARINE BIOLOGY CLUB | 339.43 | 17.00 | 92.92 | 49.00 | 312.51 |
| 9707 | PASS THE TORCH | 314.21 | | | 7.00 | 321.21 |
| 9900 | ROGER KOWALSKI SCHOLARSHIP | 6,000.00 | | | | 6,000.00 |
| 9901 | BLOOMINGTON COMM BOOSTERS | 0.00 | 2,000.00 | | | 2,000.00 |
| 9902 | A/P ENGLISH SCHOLARSHIP FUND | 0.00 | 20.00 | | 150.00 | 170.00 |
| 9903 | POLAR BEAR SCHOLARSHIP FUND | 0.00 | | | 100.00 | 100.00 |
| 9904 | GERMAN CLUB SCHOLARSHIP | 0.00 | | | 700.00 | 700.00 |
| 9905 | AVID SCHOLARSHIP FUND | 0.00 | | | 3,500.00 | 3,500.00 |
| Total | | 195,247.34 | 57,252.28 | 54,976.92 | 0.00 | 197,522.70 |

BROZOWSKI DEBBIE

From: CHACHERE ALISIA
Sent: Monday, June 08, 2009 8:51 AM
To: BROZOWSKI DEBBIE
Subject: Agenda Items

Here is our outstanding loans to clubs, this will explain our negative balance. Thanks! Alisia

CURRENT OUTSTANDING LOANS

| TO CLUB | FROM | AMOUNT | PURPOSE | REPAY DATE |
|---------------|------|----------|--------------------------|--------------------------------|
| CSF | ASB | 300.00 | GRADUATION ITEMS | 6/26/2009 |
| KEY CLUB | ASB | 1,500.00 | CONVENTION FEES | 6/30/2009 |
| FOOTBALL CLUB | ASB | 7,393.26 | CLUB NEEDS | 7/31/2009 |
| VOLLEYBALL | ASB | 600.00 | SUMMER LEAGUE/FUNDRAISER | 10/15/2009 |
| CLASS OF 2011 | ASB | 3,000.00 | PROM DEPOSIT | 5/1/2010 |
| BASEBALL CLUB | ASB | 3,658.88 | CLUB NEEDS | ASAP (No specific date listed) |
| YEARBOOK | ASB | 6,150.76 | CLUB NEEDS | ASAP (No specific date listed) |
| | | | | |
| | | | | |

\$ 22,602.90

Colton High School

Date Range: 05/01/2009 through 05/31/2009

| ACCOUNT # AND DESCRIPTION | BEG BALANCE | INCOME | EXPENSE | TRANSFERS | BALANCE |
|--------------------------------------|-------------|-----------|-----------|-----------|-----------|
| 9510-000 ACCOUNTS PAYABLE | 40.00 | 190.45 | | | 230.45 |
| 9511-000 ACCOUNTS PAYABLE -CJUSD | 0.00 | 29,794.39 | 29,794.39 | | 0.00 |
| 9511-100 A/P LOST TEXT BKS. | 73.92 | 134.86 | 202.79 | (5.99) | 0.00 |
| 9511-110 A/P LOST LIBRARY BKS. | 49.92 | 69.69 | 113.72 | 5.99 | 11.88 |
| 9511-200 A/P TRANSCRITS, DIPLOMAS | 5.00 | | 5.00 | | 0.00 |
| 9511-440 A/P CERAMICS | 0.00 | | | | 0.00 |
| 9511-880 A/P TEST FEES | 1,744.58 | 6,760.00 | 8,491.58 | | 13.00 |
| 9530-000 SALES TAX PAYABLE | 343.83 | | | | 343.83 |
| 9610-000 ASB GENERAL RESERVES | 82,931.07 | 7,084.18 | 5,222.06 | (30.49) | 84,762.70 |
| 9611-000 AP CLUB | 418.35 | (415.00) | | | 3.35 |
| 9611-101 AP CHEMISTRY CLUB | 673.49 | (86.00) | | | 587.49 |
| 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 | 765.00 | | | | 765.00 |
| 9616-000 A.V.I.D. | 9,368.83 | 320.00 | 2,049.17 | | 7,639.66 |
| 9617-000 BAND | 2,318.13 | 642.00 | 1,850.00 | | 1,110.13 |
| 9618-000 YOUNG DEMOCRATS | 379.29 | | 70.02 | (75.00) | 234.27 |
| 9619-000 BASEBALL CLUB | 4,035.38 | 45.00 | | | 4,080.38 |
| 9620-000 BIOLOGICAL SCIENCE CLUB | 201.15 | | | | 201.15 |
| 9622-000 BLACK STUDENT UNION | 275.78 | | | | 275.78 |
| 9623-000 BOYS SOCCER CLUB | 1,722.44 | | | | 1,722.44 |
| 9624-000 BOWLING CLUB | 0.00 | | | | 0.00 |
| 9626-000 CHS PossAbilities | 551.31 | 100.00 | | | 651.31 |
| 9627-000 ENVIRONMENTAL STUDIES CLUB | 10.00 | | | | 10.00 |
| 9631-000 GSA THE OTHER CHOICE | 2,477.73 | 230.00 | 284.70 | | 2,423.03 |
| 9632-000 DRUG FREE ZONE PROJECT | 0.00 | | | | 0.00 |
| 9633-000 CHEERLEADERS | 0.57 | | | | 0.57 |
| 9633-600 CHEERLEADERS VARSITY | 25.00 | | | | 25.00 |
| 9634-000 ASSOCIATED SCIENCE STUDENTS | 9.65 | | | | 9.65 |
| 9635-000 FEVER | 388.94 | | | | 388.94 |
| 9635-207 CLASS OF 2007 | 0.00 | | | | 0.00 |
| 9635-208 CLASS OF 2008 | 0.00 | | (85.00) | (85.00) | 0.00 |
| 9635-209 CLASS OF 2009 | 16,783.02 | 6,101.00 | 1,536.68 | 85.00 | 21,432.34 |
| 9635-210 CLASS OF 2010 | 20,400.32 | 25,935.00 | 28,267.50 | | 18,067.82 |
| 9635-211 CLASS OF 2011 | 237.61 | | | | 237.61 |
| 9635-212 CLASS OF 2012 | 457.43 | | | | 457.43 |
| 9637-000 COLTON HARRIERS | 3,051.07 | | 5.00 | | 3,046.07 |
| 9637-101 COLTON HIGH EURO CLUB | 56.00 | | | | 56.00 |
| 9638-000 CLAY CLUB | 244.10 | | | | 244.10 |
| 9639-000 COLTON HIGH INFANT CENTER | 186.31 | | | | 186.31 |
| 9641-000 COLTON ROP DECA | 0.00 | | | | 0.00 |
| 9641-101 CHS BUSINESS LEADERS | 2,335.21 | | | | 2,335.21 |
| 9642-000 THE CHESS CLUB | 1,062.12 | | | | 1,062.12 |
| 9643-000 COLTON SWIM CLUB | 680.99 | 1,532.65 | 693.00 | | 1,520.64 |
| 9643-100 CUTT | 310.81 | | | | 310.81 |
| 9643-101 THE FASHION CLUB | 145.00 | | | | 145.00 |

