

Colton Joint Unified School District

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



Board of Education Regular Meeting Agenda and Public Hearing

Thursday, November 1, 2012
at 6:00 p.m.

Strategic Plan – Mission Statement

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

1.0 OPENING

1.1 Call to Order

- Mr. Roger Kowalski, *President*
- Mrs. Patt Haro, *Clerk*
- Mr. Randall Cenicerros
- Mr. Frank Ibarra
- Mrs. Laura Morales
- Mr. Pilar Tabera

- | | |
|------------------------|------------------------|
| Mr. Jerry Almendarez | Mrs. Jennifer Jaime |
| Mr. Jaime R. Ayala | Mrs. Janet Nickell |
| Mrs. Ingrid Munsterman | Ms. Katie Orloff |
| Mr. Mike Snellings | Ms. Jennifer Rodriguez |
| Mrs. Bertha Arreguín | Ms. Sosan Schaller |
| Mr. Todd Beal | Mr. Darryl Taylor |
| Mr. Brian Butler | Mr. Robert Verdi |

1.2 Renewal of the Pledge of Allegiance.

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

2.0 SPECIAL PRESENTATIONS

- 2.1 Veteran’s Day Recognition
- 2.2 Employee Recognition Committee

3.0 SCHOOL SHOWCASE

- 3.1 Colton High School

4.0 PUBLIC HEARING

- 4.1 Colton Joint Unified School District Sunshine Proposal for California School Employee Association

5.0 ADMINISTRATIVE PRESENTATIONS

- 5.1 Energy Education Update

6.0 PUBLIC COMMENT

- 6.1 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. Board Bylaw 9323 states that “*Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 15 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.*”

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

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

7.0 ACTION SESSION

A. Consent Items

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

- | | | |
|---------|-----|-----------------------------------------------------------------------------------------------------------------------------------|
| Page 5 | A-1 | Approval of Minutes for the September 20, 2012 Board Meeting |
| Page 13 | A-2 | Approval of Consultant for Assembly Presentation |
| Page 15 | A-3 | Approval of Student Field Trips |
| Page 17 | A-4 | Approval of Consultant for Staff Development |
| Page 21 | A-5 | Approval of the Updated Course Descriptions for Journalism I-IV, Grades 9-12 (Beginning November 2012) |
| Page 53 | A-6 | Approval of Amendment #2 to Agreement and Resolution of Funds for General Child Care and Development Programs CSPP-24I4 (2012-13) |
| Page 57 | A-7 | Approval of the 2012-13 Grand Terrace High School School Plan for Student Achievement |

Colton Joint Unified School District

Board Meeting Agenda – November 1, 2012

- Page 79 A-8 Approval of the San Bernardino County Superintendent of Schools *School-Wide Positive Behavior Intervention and Support (SWPBIS) Program*
- Page 85 A-9 Acceptance of Gifts
- Page 87 A-10 Approval of Parent and/or Booster Clubs and Organizations (2012-13)
- Page 97 A-11 Approval to File Notice of Completion: Bid #12-04CA – Asphalt Maintenance Project at Colton High School and Bloomington High School (Mission Paving and Sealing, Inc.)

B. Action Items

- Page 99 B-1 Approval of Personnel Employment and Resignations/Separations
- Page 101 B-2 Approval of Conference Attendance
- Page 103 B-3 Approval to Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2012-13)
- Page 105 B-4 Approval of Purchase Orders
- Page 107 B-5 Approval to File a Notice of Completion for Daniel’s Electrical Construction Company, Inc., Bid #08-14, Category 16, for the Grand Terrace High School Construction Project
- Page 109 B-6 Approval to File a Notice of Completion for Davis Moreno Construction, Inc., Bid #08-15, Category 3, for the Grand Terrace High School Construction Project
- Page 111 B-7 Approval to Award Contracts Without Bids (Vandalism Damage to HVAC Units at Smith Elementary School)

C. Action Item – Board Policy

- Page 113 C-1 Proposed Amendment of Board Policy and Administrative Regulations:
Second Reading BP 1312.3 Uniform Complaint Procedures
AR 1312.3 Uniform Complaint Procedures
- Page 119 C-2 Proposed Amendment of Administrative Regulations:
First Reading AR 6020 Parent Involvement

D. Action Items – Resolution

- Page 129 D-1 Adoption of Resolution No. 13-19, *Designation of November as Honorary Veterans’ Month*

8.0 ADMINISTRATIVE REPORTS

- Page 131 AR-8.1 Approved Disbursements
- Page 133 AR-8.2 Local Educational Agency End-of-Year Evaluation
- Page 141 AR-8.3 Results of San Bernardino County Superintendent of Schools (SBCSS) Annual Williams Settlement Visits for 2012-13
- AR-8.4 Facilities Update
- AR-8.5 ACE Representative
- AR-8.6 CSEA Representative
- AR-8.7 MAC Representative
- AR-8.8 ROP Update

9.0 SUPERINTENDENT’S COMMUNIQUE

10.0 BOARD MEMBER COMMENTS

11.0 CLOSED SESSION

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

- 11.1 **Student Discipline, Revocation, and Re-entry**
- Page 189 11.2 **Personnel**
 - ♦ Public Employee: Discipline/Dismissal/Release (Gov. Code 54957)
- 11.3 **Conference with Legal Counsel—Anticipated Litigation ~ One ~**
- 11.4 **Conference with Legal Counsel—Existing Litigation ~None~**
- 11.5 **Conference with Labor Negotiator**
Agency:
Ingrid Munsterman, Assistant Superintendent, Human Resources Division
Employee Organizations:
Association of Colton Educators (ACE)
California School Employees’ Assoc. (CSEA)
Management Association of Colton (MAC)
- 11.6 **Conference with Real Property Negotiator ~None~**

12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION

13.0 ADJOURNMENT

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Superintendent

SUBJECT: Approval of Minutes for the October 18, 2012 Special and Regular Board Meetings

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

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

RECOMMENDATION: That the Board approve the minutes for the October 18, 2012 Special and Regular Board Meetings.

A-1

Colton Joint Unified School District

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



Minutes October 18, 2012

The CJUSD Board of Education met for a regularly scheduled meeting on Thursday, October 18, 2012 at 6:00 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

Trustees Present

Mr. Roger Kowalski, *President*
Mrs. Patt Haro, *Clerk*
Mr. Randall Cenicerros (excused at 7:05 pm)
Mr. Frank Ibarra
Mrs. Laura Morales
Mr. Pilar Tabera

Staff Members Present (*excused)

Mr. Jerry Almendarez	Mrs. Jennifer Jaime
Mr. Jaime R. Ayala	Mrs. Janet Nickell
Mrs. Ingrid Munsterman	Ms. Katie Orloff
Mr. Mike Snellings	Ms. Jennifer Rodriguez
Mrs. Bertha Arreguín	Ms. Sosan Schaller
Mr. Todd Beal*	Mr. Darryl Taylor
Mr. Brian Butler	Mr. Robert Verdi*

Strategic Plan -- Mission Statement

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

1.0 OPENING Call to Order/Renewal of the Pledge of Allegiance

Board President Kowalski called the meeting to order at 6:00 p.m. BHS student, Cameron Cenicerros, led in the renewal of the Pledge of Allegiance.

Following the pledge Board President Kowalski adjourned the meeting at 6:02 pm to announce the action of the Special Board meeting. The meeting re-adjourned at 6:04 pm.

2.0 SPECIAL PRESENTATIONS ~ None

3.0 SCHOOL SHOWCASE

3.1 Grand Terrace High School

Grand Terrace High School students presented their school report.

Board President Kowalski opened the public hearing at 6:21 pm. The hearing was closed at 6:27 pm.

4.0 PUBLIC HEARING

4.1 Colton Joint Unified School District Sunshine Proposal for Association of Colton Educators

- *Robert Lemoine*, ACE President, commented on Article 19, Peer Assistance and Peer Review (PAR) as listed in the District's sunshine proposal for ACE.

4.2 Colton Joint Unified School District Sunshine Proposal for California School Employee Association

Assistant Superintendent Munsterman, Human Resources, announced the sunshine articles and appendices.

Article 7 ~ Salary Classification

Appendix I ~ Salary Adjustments

Appendix III ~ Salary Schedules

Appendix V ~ Classified Work Year Schedules

Appendix VI ~ Pay Schedules

The District intends to propose changes to these articles and Appendices designed to enable the District to remain fiscally solvent during an unprecedented fiscal crisis. Such changes include, but are not limited to, salary roll back, furlough days, and other salary related cost-savings proposals. This list is not exhaustive and the District reserves the right to make additional proposals as negotiations progress.

Article 8 ~ Health and Welfare Benefits

Appendix IV ~ Employee Health Plans

The District intends to propose changes to these Articles and Appendices designed to enable the District to remain fiscally solvent during an unprecedented fiscal crisis. The District intends to propose substantive changes to health and welfare benefits that may result in increased co-pays and deductibles, and changes to health and welfare benefits that result in increased member contributions, and or payroll deduction. Additionally, the District intends to propose changes to the District level of contribution to health and welfare benefits by way of a “cap” or other limitation. This list is not exhaustive and the District reserves the right to make additional proposals as negotiations progress.

Article 9 ~ Hours (and related Appendices)

The District intends to propose language designed to enable the District to remain fiscally solvent during an unprecedented fiscal crisis. The District also proposes changes to this Article designed to increase managerial flexibility. This list is not exhaustive and the District reserves the right to make additional proposals as negotiations progress.

Article 12 ~ Leaves

The District intends to provide necessary updates to the Article to account for changes in the law.

Appendix II ~ Classified Bargaining Unit

Appendix VII ~ Pro-Rated Holiday Calculation Chart

Appendix VIII ~ Classified Professional Growth Program

The District wishes to update these Appendices.

The District is also reviewing other provisions of the Collective Bargaining Agreement. Additional subjects of meeting and negotiating arising after the presentation of this initial proposal shall be made public within 24 hours pursuant to Government Code 3547(d).

Due to continued fiscal challenges within the State of California, our task ahead is a formidable one. The District looks forward to participating in honest, forthright, and purposeful negotiations in addressing these challenges.

~~4.3 California School Employee Association Sunshine Proposal for Colton JUSD Postponed~~

5.0 ADMINISTRATIVE PRESENTATIONS

5.1 State Testing Results

Assistant Superintendent Snellings, Educational Services Division, provided a detailed update on the Star Testing results. In summary, the District earned a 9 point increase in Academic Performance Index (API), from 725 to 734. Additionally, 3 new elementary schools earned an API above 800, all four middle schools increased their API scores and Bloomington and Colton high schools met their API targets.

6.0 PUBLIC COMMENT

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

- *Adriana Ramos*, community member, invited the members of the public to the Colton Community Forum
- *Christine Irish-Re*, community member, commented on the use of athletic fields at Colton High School

White card—Items/Topics Not on the Agenda

- Luis Gonzales, CJUSD teacher, requested information on the District’s board policies related to the Pledge of Allegiance
- Elsa Aguilar, community member, dirty classrooms

7.0 ACTION SESSION

A. #579 Consent Items

On motion of Board Member Tabera and Board Member Ibarra and carried on a 5-0-1 (Board Member Cenicerros absent) vote, the Board approved Consent Items A-1 through A-8, as presented.

- #579.1 A-1 Approved Minutes for the September 20, 2012 Board Meeting
- #579.2 A-2 Approved Consultant for Assembly Presentation (**EXHIBIT A**)
- #579.3 A-3 Approved Student Field Trips (**EXHIBIT B**)
- #579.4 A-4 Accepted Gifts (**EXHIBIT C**)
- #579.5 A-5 Approved Amended Gift Acceptance (**EXHIBIT D**)
- #579.6 A-6 Approved Agreement with the Orange County Superintendent of Schools, Inside the Outdoors Field Programs #50073] (2012-13)
- #579.7 A-7 Approved Parent and/or Booster Clubs and Organizations (2012-13)
- #579.8 A-8 Approved the Memorandum of Understanding and Agreement (C-1003667) with Riverside County Superintendent of Schools for Participation in the RIMS-BTSA Professional Teacher Induction Program (2012-13)

B. #580 On motion of Board Member Haro and Board Member Morales and carried on a 5-0-1 (Board Member Cenicerros absent), the Board approved Action Items B-1 through B-9 as presented.

- #580.1 B-1 Approved Personnel Employment and Resignations/Separations (**EXHIBIT E**)
- #580.2 B-2 Approved Conference Attendance (**EXHIBIT F**)
- #580.3 B-3 Approved Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) Master Agreement for Programs and Services for the 2012-13 School Year
- #580.4 B-4 Approved Classroom Maintenance Agreement (12/13-0484) and MOU for District Use of County Classroom (12/13-0485) with the San Bernardino County Superintendent of Schools
- #580.5 B-5 Approved Classroom Lease Agreement (12/13-0482) with the San Bernardino County Superintendent of Schools
- #580.6 B-6 Approved to File a Notice of Completion for Bithell Inc., Bid #08-14, Category 11, for the Grand Terrace High School Construction Project
- #580.7 B-7 Approved to File a Notice of Completion for Dow Diversified Inc., Bid #08-14, Category 6, for the Grand Terrace High School Construction Project
- #580.8 B-8 Approved to File a Notice of Completion for Lee & Stires, Inc., Bid #08-14, Category 2, for the Grand Terrace High School Construction Project
- #580.9 B-9 Approved to Utilize the Los Alamitos Unified School District "Piggyback" Bid No. 2010-0002 for an Eighteen Month Lease Agreement with Williams Scotsman, Inc. for Additional Interim Portable Classrooms at Lincoln Elementary School (2012-14; 1 Classroom and 1 Administrative Bldg.)

C. Action Items – Board Policy

#581 On motion of Board Member Haro and Board Member Morales and carried on a 5-0-1 (Board Member Cenicerros absent), the Board approved Action Item C-1 as presented.

- #581.1 C-1 Approved Amendment of Board Policy and Administrative Regulations:
BP 1312.3 Uniform Complaint Procedures
AR 1312.3 Uniform Complaint Procedures

D. Action Items – Resolution

#582 On motion of Board Member Ibarra and Board Member Tabera and carried on a 5-0-1 (Board Member Cenicerros absent), the Board approved Action Item D-1 as presented.

- #582.1 D-1 Adopted Resolution No. 13-18, *Red Ribbon Week, October 23 - 31, 2012*

8.0 ADMINISTRATIVE REPORTS

AR-8.1 Approved Disbursements

AR-8.2 Facilities Update

The curb appeal projects for Bloomington and Colton high schools were presented for approval. Following the presentation the Board consented to move forward with the plans.

AR-8.3 ACE Update

President Robert Lemoine commented on the release of the CST scores and asked for support with regard to the cleanliness of facilities. He also thanked the Board for their service and invited the public to volunteer in preparation for the upcoming November elections.

AR-8.4 CSEA Update

President Paul Rasso congratulated Superintendent on his positive evaluation. He also commented on the status of the Geographical Zone Cleaning and announced that CSEA supports Dan Flores for school board and Luis Gonzales for city council.

AR-8.5 MAC Update ~ No update

AR 8.6 ROP Update

Board Member Ibarra provided a brief update of the most recent ROP meeting which included employee recognition for attendance and approval of the ROP superintendent contract.

9.0 SUPERINTENDENT’S COMMUNICATION

Superintendent Almendarez commented on the latest 21st Century Consortium which included certificated, classified and management representatives from elementary middle high schools, as well as district office, parents, and one student from Ruth O. Harris Middle School. He also spoke of his recent site visits to Colton High School, and Crestmore, Grant, and D’Arcy elementary schools. Mr. Almendarez also shared information on the District’s vision for a Purposeful Community.

To view the Communiqué please visit the CJUSD website at www.colton.k12.ca.us

10.0 BOARD MEMBER COMMENTS

Board Member Morales congratulated Grand Terrace High School on their first school report and commented on the Colton v Grand Terrace high school football game. She acknowledged Ruth O. Harris Middle School and Terrace View Elementary School for their API growth and invited the public to the chamber of commerce event next Thursday at Fiesta Village.

Board Member Haro congratulated the newest 800 schools and acknowledged both Zimmerman Elementary School and Ruth O. Harris Middle School for their API growth. She commented on several site events at Lincoln elementary, Bloomington, Colton and Grand Terrace high schools. She also requested information on the District’s Saturday school program and board policy regarding eligibility for athletic participation.

Board Member Tabera congratulated all school sites with API growth and requested information on current board policy related to the Pledge of Allegiance.

Board Member Ibarra commented on the superintendent’s positive evaluation, congratulated Terrace View and Zimmerman on their positive API growth and commented on the GTHS v CHS football game.

Board Member Kowalski acknowledged staff for their hard work and thanked them for their continued support

11.0 CLOSED SESSION

At 8:01 p.m., Board President Kowalski announced that the board would recess to closed session.

- 11.1 • Student Discipline, Revocation and Re-entry
- 11.2 • Public Employee: Discipline/Dismissal/Release (Gov. Code 54957)
- 11.3 • Conference with Legal Counsel—Anticipated Litigation
- 11.4 • Conference with Legal Counsel—Existing Litigation
- 11.5 • Conference with Labor Negotiator
- 11.6 • Conference with Real Property Negotiator

12.0 PUBLIC SESSION – ACTION REPORTED FROM CLOSED SESSION

The Board meeting reconvened at 8:17 p.m.

8.1 Student Discipline, Revocation, and Re-entry

#583 On motion of Board Member Haro, and Board Member Ibarra, and carried on a 5-0-1, (Board Member Ceniceros absent) vote, the Board found (4) student in violation of the California Education Codes as charged and agreed with the hearing panel’s recommendation for expulsion.

- 1. 140505 3. 143721
- 2. 119491 4. 93881

- 8.2 **Personnel ~ No Report**
- 8.3 **Conference with Legal Counsel—Anticipated Litigation ~ No Report**
- 8.4 **Conference with Legal Counsel—Existing Litigation ~ No Report**
- 8.5 **Conference with Labor Negotiator**

13.0 ADJOURNMENT

At 8:19 p.m. the meeting was adjourned. The next regularly scheduled Board of Education meeting is Thursday, November 1, 2012, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

EXHIBIT A: Fieldtrips

Site	Date	Depart Return	Destination	Activity/Background	Grade	Teacher	Cost	Funds	Strategic Plan*
THMS	3/1/13 to 3/3/13 (F/S/S)	6:30 am 3:30 pm	Catalina Island Marine Institute Toyon Bay Catalina, CA (Transportation: Catalina Classic Cruises)	<i>Marine Biology Lab</i> Students will receive a hands-on science education in the natural and marine environments.	4	Kristin Griffith, Ryan Pacheco, Omar Vergara, Charise Riser (54)	\$14,461	ASB \$13,98 1 Site Discret ionary \$480	Strategy #1
Jurupa Vista	5/6/13 to 5/8/13 (M/T/W)	9 am 12 pm	Pali Institute Running Springs, CA (District transportation)	<i>Science Camp</i> Students will participate in a hands- on life science education in the natural environment.	6	Josie Desmond, Leslie Anderson, Sandi Stauffer, Faylene Pearsen, Lindsay Hughes (90)	\$23,040	ASB	Strategy #1

EXHIBIT B: Assemblies

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Lincoln	11/9/12	8:30 am to 2:15 pm	<i>Traveling Scientist</i> To provide 3 rd grade students with hands-on and interactive educational activities to reinforce science concepts and California history.	Lincoln	Inside the Outdoors School Program Orange county Department of Education Costa Mesa, CA	\$85 (mileage)	ASB	Strategy #1

EXHIBIT C: Gifts

Site	Donor	Donation/Purpose	Amount
Sycamore Hills	Target, Take Charge of Education	Check# 2378189	\$199.39
Lincoln	Target, Take Charge of Education	Check# 2406105	\$258.52
Smith	Target, Take Charge of Education	Check#2412506	\$136.66
Crestmore	Wells Fargo, Educational Matching Gifts Program	Check#1020813	\$36.00
CHS	Target, Take Charge of Education	Check#2409529	\$512.68
Wilson	Wilson PTA	Check#1292/Kinder field trip	\$650.00
Lewis	Target, Take Charge of Education	Check# 2417161	\$77.50
Lewis	Coca Cola,	Check# 06228434	\$12.00
THMS	Sandals Church	37 Teacher Tote bags with school supplies	Value: \$1,500.00
RHMS	Target, Take Charge of Education	Check#2421493	\$176.61
Zimmerman	Target, Take Charge of Education	Check# 2424692	\$267.20
CHS	Virginia Martinez	Check# 1521/Campus Beautification/ASB	\$25.00
CHS	Cecilia Cabrera	Check# 2005/Campus Beautification/ASB	\$100.00
CHS	Friends of John Mitchell	Check#1110/Campus Beautification/ASB	\$950.00
CHS	Ronald Perez	Check#2268/Interact Club/ASB	\$150.00
CHS	Mary Jane Martinez	Check#5481/Campus Beautification/ASB	\$200.00
CHS	Abrienne Easton	Check#1719/Campus Beautification/ASB	\$100.00
CHS	Frances Armenta	Check#11830/Campus Beautification/ASB	\$50.00
CHS	Tobin Brinker	CASH/Campus Beautification/ASB	\$100.00
CHS	Louie & Herlinda Hernandez	Check# 6826/Campus Beautification/ASB	\$100.00
CHS	Louie Rodriguez	Check#0137/Campus Beautification/ASB	\$20.00
CHS	Joa & Abe Beltran	Check#1947/Campus Beautification/ASB	\$25.00
CHS	Dorene Dominguez	Check#1306/Campus Beautification/ASB	\$25.00
Terrace View	Terrace View PTA	Check #3005/ASB/Pumpkin Patch Field Trip	\$609.00
Terrace View	Terrace View PTA	Check#3006/ASB/Riley's Farm Field Trip	\$1,967.00

EXHIBIT D: Gifts - Amended

Site	Donor	Donation/Purpose	Amount
Terrace View	Terrace View PTA	Check# 2941Site General Fund	\$1,500.00

EXHIBIT E: Personnel			
<u>I-A Certificated – Regular Staff</u>			
1. McMillin, Virginia	State Preschool Teacher	Rogers	
2. Ortiz, Maria R.	Head Start Teacher	San Salvador	
<u>I-B Certificated – Coaching Assignments</u>			
1. Brown, Raymonn G.	HD Frosh/Soph Basketball	BHS	
2. Carballo, Fabian A.	HD JV Soccer	BHS	
3. Doolittle, Jeffrey	HD JV Soccer	GTHS	
4. Howard, Marc P.	HD Varsity Soccer	BHS	
5. Johnson, David P.	HD JV Basketball	BHS	
6. Neace, James N.	HD Varsity Basketball	BHS	
7. Padilla, Steven J.	HD JV Wrestling	BHS	
8. Perez, Gerardo	HD JV Basketball	GTHS	
9. Ponce, Armando	HD Varsity Soccer	CHS	
10. Quiroz, Rosa	HD Varsity Soccer	BHS	
11. Schaefer, Gabriel C.	HD Varsity Wrestling	BHS	
<u>I-C Certificated – Hourly</u>			
<u>I-D Certificated Substitutes</u>			
1. LaMonica, Erika			
2. Ramirez, Wendy			
<u>I-E Certificated Management</u>			
<u>II-A Classified – Regular Staff</u>			
1. Reyna, Peter	Library/Media Tech I	Crestmore	
<u>II-B Classified – Activity/Coaching Assignments</u>			
1. Beteta, Erwing R.	HD JV Soccer (walk-on, returning)	BHS	
2. Chung, Dale A.	HD Frosh/Soph Basketball (walk-on, returning)	BHS	
3. Lopez, Guadalupe	HD JV Soccer (walk-on, returning)	BHS	
4. Mendoza, Kenneth P.	HD JV Football (walk-on, returning)	BHS	
5. Rodriguez, Nancy	HD JV Soccer (walk-on)	GTHS	
6. Roman, Mark A.	HD JV Basketball (walk-on)	GTHS	
7. Rosas, Victor	HD JV Soccer (walk-on)	GTHS	
<u>II-C Classified – Hourly</u>			
1. Haro, Vanessa E.	AVID Tutor	CHS	
<u>II-D Classified – Substitute</u>			
<u>Resignations/Separations:</u>			
<u>I Certificated</u>	<u>Position</u>	<u>Site</u>	<u>Employment Date</u>
1. Stubbs, Patricia	Teacher	Reche Canyon	09/06/1990
<u>II Classified</u>			<u>Effective Date</u>
1. Fernandez, Adriana	State Preschool IA	San Salvador	06/09/2008
			09/29/2012

EXHIBIT F: Conferences			
Attendees:	Site/Position	Conference/Dates/Location	Funds
Dara DeVicariis	CHS/Teacher	<i>California Science Teachers Conference</i> October 19-21, 2012/San Jose, CA	General Fund: \$125.00
Mads Reynolds	D.O./Ed. Svcs./TOA	<i>Digging Deeper Into the Common Core Standards</i> November 8-9, 2012/San Francisco, CA	Title I Fund: \$1,778.56

Minutes approved by Board on November 1, 2012

Patricia Haro, Board Clerk

Jerry Almendarez, Superintendent

BOARD AGENDA

REGULAR MEETING
November 1, 2012

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Consultant for Assembly Presentation

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** Impact to the general fund: \$50

RECOMMENDATION: That the Board approve the consultant for assembly presentation as listed and expend the appropriate funds.

A-2

ASSEMBLIES/PROGRAMS: Regular Meeting November 1, 2012

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
CMS	11/8/12	6:30 pm to 7:30 pm	Project UPBEAT To expose students to college-going behaviors and enhance and motivate student performance.	CMS	Dr. Robert Blackey CSU San Bernardino San Bernardino, CA	\$50	QEIA	Strategy #1

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

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Student Field Trip

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General Fund expenditure: \$3,820

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

A-3

FIELD TRIPS: Regular Meeting November 1, 2012

<u>Site</u>	<u>Date</u>	<u>Depart</u>	<u>Return</u>	<u>Destination</u>	<u>Activity/Background</u>	<u>Grade</u>	<u>Teacher</u>	<u>Cost</u>	<u>Funding</u>	<u>Strategic Plan*</u>
BHS	11/27/12 to 11/29/12 (T/W/Th)	7 pm	7 pm	Rabobank Convention Center Bakersfield, CA (District transportation)	Students will participate in the <i>14th Annual California State Virtual Enterprise Trade Show.</i>	9-12	Elena Hernandez (50 students) 2 chaperones	\$3,820	Perkins	Strategy #1

*

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

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Consultant for Staff Development

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: See attached grid.

**BUDGET
IMPLICATIONS:** General Fund expenditure: \$10,900

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

A-4

CONSULTANTS: Regular Meeting: November 1, 2012

Site	Date(s)	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Rogers	TBD (Seven days)	TBD	<i>Data Assessment</i> To provide standards-based curriculum analysis and lesson design in the area of mathematics with a focus on academic language and math vocabulary.	Rogers	Gregg Nelsen Consultant Grand Terrace, CA	\$4,900	Title I	Strategy #2 #5
Bloomington Christian School	11/19/12	9 am to 12 noon	<i>How to Impact Student Achievement and Behavior</i> To provide training and insight in student behavior and classroom management.	Bloomington Christian School	Lecture Management, Inc. Anne Breaux St. James City, FL	\$6,000	Title II	Strategy #2 #5

*Strategy #1: Communication

Strategy #2: Curriculum

Strategy #5: College, Career

Colton Joint Unified School District



Consultant Request Proposal

School: Bloomington Christian School
Board Approval Date: November 1, 2012
Name of Consultant: Annette Breaux, Lecture Management, Inc.
Billing Address: 3883 Cherry Lane, St. James City, FL 33956
Contact Number: Ph. (239) 558-8343 Fax: (239) 558-8348
Email address: www.LectureManagement.com

Consultant Qualifications and Background:

Consultant is a former classroom teacher, curriculum coordinator, and teacher induction coordinator. Is an author of several books including the best-selling “101 Answers for New Teachers and Their Mentor.” Consultant speaks to educators across the country reminding them that they truly have chosen the most noble of all professions – teaching!

List Districts serviced and accompanying API Scores for 3 years:

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
Colton Joint Unified:	710	725	734

Purpose:

To provide staff development strategies in student behavior.

Needs:

This year staff includes several beginning teachers which will benefit from the insight on student behaviors and class room management.

Strategies:

To bring staff together for professional development enrichment, gaining knowledge through Master Teachers.

Evaluation and Monitoring:

- Teacher attendance
- Evaluation.

Budget:

\$6000 – Title II

Colton Joint Unified School District



Consultant Request Proposal

School: Rogers Elementary
Board Approval Date: November 1, 2012
Name of Consultant: Gregg Nelsen
Billing Address: 22158 Fairburn Drive, Grand Terrace, CA
Contact Number: (909) 783-1108
Email address: gwnelsen@earthlink.net

Consultant Qualifications and Background:

Data consultant for Alvord School District and has provided support to the following Colton Joint Unified School District school: Grimes, Grant, Zimmerman and Lincoln.

List Districts serviced and accompanying API Scores for 3 years:

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
Colton Joint Unified:	710	725	734
Glen Avon School District	753	771	775
Riverside School District	781	789	797

Purpose:

To review and reinforce grade-level standards in Language Arts and Math.

Needs:

Program improvement focus on improving student achievement for all students in Language Arts and Math.

Strategies:

Utilizing data to drive instruction and identifying key standards.

Evaluation and Monitoring:

- Grade level meetings
- Benchmark test
- Review CST scores

Budget:

Title I: \$4,900

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mike Snellings, Assistant Superintendent, Educational Services Division
- SUBJECT:** Approval of the Updated Course Descriptions for *Journalism I-IV, Grades 9-12 (Beginning November 2012)*
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** The four journalism course descriptions have been updated to reflect current Board policy and alignment with State standards. The updated course descriptions reflect the following changes:
- Updated course codes
 - Grade level adjustments to reflect current practice
 - Journalism I & II: from 9 – 11 to 9 – 12
 - Journalism III: from 10 – 11 to 11 – 12
 - In each level’s course description section, clarified differences from other levels; state the course runs concurrently with other levels.
 - Alignment to standards per Board policy (reflects CCSS)
 - Grading Criteria reflects current Board policy
- The course descriptions were approved by the Secondary Curriculum Council on October 9, 2012.
- BUDGET IMPLICATIONS:** No impact to the General Fund
- RECOMMENDATION:** The Board approve the updated Course Descriptions for *Journalism I-IV, Grades 9-12 (Beginning November 2012)*.

A-5

High School Course Description for **Journalism I**

Course Title: Journalism I

Curricular Area: English

Course Number: ENG 191

Length: One year

Grade Level: 9-12

Prerequisites: permission of instructor

Meets a UC a-g Requirement: g- elective

Meets NCAA Requirement: *none*

Meets High School Graduation Requirement for:
elective credit

Course Description

Journalism I is a full year, college-preparatory class that focuses on the fundamentals of scholastic journalism. Students are introduced to all aspects of newspaper writing, reporting, and editing, and cover a wide range of informational texts in preparation for becoming a member of the school newspaper staff. In order to learn the process of producing a school newspaper, class members work alongside year two-through-four journalism students who comprise the newspaper staff. Through mentorship and modeling, year one journalism students “learn the ropes” before they join the staff.

The course stresses intense and specialized written and oral language skills, along with a special emphasis on grammar and written conventions. Topics covered include news gathering and interviewing, news writing and reporting, copy editing, page layout, feature writing, editorial and critical review writing, sports writing, newspaper style, headline writing, photography, selling advertising, the history of newspapers, libel and censorship laws, the California Education Code on student publications, and analysis of professional media. Students also cover the basics of word processing and desktop publishing.

Alignment

This course is aligned to the California Common Core State Standards for English-Language Arts.