| | | | | | | |
|----------|------------------------------|------------|------------|-----------|----------|------------|
| 9644-000 | GRIDIRON CLUB | 212.75 | | | | 212.75 |
| 9645-000 | FRENCH CLUB | 550.81 | | | | 550.81 |
| 9648-000 | FHA - HERO | 1,615.72 | | | | 1,615.72 |
| 9649-101 | GAA - BADMINTON | 811.77 | | | | 811.77 |
| 9649-103 | GAA - TENNIS | 540.14 | 15.00 | | | 555.14 |
| 9649-104 | GAA - VOLLEYBALL | 1,530.67 | | | | 1,530.67 |
| 9649-105 | GAA-SOFTBALL | 478.69 | 51.50 | 305.86 | | 224.33 |
| 9649-106 | GAA - SOCCER | 1,823.03 | | | | 1,823.03 |
| 9650-000 | E-SMART | 194.28 | | | | 194.28 |
| 9651-000 | BOYS GOLF CLUB | 4,070.48 | 200.00 | 786.09 | 105.49 | 3,589.88 |
| 9651-100 | CHS GIRL'S GOLF CLUB | 458.81 | | | | 458.81 |
| 9655-000 | COLTON HIGH CHOIR | 1,350.63 | | 200.00 | | 1,150.63 |
| 9656-000 | INTERACT CLUB | 686.25 | | | | 686.25 |
| 9657-000 | KEY CLUB | 1,061.39 | | | | 1,061.39 |
| 9659-000 | LADY JACKETS | 144.45 | 800.00 | | | 944.45 |
| 9661-000 | LEADERSHIP FUND | 3,723.52 | 372.20 | 1,093.00 | 245.90 | 3,248.62 |
| 9661-401 | ACADEMIC COMPETITION | 452.89 | | 51.49 | | 401.40 |
| 9661-402 | STUDENT RECOGNITION FUND | 1,466.31 | (90.00) | | | 1,376.31 |
| 9661-403 | RECOGNITION FUND STAFF | 615.00 | | | | 615.00 |
| 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 | 390.00 | | | | 390.00 |
| 9661-409 | STUDENT RECOGNITION FUND AAA | 1.84 | | | | 1.84 |
| 9662-000 | MATH CLUB\COLTON HIGH SCHOOL | 358.72 | 25.00 | | 75.00 | 458.72 |
| 9663-000 | MECHA | 860.72 | | | | 860.72 |
| 9664-000 | MOVIE CLUB | 171.10 | | | | 171.10 |
| 9665-000 | NHS | 21,228.32 | 4,012.48 | 945.88 | (75.00) | 24,219.92 |
| 9666-000 | PEER ASSISTANCE | 1.41 | | | | 1.41 |
| 9666-101 | SECULAR STUDENT ALLIANCE | 29.50 | | | | 29.50 |
| 9667-000 | POTTERWATCH | 80.66 | | | | 80.66 |
| 9672-000 | SPANISH CLUB | 313.08 | | | | 313.08 |
| 9672-100 | SPOTS | 104.25 | | | | 104.25 |
| 9673-000 | STANDARD INTERACT CLUB | 155.00 | | | | 155.00 |
| 9675-000 | TRACK CLUB | 67.13 | | | | 67.13 |
| 9677-000 | THE SPAIN SOCIETY | 3,043.39 | 129.00 | 763.25 | | 2,409.14 |
| 9677-100 | TENNIS | 0.00 | | | | 0.00 |
| 9681-000 | VICA | 0.17 | | | | 0.17 |
| 9683-000 | WRESTLING CLUB | 5,564.28 | | 34.00 | | 5,530.28 |
| 9685-000 | YELLOW JACKET REBOUNDERS | 429.78 | | | | 429.78 |
| 9686-000 | YOUNG REPUBLICANS | 819.37 | | | | 819.37 |
| 9688-000 | RENAISSANCE | 1,799.63 | 100.00 | 500.00 | (245.90) | 1,153.73 |
| 9692-000 | THE OTHER CHOICE | 86.52 | | | | 86.52 |
| 9694-000 | NATE HELMAN | 5.00 | | | | 5.00 |
| 9695-000 | NJROTC | 1,645.60 | 2,616.50 | 1,005.00 | | 3,257.10 |
| 9698-000 | CUHS 1965 REUNION COMMITTEE | 316.00 | | | | 316.00 |
| 9699-000 | PUBLICATIONS | 908.95 | | | | 908.95 |
| 9704-000 | SCHOLARSHIP FUND - RESERVE | 30,022.61 | | | | 30,022.61 |
| 9729-000 | SCHOLARSHIP FUND | 38,486.50 | 14,455.34 | | | 52,941.84 |
| TOTAL | | 291,181.38 | 101,125.24 | 84,185.18 | 0.00 | 308,121.44 |

Central Elementary Schools

Date Range: 05/01/2009 through 05/31/2009

| | BEG BALANCE | INCOME | EXPENSE TRANSFERS | BALANCE | |
|---------------|-------------------|------------------|-------------------|-------------|-------------------|
| BIRNEY | 2,947.22 | 2,607.33 | 2,395.38 | 3,159.17 | |
| COOLEY | 1,752.13 | | | 1,752.13 | |
| CRESTMORE | 1,289.11 | | | 1,289.11 | |
| D'ARCY | 4,150.87 | | | 4,150.87 | |
| GRAND TERRACE | 8,595.23 | 180.90 | 3,858.93 | 4,917.20 | |
| GRANT | 0.00 | | | 0.00 | |
| GRIMES | 7,024.83 | | 2,406.07 | 4,618.76 | |
| JURUPA | 5,412.62 | 654.00 | 15.20 | 6,051.42 | |
| LEWIS | 2,579.04 | | | 2,579.04 | |
| LINCOLN | 379.74 | | | 379.74 | |
| MCKINLEY | 22,449.10 | 331.00 | 4,168.31 | 267.44 | 18,879.23 |
| RECHE CANYON | 14,764.65 | | | | 14,764.65 |
| ROGERS | 1,493.31 | | 145.75 | (267.44) | 1,080.12 |
| SAN SALVADOR | 87.39 | | | | 87.39 |
| SLOVER | 14,144.27 | 703.00 | 651.53 | | 14,195.74 |
| SMITH | 4,403.83 | | | | 4,403.83 |
| SYCAMORE | 34,188.40 | 19,875.57 | 19,987.54 | | 34,076.43 |
| TERRACE VIEW | 1,641.67 | | 1,583.00 | | 58.67 |
| WASHINGTON | 1,208.79 | | | | 1,208.79 |
| WILSON | 6,447.53 | 2,386.30 | 1,233.62 | | 7,600.21 |
| ZIMMERMAN | 2,249.18 | | | | 2,249.18 |
| TOTAL | 137,208.91 | 26,738.10 | 36,445.33 | 0.00 | 127,501.68 |