Instructional Materials

Ferguson, Donald L., Jim Patten and Bradley Wilson (2001), *Journalism Today*, Lincolnwood, IL: National Textbook Company. ISBN: 0-658-00404-2 (School Board Approved August 9, 2002)

Exit Criteria

By the end of the school year, students are expected to do the following:

1. Conduct informal interviews and formal press conferences.
2. Conduct informal and formal class discussions.
3. Analyze vocabulary: pronunciation, connotation, synonyms, antonyms, language of the discipline (journalism jargon), simile, alliteration, and metaphor.
4. Analyze and critique informational texts (including but not limited to the student newspaper and local and national newspapers) as to the elements of journalism: facts, details, accuracy, sequences, main ideas, author’s purpose, opinion, and conclusion.
5. Follow directions, outline, and take notes.
6. Demonstrate grade-level mastery of the six traits of writing: ideas, sentence fluency, organization, word choice, voice, and conventions.
7. Analyze and explain the rhetoric of effective journalistic writing: sentence structure and fluency, diction, rhetorical and literary devices, bias and slant, and point of view or stance.
8. Utilize newspaper style as it applies to writing for school publications.
9. Compose journalism stories which demonstrate mastery of the fields/subgenres of news, sports, opinion, and feature writing.

High School Course Description for **Journalism I**

10. Apply the principles and rules of good newspaper layout and design to school publications.
11. Demonstrate basic mastery of word processing and desktop publishing applications for the purpose of creating a school publication.
12. Produce school publications which demonstrate and reflect the use of scholastic journalism.

Grading Criteria

<u>Activities</u>	<u>Percentage</u>
Grammar and usage, vocabulary, spelling, adherence to news style, class participation	15%
Tests, major writing assignments, meeting of deadlines, composition of news, sports Features, and editorial stories.....	50%
Homework, in-class assignments, quizzes, oral discussions, and presentations	15%
Final exam grade.....	20%
<hr/>	
Total:	100%

Development Team:

This course description was updated in June 2012 by Mary Beth Richardson.

High School Course Description for Journalism I

California Common Core State Standards for English-Language Arts Emphasized in Journalism I:

STANDARDS FOR READING INFORMATIONAL TEXT

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
<p>1. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>2. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>1. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
Integration of Knowledge and Ideas	
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

STANDARDS FOR WRITING

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone</p>	<p>2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p>

High School Course Description for Journalism I

Grades 9–10 students:

- while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 11–12 students:

- between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

High School Course Description for Journalism I

Grades 9–10 students:

usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Grades 11–12 students:

strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARDS FOR SPEAKING AND LISTENING

Grades 9–10 students:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. ~~Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grades 11–12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. ~~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

High School Course Description for Journalism I

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
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STANDARDS FOR LANGUAGE

Grades 9–10 students:

Grades 11–12 students:

Conventions of Standard English

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure.* Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Knowledge of Language

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. | <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Vocabulary Acquisition and Use

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Colton Joint Unified School District Course of Study
High School Course Description for Journalism I

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Colton Joint Unified School District Course of Study
Instructional Guide for Journalism I

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- SDAIE strategies
 - Flexible groupings
 - Peer Pairings
 - Use of Realia and manipulatives
 - Connections to daily life
- Texts/Materials in first language (per IEP)
- Instructional Aide assistance
- Vocabulary development

Support for Special Education Students:

- Instructional Aide assistance
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Flexible grouping
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring
Depth & Complexity icons
Enriched materials and learning experiences

<end>

Colton Joint Unified School District Course of Study
Course Description for Journalism II

Course Title: Journalism II

Curricular Area: English

Course Number: ENG 291

Length: One year

Grade Level: 9-12

Prerequisites: permission of instructor

Meets a UC a-g Requirement: g- elective

Meets NCAA Requirement: *none*

Meets High School Graduation Requirement for:
elective credit

Course Description

Journalism II is an advanced workshop in newspaper reporting and editing with students responsible for the production of the school newspaper. This course is a full year, college-preparatory class and is designed for second-year journalism students. Students study all aspects of newspaper writing, reporting, and editing, as well covering a wide range of literature. In addition, students will develop and maintain diverse journalistic skills and will be encouraged, or even required, to write for all sections of the school newspaper. It is held concurrently with Journalism I, III, and IV.

The course stresses intense and specialized written and oral language skills, along with a special emphasis on grammar and written conventions. Building on the concepts introduced in Journalism I, students polish their writing and critical thinking skills through intense literature study, essay writing, and the actual writing and editing of the school newspaper. There is re-emphasis on libel ethics and censorship laws, Supreme Court decisions on student publications, and the California Education Code on student publications.

Alignment

This course is aligned to the California Common Core State Standards for English-Language Arts.

Instructional Materials

Ferguson, Donald L., Jim Patten and Bradley Wilson (2001), *Journalism Today*, Lincolnwood, IL: National Textbook Company. ISBN: 0-658-00404-2. School Board Approved August 9, 2002

Exit Criteria

By the end of the school year, students are expected to do the following:

1. Conduct informal interviews and formal press conferences.
2. Conduct informal and formal class discussions.
3. Analyze vocabulary: pronunciation, connotation, synonyms, antonyms, language of the discipline (journalism jargon), simile, alliteration, and metaphor.
4. Analyze and critique non-fiction reading passages (including but not limited to the student newspaper and local and national newspapers) as to the elements of journalism: facts, details, accuracy, sequences, main ideas, author's purpose, opinion, and conclusion.
5. Follow directions, outline, and take notes.
6. Demonstrate grade-level mastery of the six traits of writing: ideas, sentence fluency, organization, word choice, voice, and conventions.
7. Analyze and explain the rhetoric of effective journalistic writing: sentence structure and fluency, diction, rhetorical and literary devices, bias and slant, and point of view or stance.
8. Utilize newspaper style as it applies to writing for school publications.
9. Compose stories for use in the school newspaper, encompassing the fields of news, sports, opinion, and feature writing.
10. Demonstrate basic mastery of word processing and desktop publishing applications for the purpose of creating a school publication.
11. Produce school publications which demonstrate and reflect the use of scholastic journalism.

Colton Joint Unified School District Course of Study
Course Description for Journalism II

Grading Criteria

<u>Activities</u>	<u>Percentage</u>
Grammar and usage, vocabulary, spelling, adherence to news style, class participation.....	15%
Tests, major writing assignments, meeting of deadlines, composition of news, sports Features, and editorial stories	50%
Homework, in-class assignments, quizzes, oral discussions, and presentations	15%
Final exam grade.....	20%
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Total:	100%

Development Team:

This course description was updated in June 2012 by Mary Beth Richardson.

High School Course Description for Journalism II

California Common Core State Standards for English-Language Arts Emphasized in Journalism II:

STANDARDS FOR READING INFORMATIONAL TEXT

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
2. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

STANDARDS FOR WRITING

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone 	2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,

High School Course Description for Journalism II

Grades 9–10 students:

Grades 11–12 students:

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| <p>while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |

Production and Distribution of Writing

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| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p> | <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)</p> |

Research to Build and Present Knowledge

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| <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p> | <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p> |

High School Course Description for Journalism II

Grades 9–10 students:

usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Grades 11–12 students:

strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARDS FOR SPEAKING AND LISTENING

Grades 9–10 students:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- ~~Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grades 11–12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- ~~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

High School Course Description for **Journalism II**

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| <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
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STANDARDS FOR LANGUAGE

Grades 9–10 students:

Grades 11–12 students:

Conventions of Standard English

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| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
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Knowledge of Language

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| <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. | <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
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Vocabulary Acquisition and Use

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| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
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High School Course Description for **Journalism II**

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Instructional Guide for **Journalism II**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- SDAIE strategies
 - Flexible groupings
 - Peer Pairings
 - Use of Realia and manipulatives
 - Connections to daily life
- Texts/Materials in first language (per IEP)
- Instructional Aide assistance
- Vocabulary development

Support for Special Education Students:

- Instructional Aide assistance
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Flexible grouping
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring

Depth & Complexity icons

Enriched materials and learning experiences

<end>

High School Course Description for **Journalism III**

Course Title: Journalism III

Curricular Area: English

Course Number: ENG 391

Length: One year

Grade Level: 11-12

Prerequisites: permission of instructor

Meets a UC a-g Requirement: g- elective

Meets NCAA Requirement: *none*

Meets High School Graduation Requirement for:
elective credit

Course Description

Journalism III an advanced workshop in newspaper reporting and editing designed for third-year staff members. It is a full year, college-preparatory class in which students study all aspects of newspaper writing, reporting, and editing. Building on the concepts introduced in Journalism I and II, students polish their writing and critical thinking skills through intense literature study, essay writing, and the actual writing and editing of the school newspaper. Students also are expected to take on new challenges and to take an added role in the class such as an editorship or to mentor new students and students in Journalism I and II.

The course stresses intense and specialized written and oral language skills, along with a special emphasis on grammar and written conventions. There is re-emphasis on libel ethics and censorship laws, Supreme Court decisions on student publications, and the California Education Code on student publications. It is held concurrently with Journalism I, II, and IV.

Alignment

This course is aligned to the California Common Core State Standards for English-Language Arts.

Instructional Materials

Ferguson, Donald L., Jim Patten and Bradley Wilson (2001), *Journalism Today*, Lincolnwood, IL: National Textbook Company. ISBN: 0-658-00404-2 (School board approved August 9, 2002).

Exit Criteria

By the end of the school year, students are expected to do the following:

1. Conduct informal interviews and formal press conferences.
2. Conduct informal and formal class discussions.
3. Analyze vocabulary: pronunciation, connotation, synonyms, antonyms, language of the discipline (journalism jargon), simile, alliteration, and metaphor.
4. Analyze and critique non-fiction reading passages (including but not limited to the student newspaper and local and national newspapers) as to the elements of journalism: facts, details, accuracy, sequences, main ideas, author's purpose, opinion, and conclusion.
5. Follow directions, outline, and take notes.
6. Demonstrate advanced mastery of the six traits of writing: ideas, sentence fluency, organization, word choice, voice, and conventions.
7. Analyze and explain the rhetoric of effective journalistic writing: sentence structure and fluency, diction, rhetorical and literary devices, bias and slant, and point of view or stance.
8. Utilize newspaper style as it applies to writing for school publications.

High School Course Description for **Journalism III**

9. Compose stories for use in the school newspaper, encompassing the fields of news, sports, opinion, and feature writing.
10. Demonstrate basic mastery of word processing and desktop publishing applications for the purpose of creating a school publication.
11. Produce school publications which demonstrate and reflect the use of scholastic journalism.

Grading Criteria

<u>Activities</u>	<u>Percentage</u>
Grammar and usage, vocabulary, spelling, adherence to news style, class participation.....	15%
Tests, major writing assignments, meeting of deadlines, composition of news, sports Features, and editorial stories	50%
Homework, in-class assignments, quizzes, oral discussions, and presentations	15%
Final exam grade.....	20%
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Total:	100%

Development Team:

This course description was updated in June 2012 by Mary Beth Richardson.

High School Course Description for **Journalism III**

California Common Core State Standards for English-Language Arts Emphasized in Journalism III:

STANDARDS FOR READING INFORMATIONAL TEXT

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
<p>1. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>2. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>1. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>2. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
Integration of Knowledge and Ideas	
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

STANDARDS FOR WRITING

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone</p>	<p>2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p>

High School Course Description for Journalism III

Grades 9–10 students:

- while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 11–12 students:

- between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

High School Course Description for Journalism III

Grades 9–10 students:

usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Grades 11–12 students:

strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARDS FOR SPEAKING AND LISTENING

Grades 9–10 students:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. ~~Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grades 11–12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. ~~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

High School Course Description for Journalism III

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| <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
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STANDARDS FOR LANGUAGE

Grades 9–10 students:

Grades 11–12 students:

Conventions of Standard English

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Knowledge of Language

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| <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. | <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Vocabulary Acquisition and Use

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
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High School Course Description for **Journalism III**

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Instructional Guide for **Journalism III**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- SDAIE strategies
 - Flexible groupings
 - Peer Pairings
 - Use of Realia and manipulatives
 - Connections to daily life
- Texts/Materials in first language (per IEP)
- Instructional Aide assistance
- Vocabulary development

Support for Special Education Students:

- Instructional Aide assistance
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Flexible grouping
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring
 Depth & Complexity icons
 Enriched materials and learning experiences

<end>

High School Course Description for **Journalism IV**

Course Title: Journalism IV

Curricular Area: English

Course Number: ENG 491

Length: One year

Grade Level: 12

Prerequisites: permission of instructor

Meets a UC a-g Requirement: g- elective

Meets NCAA Requirement: *none*

Meets High School Graduation Requirement for:
elective credit

Course Description

Journalism IV is an advanced workshop in newspaper reporting and editing with students responsible for the production of the high school newspaper. It is a college preparatory course designed for fourth-year staff members and is held concurrently with Journalism I – III. The course stresses advanced journalistic and expository writing skills in addition to intense application of written conventions, word usage, grammar, and style rules as carried out in all phases of the production of the school newspaper. Students continue to improve demonstrably from previous year, to take on new challenges, and to add responsibilities that involve leadership roles and specific leadership positions.

The purpose of Journalism IV is to improve a student's quality of critical thinking and writing skills by requiring them to read classical and contemporary literature as well as journalistic non-fiction. Students will be required to discuss critically the ideas in the literature and relate these ideas to current community and campus concerns for the newspaper publication. Additionally, emphasis will be placed on in-depth investigative critiques and analyses of professional writers in both the journalism profession and literary fields. Students will review research skills and techniques to further evaluate, discuss, and compare various works and styles of outstanding authors. The course will stress interviewing skills, advanced news writing/reporting, editing, revising, and updating of stories in progress, and meeting deadlines.

Alignment

This course is aligned to the California Common Core State Standards for English-Language Arts.

Instructional Materials

Ferguson, Donald L., Jim Patten and Bradley Wilson (2001), *Journalism Today*, Lincolnwood, IL: National Textbook Company. ISBN: 0-658-00404-2 (New text approved August 9, 2002)

Exit Criteria

By the end of the school year, students are expected to do the following:

1. Compose publishable stories for school publications.
2. Assist in the publishing of 8-10 issues of the school newspaper for the entire year.
3. Demonstrate competent interviewing skills.
4. Read classical literature in the following genres: drama, poetry, the novel, and non-fiction.
5. Compose journalistic stories that demonstrate the appropriate characteristics of the newspaper genres of News, Sports, Opinion, and Features
6. Write-in depth investigative research features with statistical polls.
7. Meet deadlines.
8. Copy, edit, and revise stories that demonstrate appropriate newspaper style, accuracy, mechanics, spelling, and grammar, both on the student's own and as directed by editors.

High School Course Description for **Journalism IV**

- 9. Cover various beats as directed, fulfilling the obligations as to regular input of stories from the area assigned.
- 10. Demonstrate word processing and desktop publishing skills as applied to the production of the school newspaper.

Grading Criteria

<u>Activities</u>	<u>Percentage</u>
Grammar and usage, vocabulary, spelling, adherence to news style, class participation	15%
Tests, major writing assignments, meeting of deadlines, composition of news, sports Features, and editorial stories.....	50%
Homework, in-class assignments, quizzes, oral discussions, and presentations	15%
Final exam grade	20%
<hr/>	
Total:	100%

Development Team:

This course description was updated in June 2012 by Mary Beth Richardson.

High School Course Description for **Journalism IV**

California Common Core State Standards for English-Language Arts Emphasized in Journalism IV:

STANDARDS FOR WRITING

Grades 11–12 students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

High School Course Description for **Journalism IV**

STANDARDS FOR SPEAKING AND LISTENING

Grades 11–12 students:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - ~~a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STANDARDS FOR LANGUAGE

Grades 11–12 students:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

High School Course Description for Journalism IV

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Instructional Guide for **Journalism IV**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- SDAIE strategies
 - Flexible groupings
 - Peer Pairings
 - Use of Realia and manipulatives
 - Connections to daily life
- Texts/Materials in first language (per IEP)
- Instructional Aide assistance
- Vocabulary development

Support for Special Education Students:

- Instructional Aide assistance
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Flexible grouping
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring

Depth & Complexity icons

Enriched materials and learning experiences

<end>

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Amendment #2 to Agreement and Resolution of Funds for General Child Care and Development Programs *CSPP-2414* (2012-13)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2 – Curriculum

BACKGROUND: The California Department of Education has awarded funding that is to be applied to the operation of Child Development Programs – *General Child Care and Development Programs*.

BUDGET IMPLICATIONS: Child Development Program Revenue: \$1,655,266

RECOMMENDATION: That the Board approve the amendment #2 to agreement and resolution of the General Child Care and Development Programs *CSPP-2414* for 2012-13.

A-6



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13

Amendment 02

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

MDO Change

DATE: July 01, 2012

CONTRACT NUMBER: CSPP-2414

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 36-6768-00-2

CONTRACTOR'S NAME: COLTON JOINT UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2012 designated as number CSPP-2414, Amendment #01 (INCREASE (AB 1464)/FT&C Chg.) shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be \$1,655,266.00. (No change)

The Maximum Rate per child day of enrollment payable pursuant to the provisions of this agreement shall be \$34.38. (No change)

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be 48,146.2. (No change)

Minimum Days of Operation (MDO) Requirement shall be amended by deleting reference to 241 and inserting 175 in place thereof.

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING			
TITLE Contracts, Purchasing & Conference Services		ADDRESS			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 1,655,266	(OPTIONAL USE) See Attached				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,655,266	ITEM See Attached	CHAPTER	STATUTE	FISCAL YEAR	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.					
SIGNATURE OF ACCOUNTING OFFICER See Attached		54	T.B.A. NO.	B.R. NO.	
			DATE		

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 2012-13.**

RESOLUTION

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

authorizes entering into local agreement number/s CSPP-2414 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>Jerry Almendarez</u>	<u>Superintendent</u>	_____
_____	_____	_____
_____	_____	_____

PASSED AND ADOPTED THIS 1st day of November 2012-13, by the
Governing Board of Colton Joint Unified School District
of San Bernardino County, California.

I, Patt Haro, 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 Board 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
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of the 2012-13 Grand Terrace High School School Plan for Student Achievement

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #2 – Curriculum

BACKGROUND: The School Board must annually approve all School Plans for Student Achievement (SPSA).

Grand Terrace High School has met the requirements to submit their SPSA as they have an elected English Learner Advisory Committee and School Site Council. Both groups have approved the SPSA as written.

BUDGET IMPLICATIONS: No impact to the General Fund

RECOMMENDATION: That the Board approve the 2012-2013 SPSA for categorical programs for Grand Terrace High School.

A-7

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Grand Terrace High School

36-67686-0125500 CDS Code

Date of this Plan: September 2012
Plan Covers: 2012-2013 School Year

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. This plan is also aligned to the goals of the district LEAP Addendum goals to increase student achievement. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Angela Dischinger

Position: Principal

Telephone Number: :909.580.5006

Address: 21810 Main Street, Grand Terrace, CA, 92313

E-mail address: angela_dischinger@cjusd.net

Colton Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____



Grand Terrace High School Abstract 2012 – 2013

Funding Sources Include:

EIA/SCE	\$52,914.00	EIA/LEP	\$52,914.00
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How will your school use the above funds to support increased student achievement?

English /Language Arts Action Steps:

1. 1 Teacher on Assignment for 50% to coach teachers and work with students (salary and benefits) (SCE would cover 25%)	EIA/SCE \$19,779
2. Extra duty for teachers, and instructional assistants to provide targeted students with intensive ELA instruction during intersession, before, and/or after school.	EIA/SCE \$3,500
3. Supplemental materials, including materials for intensive instruction, and test preparation directly aligned to ELA state grade level standards.	EIA/LEP \$2,500
	EIA/SCE \$500

Mathematics Action Steps:

1. Extra duty for teachers, and language assistants to provide targeted students with intensive math instruction during intersession, before, and/or after school.	EIA/SCE \$3,500
2. Supplemental materials, including materials for intensive instruction, and test preparation directly aligned to mathematics grade level content standards.	EIA/LEP \$2,500
	EIA/SCE \$500

English Language Learners Action Steps:

1. 2- 3 hour language assistants to assist EL students (salary and benefits)	EIA/LEP \$26,072
2. Supplemental materials, including materials for intensive instruction, and test preparation directly aligned to ELA and/or math state grade level standards and ELD guidelines.	EIA/LEP \$5,092
	EIA/SCE \$385
3. Extra duty for teachers, and language assistants to provide targeted students with intensive ELA instruction during intersession, before, and/or after school.	EIA/LEP \$5,000

Special Education Action Steps:

1. Substitutes for staff development, teacher collaboration, and coaching.	EIA/SCE \$5,000
----------------------------------------------------------------------------	-----------------

Parent Involvement Action Steps:

1. Parent workshops and curricular events; childcare, refreshments (for parents only), materials and extra duty for teacher presenter(s).	EIA/LEP \$2,000
2. Printing and translating parent involvement and communication items such as newsletters, the Parent Involvement Policy, Home and School Compact, and student planners.	EIA/LEP \$1,000
3. Translators and substitutes for teachers to meet with parents of underperforming students regarding their child's progress.	EIA/LEP \$1,000
	EIA/SCE \$1,000

Other:

1. Modest student awards for improved academic achievement in English /language arts and mathematics (no food or trips). 50% of cost must be allocated in other funds such as lottery or donations.	EIA/LEP \$750
	EIA/SCE \$750

Staff Development Action Steps:

1. Substitutes for staff development, teacher collaboration, and coaching in English/language arts and mathematics.	EIA/LEP \$ 3,000
	EIA/SCE \$12,000

2. Staff Development (in-house or outside resources) or conferences outside of district for all staff (may not be one-day conferences) directly aligned to ELA and math grade level content standards and ELD guidelines.	EIA/LEP \$6,000
	EIA/SCE \$6,000

Table of Contents

Section One: School Information	Pages
School Vision and Mission	1
School Profile	1
Analysis of Academic Program Survey APS	1
Analysis of Current Instructional Program	1
Section Two: Student Achievement Data, Analysis, and Conclusions	1
Accountability Progress Report AYP, API	1
Analysis and Conclusions AYP, API	1
Annual Measurable Achievement Objectives (AMAOs) 1 and 2	1
Analysis and Conclusions AMAOs	1
District/School Assessments	2
Section Three: District Goals and Objectives	2
Section Four: Planned Improvements in Student Performance - Goals	3-12
Reading Language Arts	3-5
Mathematics	6-8
Achievement of English Learners	9-10
Special Education Students	11-12
Section Five: School Wide Components	14-15
Parent Involvement/Community Involvement	14-15
EIA-SCE Parent Involvement Policy	15
Title I/EIA-SCE Parent Compact(Slover only)	NA
Section Six: Budget Pages	16-17
School Budget	
Centralized Services Expenditures	16-17
Section Seven: Additional Compliance Items	18-19
School Site Council	18
Recommendations and Assurances	19

Section One: School Information

School Vision and Mission

Grand Terrace High School Mission Statement:

Being a brand new high school, we are working with all of our stakeholders to finalize our mission and vision statement. We have asked our WASC focus groups to submit potential mission statements, and then all stakeholders will have an opportunity to review and provide feedback. Then a final selection will be made and then added to this document.

School Profile

Grand Terrace High School is located in the Colton Joint Unified School District and serves students in grades nine through eleventh grade following a traditional calendar. At the beginning of the 2012-2013 school year, a total of 1749 students were enrolled. 51.96% of the student population is eligible for the Federal Free and Reduced Lunch Program. 10.7% of students qualify for English Learner Support and 10.7% of the students have been identified for Special Education services. 14.1% of GTHS students have been identified as gifted and/or talented

Analysis of Academic Program Survey – APS – Not Applicable

Analysis of Current Instructional Program

On California Standards Tests: Twenty-five percent of our incoming students have no reportable scores in both English Language Arts and Mathematics. Of those with reportable scores, 35% of our students are advanced or proficient in English Language Arts and 21% are advanced or proficient in Mathematics.

Section Two: Student Achievement Data, Analysis, and Conclusions

Accountability Progress Report (AYP, API) – Not Applicable

Analysis and Conclusions AYP, API – Not Applicable

Analysis and Conclusions AMAOs – Not Applicable

District/School Assessments

Colton Joint Unified School District uses a variety of state and local assessments to monitor student progress in all core content areas. In addition to annual California STAR assessments, CAHSEE, CELDT, the analysis of Academic Performance Index (API) and Adequate Yearly Progress (AYP) results, each school also uses a district data monitoring systems; Edusoft and VPort with district assessments and teacher created assessments to assess and monitor student progress.

Formative On-going Assessments

Subject	Grade level	Assessments Used	Frequency
Reading/Language Arts	9-12	Common benchmarks Focused Reassessments	6 weeks 6 weeks
Mathematics	9-12	Common benchmarks	6 weeks
English Language Development	9-12	Common benchmarks	6 weeks
Special Education (RSP)	9-12	Common benchmarks	6 weeks

Section Three: District Goals and Objectives

Program Improvement Year 3 District LEA Plan Addendum

Per EC Section 64001 the CJUSD board must certify that the SPSA is consistent with local educational agency plans required for federal funding. The SPSA must have board approval to authorize expenditures proposed in the plan. Consequently, this SPSA delineates activities and funding fully aligned to implement the district’s high leverage actions for the LEA Plan Addendum. All activities and funding align to the nine Essential Program Components (EPCs) found in the Academic Program Survey (APS).

High Leverage Actions for Colton Joint Unified School District LEA Plan Addendum

1. Provide all English Learners and Students with Disabilities full access to the core curriculum in reading/English language arts and mathematics.
2. Train and monitor district and site administrators and teachers to fully and consistently use the district data system to navigate the system, generate reports, disaggregate data, and use data results to improve instruction and increase student achievement.
3. Provide all sites district support through content experts and coaching to implement the new mathematics and current RLA adoptions.

Section 4: Planned Improvements in Student Performance
GOAL #1: Improving Student Achievement in English/Language Arts

All students will become proficient or better in reading/language arts by 2014 as measured by the CAHSEE ELA.

Student groups participating: School-Wide: _____% are currently scoring proficient or above.

African American: _____% are currently scoring proficient or above.

Hispanic students: _____% are currently scoring proficient or above.

English Learners: _____% are currently scoring proficient or above.

Special Education students: _____% are currently scoring proficient or above.

Socio-Economically Disadvantaged students: _____% are currently scoring proficient or above.

Means of evaluating progress toward this goal: CAHSEE, CST, CMA, and CAPA plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in English/language arts.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards EPC 1				
1. Support the delivery of a standards-based curriculum in ELA to all students [via collaboration during late-start Tuesdays, department meetings, release time for staff development, and supplemental classroom materials]. Recognize student achievement.	Teachers 2012-2013	Classroom technology support (i.e. LCD projectors/lamps/bulbs, cables, document cameras, other technology equipment and supplies) Classroom supplemental materials (dictionaries, supplemental texts, supplies to augment the core program) Awards	\$3,500	EIA/SCE
2. Engage in regular walk-throughs to ensure consistent implementation of pacing guides.	Administrators, Teachers 2012-2013	Mentor period for core dept. chairs	\$1,000	EIA SCE
Improvement of instructional strategies and materials EPC 2, EPC 3				
3. Provide training and coaching support in the implementation of specific research-based instructional strategies (EDI, AVID-WICR, Digital Edge).	Dept. chair teachers TOA 2012-2013	Release time for training & peer observations (substitutes); mentor period for core dept. chairs	\$11,957	EIA SCE
4. Implement a system of coaching so that teachers are provided with support for improved instructional strategies.	Administrators Dept. chair	.25 FTE TOA position Release time and extra duty		
Increased educational opportunity EPC 2				

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Provide additional instructional support and intervention to students scoring below proficiency levels through: <ul style="list-style-type: none"> o Instruction sessions on Saturdays o After school tutoring (2 days/wk, 1 hour ea.) 	Administrators Teachers 2012-2013	Teacher extra duty	\$2,000	EIA-SCE
6. Provide a mock CAHSEE census (10 th grade) exam prior to actual CAHSEE, teachers will disaggregate the “mock” data and review results with students to identify strengths/weaknesses, and inform and guide instruction.	Administrators Teachers Nov. 2012	Teacher extra duty	\$1,000	EIA-SCE
Staff development and professional collaboration EPC 4, EPC 5, EPC 6, EPC 8				
7. Provide training and coaching support in order to implement identified instructional strategies (i.e. EDI)	Dept. chair TOA 2012-2013	Release time / substitutes, Mentor period for dept. chairs	\$3,000	EIA SCE EIA LEP
8. Train on-site coaches.	Principal Dept. chair TOA 2012-2013	.25 FTE TOA position Release time / extra duty		EIA SCE
Involvement of staff, parents and community				
9. Involve and inform parents about instructional goals and activities via School Site Council, ELAC, and WASC Focus Groups School website and TeleParent	Administrators TOA Aug 2012 Asst. principals Aug 2012	Printing & postage of SSC & ELAC materials .25 FTE TOA position	\$500	EIA SCE
Auxiliary services for students and parents				
10. Provide intensive instruction to students with low skills and performance levels. <ul style="list-style-type: none"> o Conduct tutorial sessions after school, two days a week in core subjects. o Provide academic instruction through Saturday School sessions. 	Administrators Asst. principals Teachers Teachers Sept. 2012	Extra duty – teachers/lang. assts. Supplemental instructional materials	\$500	EIA SCE
11. Conduct assemblies for students and parents to inform and motivate them to succeed on the CST and CAHSEE exams.	Teachers Language assts. Feb. 2013	Translator for parent meetings Extra duty Lang. asst. extra duty		EIA-SCE EIA-LEP
12. Provide academic support to English Learners in ELA courses	EL Coordinator Lang. assts	Lang. asst. salary		
Monitoring program implementation and results EPC 7, EPC 8, EPC 9				
13. Conduct data protocols for common assessments.	Administrators			

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
14. Assess progress toward SPISA	Dept. chair Teachers Principal TOA Jan-Feb 2013	.25 FTE TOA position		EIA SCE

GOAL #2: Improving Student Achievement in Mathematics

All students will become proficient or better in mathematics by 2014 as measured by the CAHSEE.

Student groups participating: School Wide: _____% are currently scoring proficient or above.

African American: _____% are currently scoring proficient or above.

Hispanic students: _____% are currently scoring proficient or above.

English Learners: _____% are currently scoring proficient or above.

Special Education students: _____% are currently scoring proficient or above.

Socio-Economically Disadvantaged students: _____% are currently scoring proficient or above.