Bloomington Middle School

Date Range: 05/01/09 Through 05/31/09

| ACCOUNT # AND DESCRIPTION | BEG BALANCE | INCOME | EXPENSE TRANSFERS | BALANCE | |
|------------------------------------|-------------|----------|-------------------|------------|-----------|
| 100-100 INVENTORY | (3,641.77) | | | (3,641.77) | |
| 100-110 INVENTORY - LOCKS | (1,307.60) | | | (1,307.60) | |
| 100-115 INVENTORY - STUNDENT STORE | (52.78) | | | (52.78) | |
| 300-000 GENERAL ASB | 26,886.59 | 896.00 | 1,539.27 | 26,243.32 | |
| 310-000 ANNUAL/YEARBOOK | 7,440.38 | | | 7,440.38 | |
| 311-000 AVID | 40.46 | | | 40.46 | |
| 313-000 BUILDERS CLUB | 135.91 | | 100.64 | 35.27 | |
| 313-010 CHEER | 226.05 | | | 226.05 | |
| 315-050 CRAFTS CLUB | 6.25 | | | 6.25 | |
| 315-060 GATE CLUB | 314.01 | 320.00 | 42.00 | 592.01 | |
| 315-070 GERMAN CLUB | 0.77 | | | 0.77 | |
| 330-000 SCHOLARSHIP SOCIETY/NJHS | 420.46 | | 324.75 | 95.71 | |
| TOTAL | 30,468.73 | 1,216.00 | 2,006.66 | 0.00 | 29,678.07 |

Colton Middle School

Date Range: 05/01/09 through 05/31/09

| ACCOUNT # AND DESCRIPTION | BEG BALANCE | INCOME | EXPENSE TRANSFERS | BALANCE | |
|-------------------------------------|------------------|-----------------|-------------------|-------------|------------------|
| 120-300 INVENTORY-PE CLOTHES | (2,328.93) | | | (2,328.93) | |
| 125-300 EQUIPMENT | (6,315.13) | | | (6,315.13) | |
| 125-305 ACCUM. DEPREC.-EQUIPMENT | 748.44 | | | 748.44 | |
| 126-300 MARQUEE | (11,808.63) | | | (11,808.63) | |
| 128-300 ACCUM DEPREC.-MARQUEE | 3,936.21 | | | 3,936.21 | |
| 203-300 DJ | 50.00 | | | 50.00 | |
| 206-300 AVID | 4,201.53 | 3,510.00 | 3,793.35 | 3,918.18 | |
| 207-300 FALCON ATHLETICS | 331.35 | | 241.59 | 89.76 | |
| 208-300 KNOWLEDGE BOWL CLUB | 1.16 | | | 1.16 | |
| 210-300 SOLID ROCK | 499.13 | | | 499.13 | |
| 235-300 NATIONAL JR. HONOR SOCIETY | 808.33 | | 593.04 | 215.29 | |
| 238-300 NEWSPAPER | 860.00 | | | 860.00 | |
| 240-300 PEP SQUAD | 2,118.03 | | 98.82 | 2,019.21 | |
| 245-300 SCIENCE CLUB | 1,786.18 | 94.53 | 174.97 | 1,705.74 | |
| 260-300 YEARBOOK | 1,803.82 | 1,192.50 | | 2,996.32 | |
| 265-300 CHILSON AWARD | 3,611.73 | | | 3,611.73 | |
| 270-300 THRASHER SCHOLARSHIP | 1,740.31 | | | 1,740.31 | |
| 275-300 FALCONS PERFORMING ARTS TE/ | 243.50 | | | 243.50 | |
| 300-300 GENERAL ASB | 26,307.56 | 428.94 | 436.53 | 26,299.97 | |
| TOTAL | 28,594.59 | 5,225.97 | 5,338.30 | 0.00 | 28,482.26 |

Ruth O Harris Middle School

Date Range: 05/01/2009 through 05/31/2009

| ACCOUNT # AND DESCRIPTION | BEG BALANCE | INCOME | EXPENSE | TRANSFERS | BALANCE |
|------------------------------------|------------------|-----------------|------------------|-------------|------------------|
| 200-1100 INVENTORY - PE CLOTHES | (6,830.29) | | | | (6,830.29) |
| 200-1125 INVENTORY - STUDENT STORE | (869.00) | | | | (869.00) |
| 200-1150 INVENTORY - LOCKS | (224.50) | | | | (224.50) |
| 200-1175 INVENTORY - STAFF SHIRTS | (135.39) | | | | (135.39) |
| 200-1201 NEW EQUIPMENT | (7,554.77) | | | | (7,554.77) |
| 200-1401 ACCUM DEPREC. - EQUIPMENT | 5,396.25 | | | | 5,396.25 |
| 200-2000 GENERAL ASB | 30,387.16 | 285.00 | 750.88 | (7,000.00) | 22,921.28 |
| 200-3000 ART CLUB | 296.78 | | | | 296.78 |
| 200-3010 AVID | 6,373.82 | 5,077.00 | 7,425.00 | | 4,025.82 |
| 200-3015 ATHLETICS CLUB | 92.58 | | | | 92.58 |
| 200-3020 BAND CLUB | 114.75 | | | | 114.75 |
| 200-3042 CHOICE | 641.85 | | 444.00 | | 197.85 |
| 200-3045 CHORUS | 76.00 | | | | 76.00 |
| 200-3055 COMPUTER CLUB | 306.10 | | | | 306.10 |
| 200-3060 FHA - HEROS | 452.07 | | | | 452.07 |
| 200-3070 CRAFTS CLUB | 540.92 | | | | 540.92 |
| 200-3080 ENRICHMENT CLUB | 304.25 | | | | 304.25 |
| 200-3090 KATRINA RELIEF | 300.78 | | | | 300.78 |
| 200-3110 NATIONAL JR HONOR SOCIETY | 996.76 | | | | 996.76 |
| 200-3120 PEP SQUAD | 0.17 | | | | 0.17 |
| 200-3130 SCHOLARSHIP | 139.31 | | | | 139.31 |
| 200-3145 SOCCER CLUB | 26.00 | | | | 26.00 |
| 200-3150 WEIGHT TRAINING | 33.97 | | | | 33.97 |
| 200-3160 YEARBOOK | 2,797.11 | 1,194.00 | 9,211.63 | 7,000.00 | 1,779.48 |
| TOTAL | 33,662.68 | 6,556.00 | 17,831.51 | 0.00 | 22,387.17 |

Terrace Hills Middle School

Date Range: 05/01/2009 through 05/31/2009

| ACCOUNT # AND DESCRIPTION | BEG BALANCE | INCOME | EXPENSE | TRANSFERS | BALANCE |
|----------------------------------|------------------|-----------------|-----------------|-------------|------------------|
| 100-1200 ELECTRIC SIGN | (13888.31) | | | | (13,888.31) |
| 100-1800 INVENTORY - PE CLOTHES | (661.60) | | | | (661.60) |
| 100-1805 INVENTORY-SPIRIT SHIRTS | 0.00 | | | | 0.00 |
| 100-1820 EQUIPMENT COPY MACHINE | (5,108.90) | | | | (5,108.90) |
| 100-1850 EQUIPMENT | (1,016.54) | | | | (1,016.54) |
| 100-1855 ACCUM. DEPR.-EQUIPMENT | 406.62 | | | | 406.62 |
| 100-1900 TEMP CLEARING ACCOUNT | 70.00 | | | | 70.00 |
| 100-2000 GENERAL ASB | 30,676.54 | 667.25 | 1,852.74 | (350.00) | 29,141.05 |
| 100-3025 AVID | 3,268.99 | 344.50 | 1,431.90 | | 2,181.59 |
| 100-3027 BAND | 325.52 | 336.00 | | | 661.52 |
| 100-3036 CIA | 602.69 | | | | 602.69 |
| 100-3045 COREVETTE | 643.12 | | | | 643.12 |
| 100-3048 DRAMA CLUB | 866.97 | | | | 866.97 |
| 100-3050 FUTURE CORE | 93.38 | | | | 93.38 |
| 100-3058 MULTICULTURAL CLUB | 167.75 | | | | 167.75 |
| 100-3060 NAT'L JR. HONOR SOCIETY | 15.00 | 367.00 | 314.00 | 350.00 | 418.00 |
| 100-3067 PHD | 37.60 | | | | 37.60 |
| 100-3078 STAR CORE | 509.64 | | | | 509.64 |
| 100-3079 TIGER CORE | 325.98 | | | | 325.98 |
| 100-3300 YEARBOOK | 4,193.59 | 1,184.75 | 35.00 | | 5,343.34 |
| TOTAL | 21,528.04 | 2,899.50 | 3,633.64 | 0.00 | 20,793.90 |



COMMUNITY FACILITIES DISTRICT NO. 2 MEETING

June 25, 2009

(Meeting to Follow the Regular Board of Education Meeting)

AGENDA

I. CALL TO ORDER

Roll Call

| | |
|-------------------------------------|-------|
| Mrs. Marge Mendoza-Ware (President) | _____ |
| Mr. Mel Albiso (Vice President) | _____ |
| Mr. David R. Zamora (Clerk) | _____ |
| Mr. Robert D. Armenta, Jr. | _____ |
| Mrs. Patt Haro | _____ |
| Mr. Frank A. Ibarra | _____ |
| Mr. Kent Taylor | _____ |
| | |
| Mr. James A. Downs | _____ |
| Mr. Jerry Almendarez | _____ |
| Mrs. Yolanda Cabrera | _____ |
| Mr. Mike Snellings | _____ |
| Mr. Jaime R. Ayala | _____ |
| Mrs. Bertha Arreguín | _____ |
| Mrs. Mollie Gainey-Stanley | _____ |
| Mrs. Alice Grundman | _____ |
| Mr. Todd Beal | _____ |
| Mrs. Ingrid Munsterman | _____ |
| Ms. Julia Nichols | _____ |
| Ms. Sosan Schaller | _____ |
| Dr. Patrick Traynor | _____ |
| Ms. Katie Orloff | _____ |
| Mrs. Chris Estrada | _____ |

II. ACTION SESSION

1. Adoption of Resolution 09-28, CFD-2: *Establishing the Annual Special Tax Levy for Fiscal Year 2009-10 for Community Facilities District No. 2*

III. ADJOURNMENT

BOARD AGENDA

REGULAR MEETING
June 25, 2009

ACTION ITEM

- TO:** Community Facilities District No. 2 Board
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** *Adoption of Resolution 09-28 CFD-2, Establishing the Annual Special Tax Levy for Fiscal Year 2009-10 for Community Facilities District No. 2*
- GOAL:** Facilities/Support Services/Budget Planning
- STRATEGIC PLAN:** Strategy #4 – Facilities
- BACKGROUND:** The District by Ordinance No. 01-27, as authorized by Section 53340 of the Government Code of the State of California, has authorized the levy of special taxes to pay for public facilities and services, including costs and expenses related thereto, that benefit the District: Attached are the following documents:
- Boundary Map
 - Resolution 09-28 CFD-2 – Establishing the Annual Special Tax Levy for Fiscal Year 2009-10 for Community Facilities District No.2
 - Exhibit “A” Rates of the special taxed to be levied for fiscal year 2009-10 (Special Tax Rates do not exceed the rates authorized by the Ordinance and are not in excess of the rates approved by the qualified electors of the District).
- The deadline for this information to reach the San Bernardino County Office of Assessor is August 2009.
- BUDGET IMPLICATIONS:** No impact on the General fund. Special taxes are deposited in CFD-2 to pay debt services on the bonds issued.
- RECOMMENDATION:** That the Board adopt Resolution 09-28 CFD-2, establishing the annual special tax levy for fiscal year 2009-10 for the Community Facilities District No. 2.
- ACTION:** On motion of Board Member _____ and _____, the Board adopted Resolution 09-28 CFD-2, establishing the annual special tax levy for fiscal year 2009-10 for the Community Facilities District No. 2.

CFD-2 #1

EXHIBIT "A"