Means of evaluating progress toward this goal: CST, CMA, and CAPA plus CELDT plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in mathematics.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards EPC 1				
15. Support the delivery of a standards-based curriculum in MATH to all students [via collaboration during late-start Tuesdays, department meetings, release time for staff development, and supplemental classroom materials]. Recognize student achievement.	Teachers 2012-2013	Classroom technology support (i.e. LCD projectors/lamps/bulbs, cables, document cameras, other technology equipment and supplies) Classroom supplemental materials (dictionaries, supplemental texts, supplies to augment the core program) Awards	\$3,500	EIA/SCE
16. Engage in regular walk-throughs to ensure consistent implementation of pacing guides.	Administrators, Teachers 2012-2013	Mentor period for core dept. chairs	\$1,000	EIA SCE
Improvement of instructional strategies and materials EPC 2, EPC 3				
17. Provide training and coaching support in the implementation of specific research-based instructional strategies (EDI, AVID-WICR, Digital Edge).	Dept. chair teachers TOA 2012-2013	Release time for training & peer observations (substitutes); mentor period for core dept. chairs	\$11,957	EIA SCE
18. Implement a system of coaching so that teachers are provided with support for improved instructional strategies.	Administrators Dept. chair	.25 FTE TOA position Release time and extra duty		
Increased educational opportunity EPC 2				
19. Provide additional instructional support and intervention to students scoring below proficiency levels through:	Administrators Teachers	Teacher extra duty	\$2,000	EIA-SCE

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> o Instruction sessions on Saturdays o After school tutoring (2 days/wk, 1 hour ea.) 	2012-2013			
20. Provide a mock CAHSEE census (10 th grade) exam prior to actual CAHSEE, teachers will disaggregate the “mock” data and review results with students to identify strengths/weaknesses, and inform and guide instruction.	Administrators Teachers Nov. 2012	Teacher extra duty	\$1,000	EIA-SCE
Staff development and professional collaboration EPC 4, EPC 5, EPC 6, EPC 8				
21. Provide training and coaching support in order to implement identified instructional strategies (i.e. EDI)	Dept. chair TOA 2012-2013	Release time / substitutes, Mentor period for dept. chairs	\$3,000	EIA SCE EIA LEP
22. Train on-site coaches.	Principal Dept. chair TOA 2012-2013	.25 FTE TOA position Release time / extra duty		EIA SCE
Involvement of staff, parents and community				
23. Involve and inform parents about instructional goals and activities via School Site Council, MATHC, and WASC Focus Groups School website and TeleParent	Administrators TOA Aug 2012 Asst. principals Aug 2012	Printing & postage of SSC & MATHC materials .25 FTE TOA position	\$500	EIA SCE
Auxiliary services for students and parents				
24. Provide intensive instruction to students with low skills and performance levels. <ul style="list-style-type: none"> o Conduct tutorial sessions after school, two days a week in core subjects. o Provide academic instruction through Saturday School sessions. 	Administrators Asst. principals Teachers Teachers Sept. 2012	Extra duty – teachers/lang. assts. Supplemental instructional materials	\$500	EIA SCE
25. Conduct assemblies for students and parents to inform and motivate them to succeed on the CST and CAHSEE exams.	Teachers Language assts. Feb. 2013	Translator for parent meetings Extra duty Lang. asst. extra duty		EIA-SCE EIA-LEP
26. Provide academic support to English Learners in MATH courses	EL Coordinator Lang. assts	Lang. asst. salary		
Monitoring program implementation and results EPC 7, EPC 8, EPC 9				
27. Conduct data protocols for common assessments.	Administrators Dept. chair Teachers			

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
28. Assess progress toward SP5A	Principal TOA Jan-Feb 2013	.25 FTE TOA position		EIA SCE

GOAL #3: Improving Student Achievement in English Language Development

AMAO-1 The percent of English Learner students gaining one CELDT level per year will increase to 54.6% in 2012-2013.
 AMAO-2(a) The percent of English Learner students in the US less than 5 years attaining proficiency in English will increase to 18.7%
 AMAO-2(b) The percent of English Learner students in the US 5 years or more attaining proficiency in English will increase to 42.2%
 AMAO-3(a) MATH The percent of English Learners making proficiency or above in reading on the annual CST test will increase to 67.6%
 AMAO-3(b) Math The percentage of English Learners making proficiency or above in mathematics on the annual CST test will increase to 68.5%
 Student groups participating in this goal: All English Language Learners.
 Currently: AMAO #1 _____ AMAO#2(a) _____ AMAO#2(b) _____ AMAO#3(a) _____ AMAO#3(b) _____
 We do not have our base-line data, therefore we do not have a percentage to achieve for this year.
 The district goal for AMAO1 is 62.2% for 2012-13, AMAO2 is 44.1%

Means of evaluating progress toward this goal: CST, CMA, CAPA plus CELDT plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in reading language arts and mathematics.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards EPC 1				
1. Deliver a standards-based curriculum to all English Learners & recognize student achievement.	Principal Asst. principal EL Coordinator Teachers Language Assts. 2012-2013	Language Assistants Awards	\$26,072 \$750	EIA LEP EIA LEP
2. Provide tools and instruction for mastery of content material as well as the English Language		Release time for collaboration and curricular development Mentor period for EL chair Instructional materials Technological resources to support effective instruction		EIA LEP
3. For Special Education English Learners, align IEP goals with ELA and EL standards.				
Improvement of instructional strategies and materials EPC 2, EPC 3				
4. Provide training and coaching support in the implementation of specific instructional strategies designed to support the needs of English Learners	Principal Asst. Principal EL Coordinator Teachers Language Assts. Aug-Oct. 2012-13	Release time, substitutes, extra duty Printing	\$2,500	EIA LEP
Extended learning time EPC 2, EPC 3				
5. Provide additional time within the school day, after school tutoring, and on Saturdays so that English Learners master both core curriculum and English language skills	Principal Asst. Principals EL Coordinator Teachers Language Assts. Aug-Oct. 2012	Extra duty Instructional materials Printing Technology resources	\$2,500	EIA LEP
Increased educational opportunity EPC 2				
6. Provide targeted instructional support and intervention to students scoring below proficient	Principal Asst. Principals	Instructional materials & technology resources		

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	EL Coordinator Teachers Language Asst. Aug-June 2012-13	Printing Language assistants	\$4,000	EIA LEP
Staff development and professional collaboration EPC 4, EPC 5, EPC 6, EPC 8				
7. Provide training to teachers and support staff in the area of strategies designed to support English Learners	Principal Asst. Principal TOA EL Coordinator Teachers Language Assts. Aug-Oct. 2012	Extra duty, substitutes Mentor period for EL chair Instructional materials Printing	\$3,000	EIA LEP
Involvement of staff, parents and community				
8. Involve parents and community members via ELAC, School Site Council, and WASC Focus Groups	Administrators TOA Dept. Chairs/EL Coordinator Teachers Aug-June 2012-13	TOA Printing and mailing TeleParent/website Translation services	\$500 \$1,000	EIA LEP EIA SCE
9. Utilize school website, e-mail, and TeleParent for communication				
Auxiliary services for students and parents				
10. Deliver after school tutoring support	Administrators EL coordinator TOA Teachers Language assts. Aug-June 2012-13	Extra duty Instructional materials Printing	\$500	EIA LEP
11. Provide intensive instruction to English Learners with low achievement levels				
12. Provide support through Saturday School sessions				
13. Host parent workshops and meetings		Translation services Language assistants	\$2,000 \$1,000	EIA LEP EIA SCE
Monitoring program implementation and results EPC 7, EPC 8, EPC 9				
14. Engage in regular examination and communication of data	Administrators TOA EL Coordinator Aug-June 2012-13	Extra duty Mentor period for EL chair .25 FTE TOA position Printing	\$5,000	EIA LEP
15. Use data to drive instruction and goal setting				
16. Analyze data results from all assessments to monitor STUDENT progress in English Language Development and English Language Arts				

GOAL #4: Improving Student Achievement for all Special Education Students in Reading/Language Arts and Mathematics

A minimum of 20% of the students will score at proficient or advanced on 2012-2013 CAHSEE ELA.
 A minimum of 20% of the students will score at proficient or advanced on 2012-2013 CAHSEE Math.
 Currently _____% of special education students are scoring proficient or above on the CST in Reading Language Arts.
 Currently _____% of special education students are scoring proficient or above on the CST in Mathematics.
Student groups participating in this goal: All students with disabilities.

Means of evaluating progress toward this goal: CST, CMA, CAPA, and CELDT plus district standards-based benchmarks and formative assessments will be used to monitor reading progress for all individual students, classes and grade levels for academic gains in reading language arts and mathematics.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards EPC 1				
1. Deliver a standards-based curriculum in ELA and math to all Special Education students.	Principal Asst. Principal Dept. chair Teachers	Release time for collaboration and curricular development		Non-Categ. budgets
2. Provide and regularly review common standards-based pacing guides in all ELA/Special Education courses.	Instructional Asst. Aug-June 2012-13	Instructional materials Technological resources to support effective instruction		
Improvement of instructional strategies and materials EPC 2, EPC 3				
4. Provide training and coaching support in the implementation of specific instructional strategies	Administrators Asst. principal Dept. chair Teachers Instr. Assts. TOA Aug.-Oct. 2012	Release time Substitutes Extra duty Technology	\$3,000 \$2,000	EIA SCE EIA LEP
5. Provide learning resource center with technology to enhance student learning and meet special accommodations.	Aug.-Oct. 2012	Training materials (printing)		
Extended learning time EPC 2, EPC 3				
6. Provide additional instructional support and intervention to students scoring below proficient through after school tutoring, and Saturday school sessions	Administrators Department chair Teachers Instr. Assts. Aug-June 2012-13	Instructional materials Extra duty Printing		Non-categ. budgets
Increased educational opportunity EPC 2				
7. Provide additional instructional support and intervention to students scoring below proficient	Administrators Department chair	Instructional materials Extra duty		Non-

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Teachers Instr. Assts. Aug-June 2012-13	Printing		categ. budgets
Involvement of staff, parents and community				
8. Coordinate parent involvement via IEPs, parent meetings, School Site Council, ELAC, and WASC Focus Groups.	Administrators Department chairs TOA	TOA Printing and mailing TeleParent/Website	\$1,000	EIA SCE
9. Utilize school website, e-mail, TeleParent, Zangle, and teacher websites for communication	Teachers, Case Carriers Aug-June 2012-13	Translation services Meeting materials	\$2,000	EIA LEP
10. Provide translation services for parent conferences & IEPs				
Auxiliary services for students and parents				
11. Provide support through after school tutoring	Administrators Teachers	Extra duty		Non-categ. budgets
12. Provide intensive instruction to students with low skills and performance levels	Aug-June 2012-13	Instructional materials		
13. Provide support through Saturday School sessions		Technology materials		
14. Provide a Learning Center for additional support of Special Education students				
Monitoring program implementation and results EPC 7, EPC 8, EPC 9				
15. Engage in regular examination of data and goal-setting	Administrators Department chairs Teachers, case carriers Instructional assts. Aug-June 2012-13	Printing (paper/toner) TOA		Non-categ. budgets

Section Five: School Wide Components

Parent Involvement/Community Involvement

Grand Terrace High School
Parent Involvement Policy

Policy Involvement

Grand Terrace High School has developed this parent involvement policy with input from parents and staff members, and has been approved by our School Site Council.

In order to promote a greater involvement of parents and community members, we will:

1. Communicate the Parent Involvement Policy
 - at the annual Open House and through parent mailings and other school publications
2. Offer a variety of opportunities for parent involvement, including:
 - English Learners Advisory Committee
 - School Site Council
 - Booster groups such as Band and Football Boosters
 - Opportunities for volunteering
 - Parent workshops in areas such as the college application process, financial aid information, and post-secondary opportunities
3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of our categorical programs.
 - This will be accomplished through our English Learners Advisory Committee and School Site Councils. All parents will be invited to participate on these committees.
4. Provide parents with timely information. Some strategies we will use include:
 - GTHS website
 - Teleparent phone messages
 - Listserve email list (posted on website)
 - Mailings
 - Meetings and presentations
5. Provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Some strategies to accomplish this goal include:
 - Mailings
 - Counselor presentations and meetings
 - Curriculum guides and exit criteria
 - Information presented by teachers at Open House and syllabi
6. Provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - All parents will be encouraged to contact the counseling department to set up a meeting to discuss the education of their children.

Shared Responsibilities for High Student Academic Achievement

Student learning is achieved through a partnership shared among students, parents, and the school staff and community. We believe in the importance of:

- The school's responsibility to provide high-quality curriculum and instruction
- The parents' responsibility to support their children's learning
- The students' role in taking responsibility for their own learning.
- The importance of ongoing communication among parents, students, and school staff through, conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among Grand Terrace High School, parents, and the community to improve student academic achievement, GTHS will strive to:

- Assist parents in understanding academic content and achievement standards and how to monitor and improve the achievement of their children.
- Provide materials and training to help parents work with their children to improve their children's achievement.
- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
- Provide support for parental involvement activities requested by parents.

Accessibility

Grand Terrace High School, to the extent practicable, provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a format and, to the extent practicable, in a language the parents understand.

Section 6: Budget

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates; if the school receives funding, then the plan must include the proposed expenditures.)

Programs	Allocation
<input checked="" type="checkbox"/> EIA/SCE Economic Impact Aid/ State Compensatory Education <i>Purpose: To improve academic proficiency of educationally disadvantaged students.</i>	\$52,914
<input checked="" type="checkbox"/> EIA/ELP Economic Impact Aid/ English Learner Program <i>Purpose: To improve fluency in English and academic proficiency of English learners</i>	\$52,914
Total amount of state categorical funds allocated to this school	\$105,828

School Site Council

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

SSC must be organized to ensure parity among its members. One half of a council must be comprised of school personnel: the principal, certificated, and classified staff. Certificated staff must be comprised of classroom teachers, TOA or CPS. Teachers must be in the majority. The other half of the council is comprised of parents and community members (elementary schools) or students in secondary schools. Representatives of each group--parents, teachers, students and other staff--must be selected by their peers. Alternates may be selected at the time elections are held. Parents who work for the district and who are assigned to the school attended by their children are not eligible to serve on that school's School Site Council in the "Parent" category. The principal may not designate any other person as a replacement for her or himself.

Principal: Angela Dischinger

Parents or Community Members:

Certificated Staff – Teachers

1. Robert Martinez

1. Daniel Smith

2. Mary Jo Ford

2. Dona Hines

3. Eileen Yaross

3. Kim Thompson

4. Karen Swing

Classified Staff Member

5. Tonya Duncan

1. Amber Duran

English Learner Advisory Committee (ELAC)

ELAC monitors development and implementation of the school's English learner program. This committee communicates with the principal and staff regarding: the school's plan for English learner education. The ELAC is comprised of parents of LEP students, staff members and community members. Parent membership is determined by means of an election in which all parents of LEP students have an opportunity to vote.

Principal: Angela Dischinger

Parents or Community Members:

Staff members / Others:

1. Maria Dutciuc

1. Yvette Roman

2. Isabel Monroy

2. _____

3. Rosabel Navarro (DLAC)

3. _____

4. Petra Marin Del Campo-alternate

5. Rachel Warner (DLAC)

6. _____

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (**list**)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 10-15.

Attested:

Angela Dischinger
Typed name of school principal

Signature of school principal

Date

Mary Jo Ford
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Maria Dutciuc
Typed name of ELAC Chairperson

Signature of ELAC Chairperson

Date

BOARD AGENDA

SPECIAL MEETING
November 1, 2012

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mike Snellings, Assistant Superintendent, Educational Services Division
- SUBJECT:** **Approval of the San Bernardino County Superintendent of Schools *School-Wide Positive Behavior Intervention and Support (SWPBIS) Program***
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2 – Curriculum
- BACKGROUND:** The San Bernardino County Superintendent of Schools (SBCSS) has selected the Colton Joint Unified School District to participate in a School-Wide Positive Behavior Intervention and Support (SWPBIS) program. SWPBIS programs are designed to improve school culture by decreasing negative student behaviors through a systemic approach that involves support and participation by all of the school’s staff. Selected schools, beginning with a Colton “cluster”, will receive staff development training, beginning in 2013. The Student Services Department will coordinate these efforts with the SBCSS office. A letter of intent to participate is required to establish the partnership.
- BUDGET**
- IMPLICATIONS:** No impact to the General Fund.
- RECOMMENDATION:** That the Board approve the San Bernardino County Superintendent of Schools School-Wide Positive Behavior Intervention and Support (SWPBIS) program.

A-8

SCHOOL-WIDE POSITIVE BEHAVIOR AND SUPPORT (SWPBIS)

GENERAL INFORMATION

MISSION

San Bernardino County Superintendent of Schools (Coordinated School Health Programs) will provide professional development opportunities for schools with a demonstrated need to establish school-wide behavior support and make a school-wide commitment for the implementation of an evidence-based practice. The SWPBIS training model will increase internal capacity, fidelity, and sustainability of SWPBIS in schools with the San Bernardino County Superintendent of Schools region.