**Colton Joint Unified School District
Community Facilities District No. 2**

**Annual Adjustment for Special Tax Rates
Applicable to
Fiscal Year 2009-10**

| Residential Land Use Class | Dwelling Type and Sqft | Maximum Tax Per D/U for FY 2008-09 | Construction ⁽¹⁾ | Maximum Tax Per D/U for FY 2009-10 |
|--|---------------------------|---|---|---|
| | | | Cost Index Adjustment for FY 2009/10 (or 2% Min/6%Max) | |
| <u>Applicable to Initial Properties Within CFD No. 2 and Annexation Nos 1 & 2</u> | | | | |
| A | Apartment | \$495.75 | 4.23% | \$516.72 |
| B | SFD < 1,250 | \$606.37 | 4.23% | \$632.01 |
| C | SFD 1,250-1,499 | \$755.62 | 4.23% | \$787.59 |
| D | SFD 1,500-1,749 | \$879.56 | 4.23% | \$916.77 |
| E | SFD 1,750-1,999 | \$1,003.50 | 4.23% | \$1,045.95 |
| <u>Applicable to Initial Properties within CFD No. 2 and Annexation Area No. 1</u> | | | | |
| F | SFD 2,000-2,249 | \$1,127.44 | 4.23% | \$1,175.13 |
| G | SFD 2,250-2,499 | \$1,251.38 | 4.23% | \$1,304.31 |
| H | SFD 2,500 + | \$1,437.95 | 4.23% | \$1,498.78 |
| <u>Applicable to Annexation Area No. 2 Only</u> | | | | |
| F | SFD 2,000-2,249 | \$1,319.34 | 4.23% | \$1,375.15 |
| G | SFD 2,250-2,499 | \$1,371.32 | 4.23% | \$1,429.33 |
| H | SFD 2,500 + | \$1,423.29 | 4.23% | \$1,483.50 |
| I | SFD 2,500 + | \$1,528.57 | 4.23% | \$1,593.23 |
| J | SFD 2,500 + | \$1,597.87 | 4.23% | \$1,665.46 |
| K | SFD 2,500 + | \$1,752.46 | 4.23% | \$1,826.59 |

(1) The change in the Construction Cost Index for the 12-month period ending March 1st is 3.70% as tabulated by the Special Tax Consultant using the Reestablished Baseline of 1.00 applied by the Office of Public School Construction for the Marshall & Swift Class 'D' Construction - Western Region as of September 1987 and for February 2009 as follows:

| <u>Index Month/Year</u> | <u>OPSC</u> | <u>M&S Class "D" Index</u> |
|-------------------------|-------------|--------------------------------|
| September 1987 | 1.00 | 1,326.20 |
| February 2009 | 1.97 | 2,611.00 |

RESOLUTION NO. 09-28 CFD-2

Resolution Establishing the Annual)
Special Tax Levy for Fiscal Year 2009-10)
for Community Facilities District No. 2)

WHEREAS, the BOARD OF EDUCATION of the COLTON JOINT UNIFIED SCHOOL DISTRICT, COUNTY OF SAN BERNARDINO, STATE OF CALIFORNIA, (hereinafter referred to as the "legislative body"), has initiated proceedings, held public hearings, conducted elections and received favorable votes from the qualified electors relating to the levy of special taxes in Community Facilities District No. 2, as well as in Annexation Area Nos. 1 and 2 of Community Facilities District No. 2 (hereinafter referred to as the "District"), all as authorized pursuant to the terms and provisions of the "Mello-Roos Community Facilities Act of 1982", being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California.

WHEREAS, this legislative body, by Ordinance No. 01-27, as authorized by Section 53340 of the Government Code of the State of California (the "Ordinance"), has authorized the levy of special taxes to pay for public facilities and services, including costs and expenses related thereto, that benefit the District;

WHEREAS, this legislative body is desirous to establish the rate of the special tax to be levied and collected for the next fiscal year;

NOW, THEREFORE, it is Determined and Resolved as Follows:

- SECTION 1.** That the above recitals are all true and correct.
- SECTION 2.** That rates of the special taxes to be levied for the next fiscal year (2009-10) for the referenced District are hereby determined and established as the rates set forth in Exhibit "A" attached hereto and incorporated herein by this reference (which rates are hereinafter referred to as the "Special Tax Rates").
- SECTION 3.** The Special Tax Rates do not exceed the rates authorized by the Ordinance and are not in excess of the rates approved by the qualified electors of the District.
- SECTION 4.** The proceeds of the special taxes shall be used to pay, in whole or in part, the costs of the following, in order of priority:
 - A. Payment of CFD administrative costs and expenses.
 - B. Payment of principal and interest on any outstanding authorized bonded indebtedness;
 - C. Necessary replenishment of bond reserve funds or other reserve funds;
 - D. Payment of costs and expenses of authorized public facilities and public services;
 - E. Repayment of advances and loans.

The proceeds of the special taxes shall be used as set forth above, and shall not be used for any other purpose.

SECTION 5. The designated Special Tax Consultant is hereby directed to prepare and submit to the County Auditor on or before the submittal deadline the following:

- A. A certified list of all parcels subject to the special tax, with appropriate County Assessor parcel number.
- B. The amount of special tax to be levied on each parcel for the applicable tax year based on the Special Tax Rate.

SECTION 6. The special tax shall be collected in the same manner as ordinary ad valorem property taxes are collected and shall be subject to the same penalties and the same procedure and sale in case of delinquency as is provided for ad valorem taxes.

SECTION 7. Special taxes collected shall be deposited in to the appropriate District funds, including any bond fund and reserve fund.

SECTION 8. The Clerk [Secretary] is directed to file a certified copy of this Resolution with the County Auditor on or before the 10th day of August of this year.

PASSED AND ADOPTED by the BOARD OF EDUCATION of the Colton Joint Unified School District, County of San Bernardino, State of California, this 25th day of June, 2009 by the following vote.

AYES:

NOES:

ABSENT:

Date

Clerk of the Board of Education

STATE OF CALIFORNIA)
COUNTY OF SAN BERNARDINO)

I, _____, Secretary of the Board of Education of the Colton Joint Unified School District, County of San Bernardino, State of California, do hereby certify that the foregoing is a true copy of a Resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original Resolution is on file in the office of said Board.