DESIRED OUTCOMES

- Increase pro-social behaviors
- Close the achievement gap for all subgroups
- Increase instructional minutes
- Increase perception of safety on all school campuses
- Establish prevention and early identification systems as a way of doing business
- Decrease suspensions, expulsions, and increase attendance

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

COLTON JOINT UNIFIED SCHOOL DISTRICT - LETTER OF INTENT

APPLICATION INFORMATION

District Name: Colton Joint Unified School District

District Address: 1212 Valencia Dr. City: Colton

Contact Name: Todd Beal/Melissa Kingston Contact Position: Director, Student Services /
Coordinator, CWA

Contact Phone Number: 909-580-6525

Contact Fax Number: 909-430-2811

Contact E-mail: todd_beal@cjud.net / melissa_kingston@cjud.net

PART ONE

In a brief narrative (one paragraph), state why your site needs SWPBIS. Select and explain your school's stated needs as evidenced by behavioral and academic data. Attach narrative to form.

- X Tardy rates
- X Drop-out rates
- X Expulsion rates
- X Office referrals
- X Suspension rates
- X Alcohol and drug use safety concerns (sub groups and/or all groups)
- X Attendance rates
- X Achievement gap
- X School connectedness
- X Low socio-economic
- X Low achievement scores
- X Other at-risk behaviors

PART TWO

Indicate what components your district has in place for SWPB IS readiness.

- SWPBIS is one of sites' top three goals
- Administrator to participate in all SWPBIS trainings
- SWPBIS coaches are identified (external coach/BICM and internal coach-team leader)
- SWPBIS Leadership Team is identified and representational of site stakeholders
 - Six teachers across grade/content areas/special ed/counselor/psychologist
 - One administrator
 - One parent (suggested)
- District representative identified to participate in three annual meetings of the School-Wide Advisory Committee
- Team agrees to use a problem-solving model and SWIS data for site-based decision making (behavior and academic)
- Commitment to site-based systems change professional development for the scaling up of an evidence-based practice

PART THREE

Indicate commitments that are in place to support SWPBIS implementation and sustainability.

SCHOOL COMMITMENT

- Commitment to use behavior progress to support (SWIS) for all SWPBIS schools
- Commitment to team training schedule 2013

January 8, 2013	Day One Training (SWPBIS Team-eight members)
January 9, 2013	Coaches' Forum one (SWPBIS internal coach and administrator)
February 5, 2013	Day Two Training (SWPBIS Team)
February 6, 2013	Coaches' Forum two (SWPBIS internal coach and administrator)
April 30, 2013	Day Three Training (SWPBIS Team)
May 1, 2013	Coaches' Forum three (SWPBIS internal coach and administrator)
TBA	Coaches' Forum four (SWPBIS training: coach, administrator and data entry)

DISTRICT COMMITMENT

The district commits to support SWPBIS in the following areas:

- Student behavior is an identified need in the LEA plan
- Support schools in the implementation of SWPBIS and their sustainability needs
- Participate in the School-Wide Evaluation Tools (SET) for SWPBIS schools in district
- Participate in training and use SWIS for behavioral progress monitoring for SWPBIS schools in district
- Participate in the Coaches’ Forum for SWPBIS schools in district

District Superintendent Signature
Or Designee Signature

Date

RETURN TO: San Bernardino County Superintendent of Schools
Attention: Kathy Estes
601 North E Street
San Bernardino CA 92415
Fax: (909) 386-2940
E-mail: kathy_estes@sbcss.k12.ca.us

Colton Joint Unified School District – PBIS Letter of Intent - Narrative – Part 1

Colton Joint Unified School District intends to implement SWPBIS (as part Response to Intervention) to address behavioral concerns and decrease office referrals and suspensions rates at school sites. CJUSD also intends to utilize SWPBIS to increase attendance rates, improve school culture, decrease drop-out rates, and increase school connectedness. CJUSD plans to begin implementation with a cohort of schools including one comprehensive high school, and all schools that feed to that high school (1 middle school and 5 elementary schools). CJUSD needs SWPBIS to establish a school-wide discipline system that defines behavioral expectations for all students, in all settings, supported by all staff. Procedures for teaching school-wide behavioral expectations and a teaching matrix will be developed. Procedures for recognizing and encouraging student use of expected behaviors will also be developed. Assessment of SWPBIS implementation will be ongoing and decision making will be based on data. CJUSD needs SWPBIS in order to address the specific needs (academic, social-emotional, behavioral, etc.) of every student, every day, at every campus.

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Acceptance of Gifts

GOAL: Community Relations

STRATEGIC PLAN: Strategy #6 – Character

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

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

Site	Donor	Donation/Purpose	Amount
JBMS	Daniel Juarez	Cash/Ms. Ervin's Science Class	\$400.00
Rogers	The Conquistadors	Clothing and shoes for needy students	Value: \$1000.00
THMS	Pamela and Tim Maune	Check#2086/Newspaper class	\$125.00
RHMS	Coca Cola Refreshments	Check#06322004	\$245.33
Grimes	Ruth Grimes PTA	Transportation Costs	\$560.00
Wilson	Fiesta Village	Check#18687 / Kindergarten Bicycles	\$250.00
Wilson	Eileen Gomez	Check#338 / Kindergarten Bicycles	\$50.00
Wilson	Wildcats PTA	Check#1301 / 3 rd Grade Field Trip	\$180.00
Terrace View	Terrace View PTA	Check#3020/3022 ASB	\$500.00
GTHS	Marcos A. Mata	Check#7708/Donor Tree – Bronze Leaf	\$250.00
GTHS	Grand Terrace Lion's Club	Check# 9363/ Engineering Club	\$500.00

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval of Parent and/or Booster Clubs and Organizations (2012-13)

GOAL: Student Performance / Community Relations & Parent Involvement

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #6 – Character

BACKGROUND: In accordance with Board Policy 1230 any person or group desiring to raise money to benefit a student or students at one or more schools within the district shall request authorization to so operate in accordance with Education Code 51521, by making application to the Governing Board.

The following Parent and/or Booster Club and Organization have submitted an application:

Grand Terrace High School – Grand Terrace High School Golf Booster Club

BUDGET IMPLICATIONS: No impact to the General Fund.

RECOMMENDATION: That the Board approve Parent and/or Booster Clubs and Organizations (2012-13).

A-10

GRAND TERRACE HIGH SCHOOL GOLF BOOSTER CLUB BY-LAWS

ARTICLE I

Name

The name of this organization shall be "Grand Terrace High School Golf Booster Club".

ARTICLE II

Jurisdiction of the Club

The organization shall be in the jurisdiction of the Colton Joint Unified School District, in accordance with the California Interscholastic Federation (CIF) rules, and under the guidance and coordination of the Grand Terrace High School Director of Athletics. All activities involving school personnel or students must be approved by the Grand Terrace High School Director of Athletics and school administration.

ARTICLE III

Purpose

This organization shall be dedicated to the furthering and advancement of the education of golf athletics at Grand Terrace High School.

To encourage parent support and to develop an appreciation for the role of the sport of golf at Grand Terrace High School.

This organization shall provide for social activities and awards approved by the membership. These activities and awards must comply with CIF rules and have prior approval of the school district administration.

ARTICLE IV

Financing

Club expenses shall be defrayed by:

1. Donations and contributions
2. Fundraising
3. Any public activity that the Executive Board may deem necessary to raise additional funds.

The Colton Joint Unified School District at any time can view the Booster Club's financial records.

Insurance for the Booster Club will be kept current.

ARTICLE V

Officers and Management

The Officers of this organization shall be: **President, Vice President, Secretary, Treasurer, and Historian**, which will make up the Executive Board. The duties of the positions shall be:

President:

1. Preside at all stated and special meetings of the club.
2. Shall create committees as deemed necessary.
3. He/She shall, with the Treasurer, sign all written contracts and statements of financial obligations of the organization as authorized by the Executive Board.
4. He/She will countersign all checks or drafts drawn on the account of the club.

Vice President:

1. In the absence of the President, shall perform all required duties of the President.

Secretary:

1. Attend all meetings of the club and shall keep the minutes thereof.
2. Distribute the meeting minutes to the Executive Board and the Grand Terrace High School Athletic Director within 10 calendar days following the meeting.
3. In the absence of the President and Vice President, perform the duties of the President.

4. Handle all outside written communications of the organization and any other such duties pertaining to the office of Secretary as shall be designated by the President.

Treasurer:

1. Shall be responsible for all financial transactions of the club.
2. Sign, with the President, all written contracts and statement of financial obligations of the organization as authorized by the Executive Board.
3. Co-sign with the President of the club, or in his/her absence, with another officer designated by the President, all checks or drafts drawn on the account of the organization.
4. Maintain records of the income and expenditure report and comparison of expenditures against budget accumulated to date.
5. Give a written report at each meeting of the club which clearly describes all types of funds received and monies expended.
6. Checks up to \$500 (five hundred dollars), within the ordinary course of business, can be written with Executive Board approval; signed by the President and Treasurer. Checks over \$500 (five hundred dollars), outside the ordinary course of business, must be approved by a two-thirds majority vote of the Executive Board.

Historian:

1. Take pictures of the team and players at the beginning of the season for the yearbook and website.
2. Along with the assistance of all parents, take pictures of the players at tournaments throughout the year.
3. Assist with contacting newspaper after each tournament to post names and scores.

ARTICLE VI

Nomination and Election of Officers

The Grand Terrace High School Golf Booster Club Executive Board shall initially be elected by the parents of the Grand Terrace High School golf team members. Elections to each office shall be by simple majority. A member of the Executive Board may not hold office for more than four (4) consecutive years in any one position, and must have a child active in the golf program. If removal of an officer becomes necessary, the action must be approved by a two-thirds majority vote of the Executive Board.

ARTICLE VII

Meetings

Regular meetings shall be held every month during the calendar year when possible as designated by the President, with special meetings held as deemed necessary.

ARTICLE VIII

Amendments

These by-laws may be amended all or in part by an affirmative vote of two-thirds of the Executive Board at special called meetings for the specific purpose of considering amendments. These amendments should be in written form for each member at the meeting and are subject to approval and acceptance by the school district.

ARTICLE IX

Dedication of Assets

The Grand Terrace High School Golf Booster Club is organized exclusively for charitable and educational purposes. In the event other Grand Terrace High School athletic teams or academic organizations request a donation from the Booster Club, the request must be submitted in writing and voted upon by the Executive Board. In addition, if the Booster Club is dissolved, the remaining monies in any Booster Club account(s) will be used for charitable purposes related to the golf program at Grand Terrace High School. In the event the golf program no longer exists, the money will be donated to the Southern California Golf Association Youth On The Course or other nonprofit fund, foundation or corporation, to be voted upon by the existing board members.



FARMERS[®]

This insurance proposal is especially prepared for:

G.T.H.S. GOLF BOOSTER CLUB

**21810 Main St.
Grand Terrace, CA 92313**

Presented by

VINCENT ARMIJO

**License Number#: 0H51289
22365 Barton Rd Ste 300
Grand Terrace, CA 92313-5071
Phone #: 909-254-0318
Email: varmijo@farmersagent.com**

**Presented On:
Aug 23, 2012**

Quote Number: A7328E

**Underwriting Company
Farmers Insurance Exchange**

**Policy Period
Effective Jul 31, 2012 for one year**

Farmers. Gets you back where you belong[®].

*DISCLAIMER: THIS IS ONLY A PROPOSAL FOR INSURANCE, AND IS NOT AN INSURANCE POLICY, OR PART OF OR INCORPORATED INTO AN INSURANCE POLICY. IT ONLY PROVIDES AN ESTIMATE OF PREMIUM, NOT THE FINAL PREMIUM AMOUNT. THE COVERAGES SUMMARIZED IN THIS QUOTE PROPOSAL AND ANY ESTIMATE OF PREMIUM ARE BASED ON INFORMATION RECEIVED THROUGH THE PROSPECTIVE INSURED AND MAY NOT INCLUDE ALL AVAILABLE COVERAGES. COVERAGE DESCRIPTIONS ARE ABBREVIATED AND DO NOT INDICATE IN FORCE COVERAGE. THE NEED FOR ANY ADDITIONAL OR OPTIONAL COVERAGES SHOULD BE DISCUSSED WITH YOUR INSURANCE AGENT. THE ISSUANCE OF AN INSURANCE POLICY CONTRACT WITH THE ACTUAL PREMIUM AMOUNT IS CONTINGENT UPON THE APPLICATION OF UNDERWRITING CRITERIA AND IS SUBJECT TO RATES APPROVED OR MANDATED BY THE APPROPRIATE STATE REGULATORY AUTHORITY. ONLY THE INSURANCE POLICY WOULD PROVIDE COVERAGE AND ITS TERMS AND CONDITIONS SUPERSEDE THIS PROPOSAL. IN THE EVENT OF ANY CONFLICT BETWEEN THIS PROPOSAL AND THE POLICY LANGUAGE, THE POLICY LANGUAGE WOULD PREVAIL.
THIS PROPOSAL IS VALID FOR 45 DAYS FROM THE PRESENTATION DATE REFERENCED ABOVE.*

An Insurance protection designed for you!



Farmers & our Agency Offer You:

- **Strength and Stability**

Since 1935 we have been serving business owners and as one of America's largest and premier insurance companies we will be there when you need us.

We are rated "A" (Excellent) by AM Best Company and classed in AM Best's highest financial strength category of XV.

- **Professional agents and underwriters, specialists in the industry**

Our agents and underwriters are highly trained professionals with in-depth industry knowledge who specialize in providing the right insurance solution for your needs.

- **Dedicated Agent and Insurance Expert**

Our agents are licensed professionals who have been trained through award-winning, rigorous insurance courses. With their training and in-depth industry knowledge, they will assist in the selection of the most appropriate coverage and limits and answer any of your insurance related questions.

- **Competitive Pricing**

Financial stability is important for all of us and you can count on us to deliver the service unparalleled to others at the best available pricing.

- **Loss Prevention Program**

One way to reduce premium is to make sure your losses are minimized. With our risk management professionals, we will help you to prevent and to mitigate the loss potentials. This will keep the premium low and let you focus on your business, not on insurance matters.

- **24 hours Claims Service**

Our compassionate and dedicated Claims staff will provide the needed assistance when the unexpected event occurs. Whether it is a small fire loss or it is multiple losses in catastrophic events, Farmers gets you back where you belong.

COVERAGE SUMMARY
Institutional Businessowners Policy



BUSINESS LIABILITY COVERAGE SECTION

Coverage Type	Limits
General Aggregate Limit (Other than Products and Completed Operations)	\$2,000,000
Products and Completed Operations Aggregate Limit	\$2,000,000
Each Occurrence Limit	\$1,000,000
Tenants Legal Liability	\$1,000,000
Medical Expense Limit - Any one person	\$10,000
Pollution Exclusion - Hostile Fire Exception	Included
Non-Owned Watercraft, less than 51 feet	Included
Non-Owned Aircraft, chartered with crew	Included
Per Location General Aggregate Limit	Included
Unintentional Errors And Omissions	Included
Coverage for Newly Acquired or Formed Organizations - 90 days	Included
Property Damage Deductible - Per Occurrence	Not Covered



PREMIUM SUMMARY

G.T.H.S. GOLF BOOSTER CLUB

General/Business Liability Coverage	\$563
TRIA	\$5
MEMBERSHIP FEE	\$25
STATE CHARGES	NONE
TOTAL PREMIUM AND FEES	\$593

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

CONSENT ITEM

TO: Board of Education

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

SUBJECT: Approval to File Notice of Completion: Bid #12-04CA – Asphalt Maintenance Project at Colton High School and Bloomington High School (Mission Paving and Sealing, Inc.)

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: Mission Paving and Sealing, Inc. has satisfactorily completed their work in accordance with the contract documents. It is time to file the Notice of Completion.

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

BUDGET IMPLICATIONS: General Fund Expenditure: \$4,939.25

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

A-11

NOTICE OF COMPLETION OF WORK

(Civil code 3093-Public Works)

WHEN RECORDED, RETURN TO:

Colton Joint Unified School District

1212 Valencia Drive

Colton, CA 92324

ATTN: Dave Beeson

Director of Purchasing and Warehouse

NO recording fee.

Exempt from fees per Government Code Section 27383

NOTICE OF COMPLETION OF WORK

NOTICE IS HEREBY GIVEN, that the Colton Joint Unified School District of San Bernardino County, California, as Owner of the property hereinafter described, caused improvement to be made to said property, to wit: Bid 12-04CA, Asphalt Maintenance Project at Colton High School A.P.N. 162-071-01; 162-073-01 thru 09; 162-261-01, 02; 162-262-01 thru 03; 162-121-01 thru 07; 162-281-65; 164-151-09, 13, 14; and Bloomington High School A.P.N. 256-031-01 thru 03; the Contract for the doing of which was heretofore entered into on the 19th day of June, 2012, which was made with Mission Paving and Sealing, Inc. as Contractor, that said improvements have been **completed** on the 9th day of October, 2012, pursuant to said Contract and in accordance with plans and specifications, and **accepted** on the 1st day of November, 2012, by the Governing Board of said District; that title of said property vests in the Colton Joint Unified School District of San Bernardino County, California, that the surety for the above named Contractor is the Suretec Insurance Company, that the property hereinafter referred to and on which said improvements were made.

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

By: _____

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

State of California
County of San Bernardino

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

Signature _____

(Seal)

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

ACTION ITEM

TO: Board of Education
PRESENTED BY: Ingrid Munsterman, Assistant Superintendent, Human Resources Division
SUBJECT: Approval of Personnel Employment and Resignations/Separations
GOAL: Human Resources Development
STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Administrative Regulations AR 4112 and 4212 *Appointment and Conditions of Employment* states: *Upon recommendation of the Superintendent, the Governing Board shall approve the appointment of all certificated (AR 4112) and classified (AR 4212) employees.*

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

Employment:

I-A Certificated – Regular Staff ~ None

I-B Certificated – Activity/Coaching Assignments ~ None

I-C Certificated Hourly ~ None

I-D Certificated Substitutes

1. Akins, Cary (rehired)
2. Celaya, Diego
3. Dabney, Heather (rehired)
4. Gonzales, Keara
5. LaMonica, Erika
6. Quinn, Sean
7. Ruiz, Daisy

I-E Certificated Management ~ None

II-A Classified – Regular Staff

- | | | |
|-------------------------|-------------------------|---------------|
| 1. Contreras, Tamara M. | Office Assistant II | Rogers |
| 2. Perez, Elizabeth | Special Ed. Inst. Asst. | Grand Terrace |
| 3. Perez-Luis, Yvette | Special Ed. Inst. Asst. | Lincoln |
| 4. Ruelas, Stacey M. | Special Ed. Inst. Asst. | Grand Terrace |
| 5. Salazar, Melissa M. | Special Ed. Inst. Asst. | Wilson |
| 6. Vavra, Susannah M. | Special Ed. Inst. Asst. | Lewis |

II-B Classified – Activity/Coaching Assignments

- | | | |
|---------------------|--------------------------------------|-----|
| 1. Gonzalez, Carlos | HD JV Basketball (walk-on/returning) | BHS |
|---------------------|--------------------------------------|-----|

II-C Classified – Hourly

- | | | |
|-----------------------|-----------|--------------|
| 1. Renteria, Veronica | Noon Aide | Cooley Ranch |
|-----------------------|-----------|--------------|

II-D Classified – Substitute

- | | | |
|-------------------|---------------|--------------|
| 1. Chavez, Caytie | Sub Noon Aide | Reche Canyon |
|-------------------|---------------|--------------|

Resignations/Separations: ~ None

<u>I Certificated</u>	<u>Position</u>	<u>Site</u>	<u>Employment Date</u>	<u>Effective Date</u>
<u>II Classified</u>	<u>Position</u>	<u>Site</u>	<u>Employment Date</u>	<u>Effective Date</u>

RECOMMENDATION: That the Board approve personnel employment and resignations/separations as presented.

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

BOARD AGENDA

REGULAR MEETING
November 1, 2012

ACTION ITEM

TO: Board of Education

PRESENTED BY: Ingrid Munsterman, Assistant Superintendent, Human Resources Division

SUBJECT: Approval of Conference Attendance

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1 – Communication

Brandi Ritzi, BHS/Teachers
Denise Tschida
Lydia Valencia

California Mathematics Council
November 2-3, 2012
Palm Springs, CA
S3 Fund: \$1,025.00

Jerry Almendarez, DO/Supt
Patt Haro, DO/Board Member
Mike Snellings, DO/ESD/ Asst Supt
Brian Butler, DO/ESD/Director
John Conboy, DO/ESD Career Tech Ed
Tina Petersen, CHS/Asst Principal
Dan Checo, CHS/Counselor
Jamie Megee, GTHS/Teacher
Carol Tsushima, CRYROP/Asst Supt/Ed Svc

*San Bernardino City Linked
Learning Planning Institute*
November 14-16, 2012
La Quinta, CA
General Fund: \$2,999.25
(reimbursable)

Todd Beal, SSC/Director
Melissa Kingston, SSC/CWA Coordinator
Sandy Torres, ROHMS/Principal
Chris Marin, CMS/Principal
Dan Trevarthen, CMS/Asst Principal
Mitch Hovey, THMS/Asst Principal
Christy Padilla, JBMS/Asst Principal

*Safe and Supportive Schools
School Climate Symposium*
November 15-16, 2012
Orange County, CA
No Cost to the District

Corina Paramo, BHS/Asst Principal
Stacie Ziegler, BHS/teacher
Jesse Guiles, BHS/teacher
Cheryl Meyer, BHS/teacher
Yeseida Delatorre, BHS/teacher
Raymonn Brown, BHS/teacher

*AVID Fall 2012 Site Team
Conference*
November 27-28, 2012
La Quinta, CA
S3 Fund: \$3,910.70

Priya Morlock – DO/ESD K-6/CPS
Sarah Guillen – DO/ESD K-6/TOA

*Common Core ELL and
Technology Conference*
January 11-13, 2013
Monterey, CA
Title II Fund: \$2,205.76

BUDGET IMPLICATIONS: S3, Title II and General Fund Expenditure: \$10,140.71

RECOMMENDATION: That the Board approve conference attendance as presented.

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

B-2

BOARD AGENDA

REGULAR MEETING
November 1, 2012

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Ingrid Munsterman, Assistant Superintendent, Human Resources Division
- SUBJECT:** Approval to Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2012-13)
- GOAL:** Personnel Development
- BACKGROUND:** Title 5 Section 80122(j) requires a separate board agenda item to verify that the notice of intent to employ and assign a teacher in an identified position under a Variable Term Waiver has been made public and approved by the governing board of the employing school district in a public meeting.
- Due to a recent change in CTC credentialing requirements adding another level of certification for services to students with autism, the District has encountered the necessity to assign certain “mild/moderate-level” special education teachers under a Variable Term Waiver for the Added Authorization in Special Education: Autism Spectrum Disorders. The Variable Term Waiver is valid for one year.
- The District requests approval to assign the following “mild/moderate-level” special education teacher under a Variable Term Waiver authorization:
- Hudson, Sheldon SDC Mild/Moderate Teacher, Washington Alt HS
Internship Education Specialist: Mild/Moderate
- BUDGET IMPLICATIONS:** No impact to the General Fund
- RECOMMENDATION:** That the Board approve the assignment of the named “mild/moderate-level” special education teacher in the identified position utilizing a CA Commission on Teacher Credentialing Variable Term Waiver option for the 2012-13 school year, as presented.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the recommendation as presented.

B-3

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

ACTION ITEM

TO: Board of Education

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

SUBJECT: Approval of Purchase Orders

GOAL: Student Performance / Personnel Development

STRATEGIC PLAN: Strategy #1 – Communication

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

**BUDGET
IMPLICATIONS:** General Fund 01 Expenditures: \$ 22,662.90
Total Expenditures: \$ 22,662.90

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$ 22,662.90

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

B-4

<u>P.O.</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>RESOURCE</u>	<u>RESOURCE DESCRIPTION</u>	<u>AMOUNT</u>
031870	Network Hardware Resale	Tech. Equip./I.T.	0000	Revenue Limit - Unrestricted (State General Apportionment)	\$11,960.25
Purchase of additional network switches to replenish stock. Network switches provide network connectivity for computers and phones. Replacement units are necessary in the event of device failures.					
031919	Konica Minolta Business	Tech. Equip./T. View	0790	Donations - Miscellaneous	\$10,702.65
Purchase of a copier for Terrace View elementary school. Funded by donations.					
TOTAL					\$22,662.90

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

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 Daniel’s Electrical Construction Company, Inc., Bid #08-14, Category 16, for the Grand Terrace High School Construction Project

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: The contractor has completed their work in accordance with the contract documents. District staff and consultants conducted walk-through inspections of the project. The project was found to be complete and in satisfactory condition. Final 5% contract retention will be released per the conditions of the contract documents.

BUDGET IMPLICATIONS: Fund 35 – State Funding Expenditure: \$448,326.02

RECOMMENDATION: That the Board approve filing a Notice of Completion for Daniel’s Electrical Construction Company, Inc., Bid #08-14, Category 16, for the Grand Terrace High School Construction Project.

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

NOTICE OF COMPLETION OF WORK

(Civil code 3093-Public Works)

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

RECORDING REQUESTED BY:

COLTON JOINT UNIFIED SCHOOL DISTRICT

WHEN RECORDED, RETURN TO:

Colton Joint Unified School District

1212 Valencia Drive

Colton, CA 92324

ATTN: Jaime R. Ayala

Assistant Superintendent, Business Services Division

NO recording fee. (For Recorders Use)

Exempt from fees per Government Code Section 27383

NOTICE OF COMPLETION OF WORK

NOTICE IS HEREBY GIVEN, that the Colton Joint Unified School District of San Bernardino County, California, as Owner of the property hereinafter described, caused improvement to be made to said property, to wit: Grand Terrace High School, 21810 Main Street, Grand Terrace, California, A.P.N.1167-151-37, 1167-151-32, 33, 34, 1167-151-31, 44, 43, 1167-151-35, 36, 38, 39, 1167-151-01, 02, 1167-151-45, 167-11-59, 58, 60, the Contract for the doing of which was heretofore entered into on the 26th day of March, 2009, which was made with Daniel's Electrical Construction Co., Inc., as Contractor, that said improvements have been completed pursuant to said Contract and in accordance with plans and specifications prepared by WLC Architects and accepted on the 1st day of November, 2012, by the Governing Board of said District; that title of said property vests in the Colton Joint Unified School District of San Bernardino County, California, that the surety for the above named Contractor is Fidelity and Deposit Company of Maryland that the property hereinafter referred to and on which said improvements were made.

By: _____

Jaime R. Ayala

Assistant Superintendent, Business Services Division

Colton Joint Unified School District

STATE OF CALIFORNIA

COUNTY OF SAN BERNARDINO

Subscribed and sworn to (or affirmed) before me on this _____ day of _____, 2012, by Jaime R. Ayala, proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

(seal)

Signature _____

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

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 Davis Moreno Construction, Inc., Bid #08-15, Category 3, for the Grand Terrace High School Construction Project

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #4 – Facilities

BACKGROUND: The contractor has completed their work in accordance with the contract documents. District staff and consultants conducted walk-through inspections of the project. The project was found to be complete and in satisfactory condition. Final 5% contract retention will be released per the conditions of the contract documents.

BUDGET IMPLICATIONS: Fund 35 – State Funding Expenditure: \$364,910.49

RECOMMENDATION: That the Board approve filing a Notice of Completion for Davis Moreno Construction, Inc., Bid #08-15, Category 3, for the Grand Terrace High School Construction Project.

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

NOTICE OF COMPLETION OF WORK

(Civil code 3093-Public Works)

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

RECORDING REQUESTED BY:

COLTON JOINT UNIFIED SCHOOL DISTRICT

WHEN RECORDED, RETURN TO:

Colton Joint Unified School District

1212 Valencia Drive

Colton, CA 92324

ATTN: Jaime R. Ayala

Assistant Superintendent, Business Services Division

NO recording fee. (For Recorders Use)

Exempt from fees per Government Code Section 27383

NOTICE OF COMPLETION OF WORK

NOTICE IS HEREBY GIVEN, that the Colton Joint Unified School District of San Bernardino County, California, as Owner of the property hereinafter described, caused improvement to be made to said property, to wit: Grand Terrace High School, 21810 Main Street, Grand Terrace, California, A.P.N.1167-151-37, 1167-151-32, 33, 34, 1167-151-31, 44, 43, 1167-151-35, 36, 38, 39, 1167-151-01, 02, 1167-151-45, 167-11-59, 58, 60, the Contract for the doing of which was heretofore entered into on the 26th day of June, 2009, which was made with Davis Moreno Construction, Inc., as Contractor, that said improvements have been completed pursuant to said Contract and in accordance with plans and specifications prepared by WLC Architects and accepted on the 1st day of November, 2012, by the Governing Board of said District; that title of said property vests in the Colton Joint Unified School District of San Bernardino County, California, that the surety for the above named Contractor is Travelers Casualty and Surety Company of America that the property hereinafter referred to and on which said improvements were made.

By: _____

Jaime R. Ayala

Assistant Superintendent, Business Services Division

Colton Joint Unified School District

STATE OF CALIFORNIA

COUNTY OF SAN BERNARDINO

Subscribed and sworn to (or affirmed) before me on this _____ day of _____, 2012, by Jaime R. Ayala, proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

(seal)

Signature _____

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Approval to Award Contracts Without Bids (Vandalism Damage to HVAC Units at Smith Elementary School)
- GOAL:** Facilities/Support Services
- BACKGROUND:** On October 10, 2012, vandalism caused extensive damage to roof top heating, ventilation and air conditioning (HVAC) units at Smith Elementary School. It was necessary to immediately request and secure services from Arrowhead Mechanical, Inc. to replace these fire/life/safety systems. Because this commitment was requested under emergency conditions, prior to Board approval, it is now necessary to receive Board approval for the expenditures. The San Bernardino County Superintendent of Schools requires this action per Public Contract Code 20113.
- The anticipated cost of repairs will be covered by our insurance provider, SCSRM (Southern California Schools Risk Management), less the District's \$5,000.00 deductible.
- BUDGET IMPLICATIONS:** All costs to be paid for by SCSRM, less the District's \$5,000.00 deductible.
- RECOMMENDATION:** That the Board approve the award of contracts without bids as presented.
- ACTION:** On motion of Board Member _____ and _____, the Board approved the award of contracts without bids.

B-7



San Bernardino County Superintendent of Schools

**EMERGENCIES – AWARD OF CONTRACTS
WITHOUT BIDS**

Public Contract Codes 20113 (K-12) and 20654 (CC)

Name of School District Colton Joint Unified School District

Contact Person Jaime R. Ayala, Asst. Superintendent Business Services Division

Telephone 909-580-6601 Date 10-22-12

In accordance with Public Contract Code 20113 (K-12) or 20654 (CC), an emergency at
Colton Joint Unified School District Community College has arisen.

(Please explain)
On October 10, 2012, vandalism caused extensive damage to roof top heating, ventilation and air conditioning (HVAC) units at Smith Elementary School. It was necessary to immediately request and secure services from Arrowhead Mechanical, Inc. to replace these fire/life/safety systems.

The following repairs, alterations, work or improvement is necessary to:

- Check one* A. Permit the continuance of existing school classes.
or B. Avoid danger to life or property.

This approval is for awarding a contract without a bid only. It does not authorize a district to begin a project without obtaining any necessary local or state permits nor does it preclude any local or state building codes or ordinances.

The type of work to be performed includes:
Remove (12) extensively vandalized HVAC units and (3) vandalized roof vents. Install (12) new roof top HVAC units and coil guards to replace damaged units. Install (3) new roof vents. Reconnect power & controls to new package units.

The Governing Board, at a regular/special meeting on 11-1-12, approved an emergency request with a vote of to and is asking the approval of the County Superintendent of Schools to make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for this purpose without advertising for or inviting bids.