Date

Secretary of the Board of Education

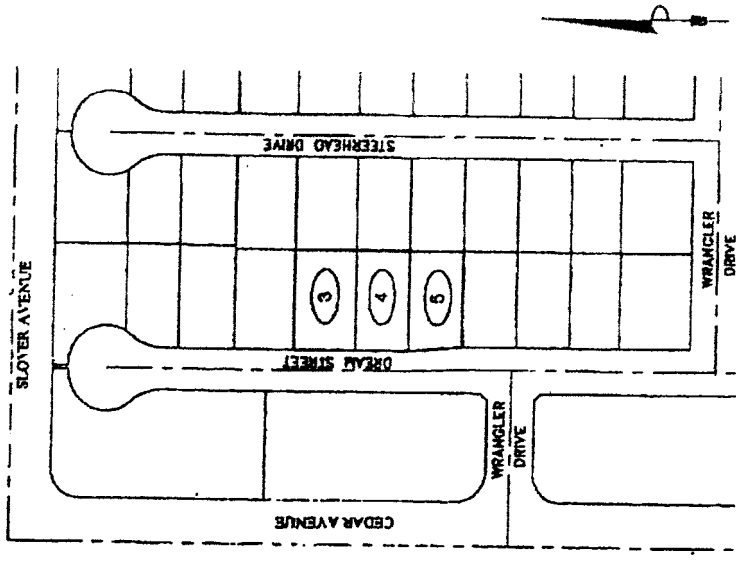
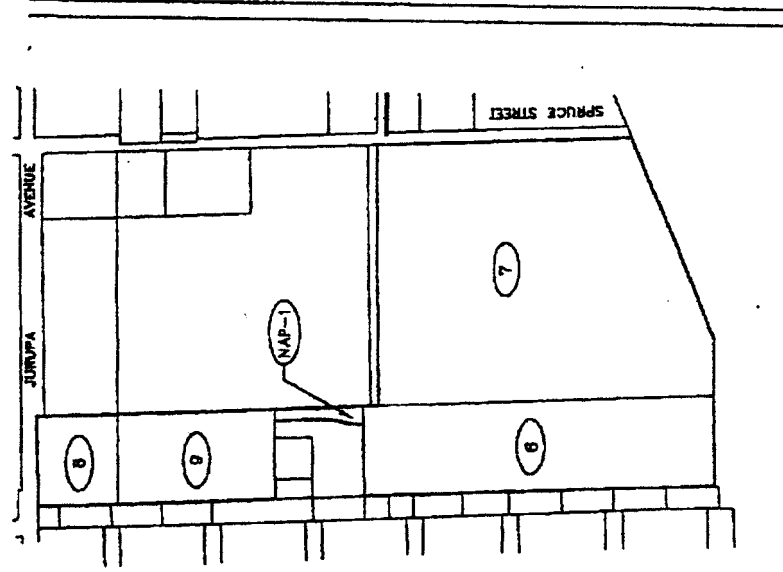
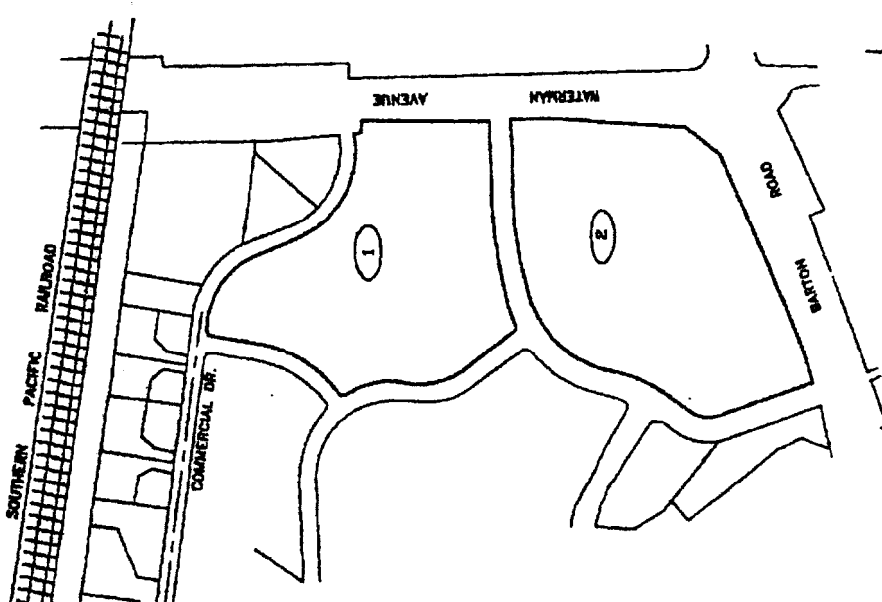
Exhibit "A"

PRINT OUT EXCEL SPREADSHEET

S DFA/RESOLUTIONS/CJUSD/TAXRATES-EXHIBIT A.XLS

AMENDED BOUNDARY MAP OF COMMUNITY FACILITIES DISTRICT NO. 2

COLTON JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SAN BERNARDINO
STATE OF CALIFORNIA



LEGEND

- CPD BOUNDARY
- LOT DESIGNATION
- NOT A PART
- NOT A PART

LOT DESIGNATION

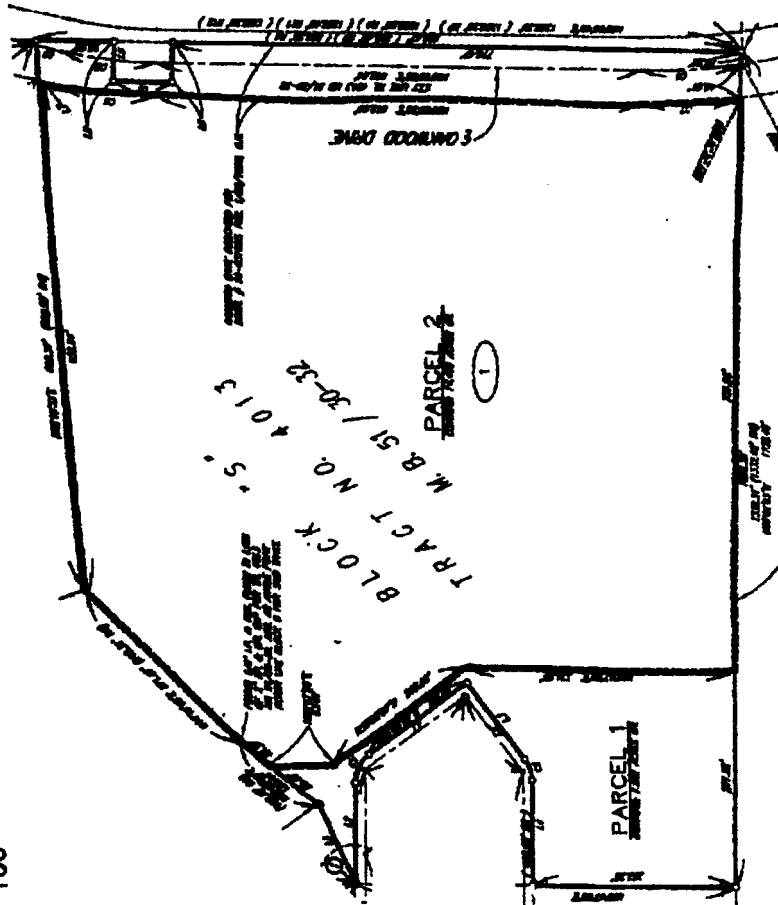
| LOT NO. | ASSESSOR'S PARCEL NO. | DEVELOPER |
|---------|-----------------------|---------------------|
| 1 | 0141-321-08 | STEVEN WALKER HOMES |
| 2 | 0141-321-13 | STEVEN WALKER HOMES |
| 3 | 0287-211-08 | YOUNG HOMES |
| 4 | 0287-211-08 | YOUNG HOMES |
| 5 | 0287-211-10 | YOUNG HOMES |
| 6 | 0288-171-28 | YOUNG HOMES |
| 7 | 0288-171-28 | YOUNG HOMES |
| 8 | 0288-161-28 | YOUNG HOMES |
| MAP-1 | 0288-161-31 | YOUNG HOMES |
| 8 | 0288-161-31 | YOUNG HOMES |
| 9 | 0288-161-31 | YOUNG HOMES |



Special District Planning
& Administration
333 South Annapolis Street, Suite 200
Oxnard, California 93025
Tel: (760) 333-2830 Fax: (760) 233-2331
March 2001
(01-004)

BOUNDARY MAP OF COMMUNITY FACILITIES DISTRICT NO. 2 ANNEXATION NO. 2

COLTON JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SAN BERNARDINO
STATE OF CALIFORNIA



FILED IN THE OFFICE OF THE SUPERVISOR OF THE COLTON JOINT UNIFIED SCHOOL DISTRICT THIS 27th DAY OF SEPTEMBER, 1982.

COLTON JOINT UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE WITHIN MAP SHOWING BOUNDARIES OF ANNEXATION NO. 2 OF COMMUNITY FACILITIES DISTRICT NO. 2 COLTON JOINT UNIFIED SCHOOL DISTRICT, COUNTY OF SAN BERNARDINO, STATE OF CALIFORNIA, WAS APPROVED BY THE BOARD OF SUPERVISORS AT A REGULAR MEETING THEREOF HELD ON THE 24th DAY OF SEPTEMBER, 1982, AND BY ITS RESOLUTION NO. 82-100. THE COMMUNITY FACILITIES DISTRICT NO. 2 ANNEXATION MAP FOR COMMUNITY FACILITIES DISTRICT NO. 2, COUNTY OF SAN BERNARDINO, STATE OF CALIFORNIA, REQUESTED AT BOOK 76, PAGE 17-18 OF MAPS OF ASSASSORS' PARCELS COMMUNITY FACILITIES DISTRICTS, ON JULY 23, 1981, IN THE OFFICE OF THE COUNTY RECORDER FOR THE COUNTY OF SAN BERNARDINO, STATE OF CALIFORNIA.

COLTON JOINT UNIFIED SCHOOL DISTRICT

NOTE: FOR PARTICULARS OF LINES AND DIMENSIONS OF ASSASSORS' PARCELS, REFERENCE IS MADE TO THE SAN BERNARDINO COUNTY ASSASSORS' PARCEL MAPS.

LOT DESIGNATION

| | |
|---------|-----------------------|
| LOT NO. | ASSASSOR'S PARCEL NO. |
| 1 | 58-001-01-001 |

THIS MAP HAS BEEN FILED WITH ME, COUNTY CLERK OF SAN BERNARDINO COUNTY, CALIFORNIA, AT THE COUNTY CLERK'S OFFICE, 750 WEST 7TH STREET, SAN BERNARDINO, CALIFORNIA, AT THE COUNTY CLERK'S OFFICE, 750 WEST 7TH STREET, SAN BERNARDINO, CALIFORNIA, IN THE AMOUNT OF \$ 7.00.

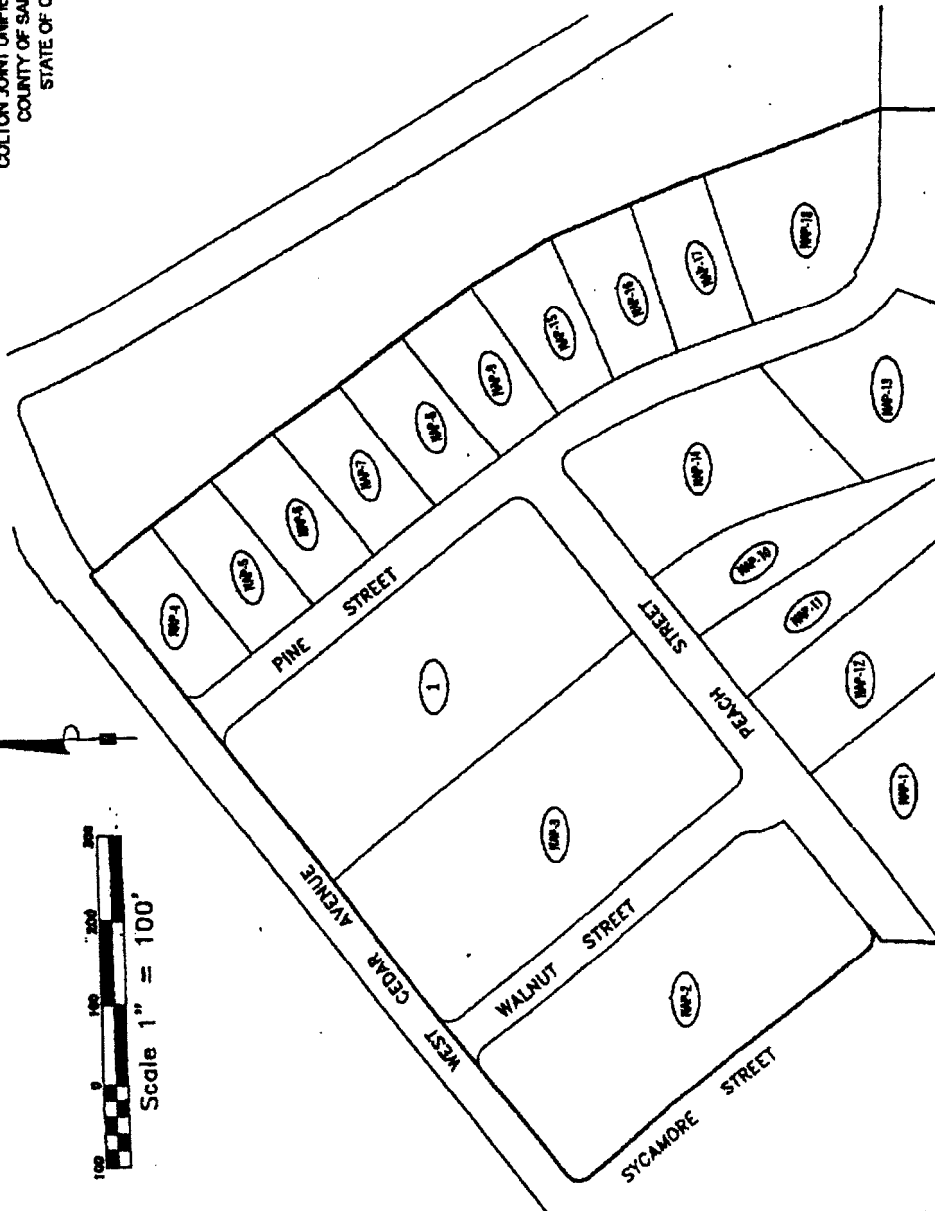
0284-012-19

LEGEND
— CTD BOUNDARY
○ LOT DESIGNATION

Special District Financing
& Administration
238 South Jambury Street, Suite 205
Evanston, Colorado 80020
Tel: (303) 533-8030 Fax: (303) 533-8033

AMENDED BOUNDARY MAP OF
COMMUNITY FACILITIES DISTRICT NO. 2

COLTON JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SAN BERNARDINO
STATE OF CALIFORNIA



LOT DESIGNATION

| LOT NO. | ASSESSOR'S PARCEL NO. | DEVELOPER |
|---------|-----------------------|-----------------|
| 1 | 0259-073-12 | WESTERN PACIFIC |
| NAP-1 | 0259-076-09 | WESTERN PACIFIC |
| NAP-2 | 0259-071-09 | WESTERN PACIFIC |
| NAP-3 | 0259-073-11 | WESTERN PACIFIC |
| NAP-4 | 0259-073-07 | WESTERN PACIFIC |
| NAP-5 | 0259-073-08 | WESTERN PACIFIC |
| NAP-6 | 0259-073-09 | WESTERN PACIFIC |
| NAP-7 | 0259-073-10 | WESTERN PACIFIC |
| NAP-8 | 0259-073-11 | WESTERN PACIFIC |
| NAP-9 | 0259-073-12 | WESTERN PACIFIC |
| NAP-10 | 0259-081-09 | WESTERN PACIFIC |
| NAP-11 | 0259-081-10 | WESTERN PACIFIC |
| NAP-12 | 0259-081-11 | WESTERN PACIFIC |
| NAP-13 | 0259-081-12 | WESTERN PACIFIC |
| NAP-14 | 0259-081-13 | WESTERN PACIFIC |
| NAP-15 | 0259-082-07 | WESTERN PACIFIC |
| NAP-16 | 0259-082-08 | WESTERN PACIFIC |
| NAP-17 | 0259-082-09 | WESTERN PACIFIC |
| NAP-18 | 0259-082-10 | WESTERN PACIFIC |

FILED IN THE OFFICE OF THE SECRETARY OF THE COLTON JOINT UNIFIED SCHOOL DISTRICT THIS
DATE OF 2001.

SECRETARY
COLTON JOINT UNIFIED SCHOOL DISTRICT

I HEREBY CERTIFY THAT THE WITHIN MAP SHOWS BOUNDARIES OF COMMUNITY FACILITIES DISTRICT
NO. 2 COLTON JOINT UNIFIED SCHOOL DISTRICT, COUNTY OF SAN BERNARDINO, STATE OF CALIFORNIA,
AND THAT THE BOARD OF EDUCATION AT A REGULAR MEETING HELD ON THE
DATE OF 2001 BY ITS RESOLUTION NO. 02-11 THIS BOUNDARY MAP
ASSETS THE PROPOSED BOUNDARY MAP FOR COMMUNITY FACILITIES DISTRICT NO. 2, COLTON JOINT
UNIFIED SCHOOL DISTRICT, COUNTY OF SAN BERNARDINO, STATE OF CALIFORNIA, PRIOR RECORDED AT
BOOK 73 AND PAGES 108-111 OF MAPS OF ASSESSMENT AND COMMUNITY FACILITIES DISTRICTS, ON MAY
22, 2001, IN THE OFFICE OF THE COUNTY RECORDER FOR THE COUNTY OF SAN BERNARDINO, STATE OF
CALIFORNIA.

SECRETARY
COLTON JOINT UNIFIED SCHOOL DISTRICT

NOTE: FOR PARTICULARS OF LINES AND DIMENSIONS OF ASSESSOR'S PARCELS, REFERENCE IS MADE TO
THE SAN BERNARDINO COUNTY ASSESSOR'S PARCEL MAPS.

20010298614

FILED REQUEST OF
CATHY TAYLOR
SARAH B. BARNETT
ON July 25, 2001
AT 11:51 A.M. 17/P
BOOK 74 PAGE 118
COUNTY RECORDER

THIS COPY HAS NOT BEEN FILED
WITH THE
SAN BERNARDINO COUNTY RECORDER

- LEGEND
- CFD BOUNDARY
 - 1 LOT DESIGNATION
 - NAP-1 NOT A PART

Special District Planning
& Administration
333 South Jasper Street, Suite 200
Covina, California 91725
Tel: (760) 233-2830 Fax: (760) 233-2831

**COLTON JOINT UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 2**

BASE INFORMATION FOR DETERMINING FY 2009/10 SPECIAL TAX LEVY

A. FY 2009/10 SPECIAL TAX LEVY REQUIREMENT

| Requirements | FY 2009/10 |
|--|---------------------|
| Principal Component | \$35,000.00 |
| Interest Component | \$237,312.50 |
| Administrative Expenses | \$30,842.70 |
| Capital Facilities Funding Requirement | \$14,486.52 |
| Subtotal | \$317,641.72 |
| Less: FY 2009/10 Fund (Credit)/Debit | \$15,100.98 |
| Total FY 2009/10 Assessment Requirement | \$332,742.70 |

B. FY 2009/10 FUND CREDIT

| Summary Transactions | FY 2009/10 |
|---|----------------------|
| Reserve Fund Balance | \$404,774.02 |
| Less: Reserve Requirement | \$419,875.00 |
| Excess Available for Debt Service | (\$15,100.98) |
| Available Debt Service Funds * | \$144,608.75 |
| Less: Pending D/S & Prior Bond Defeasance | (\$144,608.75) |
| FY 2009/10 Fund Credit (Debit) | (\$15,100.98) |

* Represents a portion of special taxes collected and deposited with the County and is equal to the amount required for pending debt service.

C. ESTIMATED ADMINISTRATIVE EXPENSES

| Administrative Expenses | FY 2008/09 | FY 2009/10 |
|--------------------------------------|--------------------|--------------------|
| Bank Fees | \$1,500.00 | \$1,500.00 |
| Agency Accounting | \$3,000.00 | \$3,000.00 |
| Arbitrage | \$2,500.00 | \$2,500.00 |
| County Tax Collection Fees | \$92.70 | \$92.70 |
| CDIAC | \$0.00 | \$0.00 |
| Continuing Disclosure | \$750.00 | \$750.00 |
| CFD Administration (District) | \$10,800.00 | \$10,800.00 |
| CFD Administration (S DFA) | \$2,200.00 | \$2,200.00 |
| Legal Expenses | \$5,000.00 | \$5,000.00 |
| Delinquency Monitoring | \$5,000.00 | \$5,000.00 |
| Total Administrative Expenses | \$30,842.70 | \$30,842.70 |

D. FUND BALANCES

| Fund Balances as of 5/1/09 | Acct # | Amount |
|--|-------------------|-----------------------|
| Special Tax Fund | 787086000 | \$0.01 |
| Administrative Expense | 787086002 | \$0.00 |
| Interest Fund | 787086003 | \$0.00 |
| Reserve Fund | 787086006 | \$404,774.02 |
| Capital Interest Fund | 787086011 | \$0.00 |
| Project Fund | 787086012 | \$7,666.62 |
| Cost of Issuance | 787086013 | \$10,841.98 |
| Available Fund Balance - County of SB ⁽¹⁾ | Per Sosan on 4/16 | \$874,699.67 |
| Total Fund Balances | | \$1,297,982.30 |

(1) Balance as of 2/28/09