I certify that the above information is true and correct and in accordance with Public Contract Code 20113 or 20654.

Governing Board Designee Title Date

Required attachment for Superintendent's approval:
 Board Minutes/Resolution (unanimous vote)
Required attachments for DFS processing of payment:
 Contract documentation (where applicable)
 Bonds

Approved on: _____ Disapproved on: _____

Gary S. Thomas, Ed. D.
County Superintendent of Schools

BOARD AGENDA

REGULAR MEETING
November 1, 2012

ACTION ITEM
Second Reading

TO: **Board of Education**

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

SUBJECT: **Proposed Amendment of Board Policy and Administrative Regulations:**
BP 1312.3 Uniform Complaint Procedures
AR 1312.3 Uniform Complaint Procedures

GOAL: Student Safety, Community Relations and Parent Involvement

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: The Administration is updating Board Policies and Administrative Regulations under the guidelines of the California School Boards' Association.

BUDGET IMPLICATIONS: No impact to the General Fund.

C-1

UNIFORM COMPLAINT PROCEDURES

BP 1312.3

The Governing Board recognizes that the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination, **harassment, intimidation and bullying** and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures. (5 CCR 4620)

The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, **harassment, intimidation and bullying** against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, **gender expression, gender identity**, ethnic group identification, race, ancestry, **nationality**, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any District program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Complaints related to sufficiency of textbooks or instructional materials, supplemental instruction for non-graduating students in need of passing CAHSEE, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the District's Williams uniform complaint procedure (AR 1312.4).

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination, **harassment, intimidation and/or harassment** complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Proposed 10/18/2012

Amended 7/17/08

Amended 5/11/06

Adopted 2/3/05

UNIFORM COMPLAINT PROCEDURES - continued

BP 1312.3

Legal Reference:

*EDUCATION CODE**200-262.4 Prohibition of discrimination**8200-8498 Child care and development programs**8500-8538 Adult basic education**18100-18203 School libraries**32289 School safety plan, uniform complaint procedure**35186 Williams uniform complaint procedure**41500-41513 Categorical education block grants**48985 Notices in language other than English**49060-49079 Student records**49490-49590 Child nutrition programs**52160-52178 Bilingual education programs**52300-52499.6 Career-technical education**52500-52616.24 Adult schools**52800-52870 School-based coordinated programs**54000-54041 Economic impact aid programs**54100-54145 Miller-Unruh Basic Reading Act**54400-54425 Compensatory education programs**54440-54445 Migrant education**54460-54529 Compensatory education programs**56000-56885 Special education programs**59000-59300 Special schools and centers**64000-64001 Consolidated application process**CODE OF REGULATIONS, TITLE 5**3080 Application of section**4600-4687 Uniform complaint procedures**4900-4965 Nondiscrimination in elementary and secondary education programs**PENAL CODE**422.6 Interference with constitutional right or privilege**UNITED STATES CODE, TITLE 20**6301-6577 Title I basic programs**6601-6777 Title II preparing and recruiting high quality teachers and principals**6801-6871 Title III language instruction for limited English proficient and immigrant students**7101-7184 Safe and Drug-Free Schools and Communities Act**7201-7283g Title V promoting informed parental choice and innovative programs**7301-7372 Title V rural and low-income school programs**Management Resources:**WEB SITES**CSBA: <http://www.csba.org>**California Department of Education: <http://www.cde.ca.gov>**U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>*

(3/03 11/04) 1/06

ADMINISTRATIVE REGULATION

AR 1312.3

UNIFORM COMPLAINT PROCEDURESCompliance Officer

The Governing Board designates the following compliance officer to receive and investigate complaints and to ensure District compliance with the law:

Director, Student Services
Colton Joint Unified School District
Student Services Center
851 South Mount Vernon, Colton, California 92324
(909) 580-6522

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of District complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives and other interested parties and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

Procedures

The following procedures shall be used to address all complaints which allege that the District has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4632.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the District. **Complaints regarding unlawful discrimination, harassment, intimidation or bullying shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.**

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

ADMINISTRATIVE REGULATION - continued

AR 1312.3

UNIFORM COMPLAINT PROCEDURES - continued

4. Rationale for such disposition (5 CCR 4631)
5. Corrective actions, if any are warranted (5 CCR 4631)

Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal (5 CCR 4631, 4652)

For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (5 CCR 4631; Education Code 262.3)

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of the District expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the District's decision and must include a copy of the locally filed complaint and the District's decision. (5 CCR 4652)

The California Department of Education may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists. In addition, the California Department of Education may also intervene in those cases where the District has not taken action within 60 calendar days of the date the complaint was filed with the District.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the District's complaint procedures **under state and federal discrimination, harassment, intimidation or bullying laws**. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

(10/96 10/97) 3/02

Proposed 10/18/2012
Amended 02/05/09

ADMINISTRATIVE REGULATION - continued

AR 1312.3

UNIFORM COMPLAINT PROCEDURES - continued

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, District staff shall help him/her to file the complaint. (5 CCR 4600)

Step 2: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure to cooperate in the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

The District's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 3: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the District's investigation and decision, as described in Step #4 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the District's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 4: Final Written Decision

The report of the District's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The report of the District's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the District shall arrange a meeting at which a community member will interpret it for the complainant.

The decision shall include:

1. The findings of fact based on the evidence gathered. (5 CCR 4631)
2. The conclusion(s) of the law (5 CCR 4631)
3. Disposition of the complaint. (5 CCR 4631)

BOARD AGENDA

REGULAR MEETING
November 1, 2012

ACTION ITEM
First Reading

TO: **Board of Education**

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

SUBJECT: **Proposed Amendment of Administrative Regulation:**
AR 6020 Parent Involvement

GOAL: Improve Student Achievement, School Performance, Parent Involvement

STRATEGIC PLAN: Strategy #2 – Curriculum

BACKGROUND: The Administration is updating board Policies and Administrative Regulations under the guidelines of the California School Boards' Association.

BUDGET IMPLICATIONS: No impact to the General Fund.

C-2

ADMINISTRATIVE REGULATION

AR 6020

PARENT INVOLVEMENTDistrict Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (*20 USC 6318*)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils
- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (*20 USC 6318*)

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.**
- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities**
- c. Provide on-going district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops**
- d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress**

3. Build the capacity of schools and parents/guardians for strong parent involvement. (20 USC 6318)

ADMINISTRATIVE REGULATION - continued

AR 6020

PARENT INVOLVEMENT - continued

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as +- parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students

- f. Adopt and implement model approaches to improving parent involvement
 - g. Establish a district-wide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
 - h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district activities and district meetings
 - k. Provide information about opportunities for parent involvement through the district newsletter, web-site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Regularly evaluate the effectiveness of staff development activities related to parent involvement
 - p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
3. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs *(20 USC 6318)*

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I *(20 USC 6318)*

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background *(20 USC 6318)*

ADMINISTRATIVE REGULATION - continued

AR 6020

PARENT INVOLVEMENT - continued

- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (*20 USC 6318*)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (*Education Code 11503*)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
5. Involve parents/guardians in the activities of schools served by Title I (*20 USC 6318*)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (*20 USC 6318*)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (*20 USC 6318*)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

ADMINISTRATIVE REGULATION - continued

AR 6020

PARENT INVOLVEMENT - continued

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the school-wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - (4) Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above

ADMINISTRATIVE REGULATION - Continued

AR 6020

PARENT INVOLVEMENT - continued

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (*Education Code 11502, 11504*)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (*Education Code 11502, 11504*)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits

ADMINISTRATIVE REGULATION - continued

AR 6020

PARENT INVOLVEMENT - continued

- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (*Education Code 11502, 11504*)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (*Education Code 11502, 11504*)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

ADMINISTRATIVE REGULATION - continued

AR 6020

PARENT INVOLVEMENT - continued

5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

8/06

Proposed Amendment 11/1/2012

BOARD AGENDA

REGULAR MEETING
November 1, 2012

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Superintendent

SUBJECT: Adoption of Resolution No. 13-19, *Designation of November as Honorary Veterans' Month*

GOAL: Community Relations/Parent Involvement

STRATEGIC PLAN: Strategy #1 – Communication
Strategy #2 – Curriculum
Strategy #6 – Character

BACKGROUND: Citizens throughout the United States will celebrate Veterans' Day On November 11, 2012. In honor of the war veterans who served our country, the Board of Education wishes to expand the commemoration of their service to the entire month of November. Educators should introduce appropriate learning activities during the month to increase awareness of the contributions of war veterans to the nation's democratic ideals.

BUDGET IMPLICATIONS: No impact to the General Fund

RECOMMENDATION: That the Board of Education adopt the Resolution No. Resolution 13-19 , *Designation of November as Honorary Veterans' Month* to recognize the contributions of war veterans to this country.

ACTION: On a motion by Board member _____ and _____ , the Board of Education adopted the Resolution No. Resolution 13-19 , *Designation of November as Honorary Veterans' Month* as presented.

D-1

**Designation of November as
Honorary Veterans' Month**

November 2012

Resolution 13-19

WHEREAS, Veterans Day is observed on the anniversary of the World War I armistice that ended hostilities on November 11, 1918; and

WHEREAS, Both men and women of our armed forces have answered the call of duty and defended our nation to preserve the freedoms and liberties we enjoy today; and

WHEREAS, Members of the armed forces have helped shape this country and protect its citizens in times of war; and

WHEREAS, War veterans demonstrated courage and bravery and are constant reminders of this country's democratic ideals; and

WHEREAS, War veterans are inspirational and contribute greatly to society by educating young people about the history of their nation; and

WHEREAS, District educators are urged to use the month of November to recognize the contributions of war veterans through various educational activities, including guest speakers, parades, essay contests, research projects, and more, and to involve veterans of the local communities in these events whenever possible; now, therefore,

BE IT RESOLVED, That the Board of Education of the Colton Joint Unified School District hereby designates November as Honorary Veterans' Month and encourages instructional activities during this month to commemorate the service of veterans to this country.



DULY ADOPTED by the Board of Education of the Colton Joint Unified School District of San Bernardino County, State of California, with a vote of ___ ayes, ___ nays, ___ absent, ___ abstentions, signed by the President and attested by the Secretary this 1st day of November, 2012.

Roger Kowalski
President, Board of Education

Attest:

Jerry Almendarez
Secretary, Board of Education

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

ADMINISTRATIVE REPORT

TO: Board of Education

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

SUBJECT: Approved 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

BACKGROUND: The Board of Trustees payment report is available at the Board of Education meeting for review. Items listed in the payment report have been approved and paid.

Disbursements have been paid as listed, from batch #0674 through batch #0787 for the sum of \$2,981,019.23.

BUDGET IMPLICATIONS: \$2,981,019.23 paid from funds as listed in the payment report.

AR-8.1

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

ADMINISTRATIVE REPORT

TO: **Board of Education**

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

SUBJECT: **Local Educational Agency End-of-Year Evaluation**

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

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

BACKGROUND: Attached, for Board review, is Colton Joint Unified School District’s Program Improvement, Year 3 Local Educational Agency (LEA) Plan Evidence of Progress (2011–12).

AR-8.2

PI Year 3 LEA Plan Evidence of Progress (2011–12)
End-of-Year Submission: October 2012
Local Educational Agency: Colton Joint Unified School District
Submitted by Jerry Almendarez

1. Summarize the LEA Plan strategies and actions implemented during 2011–12, including a description of local evidence used to determine effective implementation.

An analysis of STAR, CAHSEE, DIBELS, CELDT and benchmark data indicated a need to strengthen initial first teaching or Tier 1 of our Response to Intervention/Instruction program. Explicit Direct Instruction lesson design and delivery is an ongoing district-wide focus in order to decrease the number of students entering Tiers 2 and 3. Students identified and participating in our Tier III Language! Program included 688 in grades 4-6 and 428 in grades 7-11. This process includes administrative/site leadership team training in instructional effectiveness walkthroughs, lesson design, and in-situation coaching. The district's focus is not only in training, but in implementing high-yield instructional strategies and will include lesson design through in-situation coaching for all core teachers.

Strategy: Strengthen teachers' initial first teaching or Tier 1 of Response to Intervention/Instruction program

- A. All site administrators, elementary and secondary English and math teachers were provided staff development in Explicit Direct Instruction; school leadership teams were provided additional training in the EDI walkthrough process and use of EDI walkthrough forms.
- B. All sites staff development plans focused on research based instructional strategies.
- C. Site and district administration walked through classrooms to monitor teachers' implementation of Explicit Direct Instruction strategies and site administrators provided feedback to teachers.
- D. During principals' meetings, district walkthrough data was analyzed to determine areas of strength and needed growth in the EDI implementation process.
- E. Schools planned additional site specific professional development using analysis results from site and district walkthroughs.
- F. Teachers were required to post daily schedules and learning objectives in their classroom.

Indicators of effective implementation:

- A. workshop schedules, sign-in sheets, leadership walkthrough forms
- B. staff meeting agendas, minutes and observed use of EDI strategies in the classroom
- C. EDI walkthrough forms, samples of principal feedback communication to teachers
- D. Agendas and minutes from principals' meetings, site and district walkthrough forms
- E. Staff meeting agendas and minutes, Leadership Team meeting agendas, grade level/content area collaboration day agendas and minutes
- F. Classroom observations, walkthrough forms

Strategy: Improve instruction for English Learners in English/Language Arts and mathematics

- A. District teacher coaches provided additional ongoing support to secondary teachers of EL students
- B. Select teachers at various schools were provided 3 days of training to implement Kate Kinsella's English 3-D to address the needs of long-term English Learners.

- C. A cadre of middle school EL teachers met throughout the year to analyze EL assessment data and program implementation to target specific EL student needs; made recommendations for curricular changes, master scheduling and student placement.
- D. K-6 supplemental curriculum was purchased to support writing, vocabulary instruction and English Language development. All Elementary teachers were provided training on the implementation of this curriculum.
- E. Based on EL student multiple measures results, class placement recommendations are provided to site administrators
- F. District leadership closely monitored the placement of EL students as they moved from elementary to middle school and middle school to high school.
- G. All schools scheduled monthly collaboration meetings between regular and special education teachers to review the progress of dual identified Special Education/EL students.

Indicators of effective implementation:

- A. District teacher coaches calendar
- B. Workshop sign-in sheets and agenda
- C. Workshop sign-in sheets and agendas, extra-duty time sheets, middle school English Language Arts/English Language Development placement matrix
- D. Workshop sign-in sheets and agenda
- E. EL student placement matrix for each secondary school
- F. District EL counselor log of meetings with at-risk EL students and parents at secondary schools
- G. Special Education and Regular Education Teacher

Strategy: Develop site systems of Response to Intervention/Instruction to meet the instructional needs of all students in English/ Language Arts and mathematics

- A. The district established procedures for at-risk student placement in and exit out of alternative core English/Language Arts grades 4-8 and ELD grades 9-12.
- B. Two teachers from each elementary school were trained to collect and analyze assessment data in Edusoft, from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- C. Teachers used data results from DIBELS assessments to identify students needing tiered intervention and provided targeted instruction.
- D. To provide proper class placement all incoming 9th grade students were administered the Scholastic Reading Inventory in reading comprehension, fluency,
- E. To provide proper class placement, all incoming 9th grade students were administered a mathematics assessment based on their 8th grade class placement. Other multiple measure assessment data was also used.
- F. Secondary master schedules are monitored for sufficient support classes.
- G. A CAHSEE diagnostic assessment was administered to all 9th grade students. Results are used to provide students with additional instructional support in 10th grade.
- H. Provided Credit Recovery classes during the school day at all high schools.
- I. Saturday school was held for CAHSEE/CST support for Special Education and English Learner.
- J. District monitored implementation of RTI² school plans and interventions in English/Language Arts and mathematics.
- K. Teachers in grades K-7 are provided with a curriculum for mathematics intervention/support
- L. K-6 supplemental curriculum was purchased to support writing, vocabulary instruction. All Elementary teachers were provided training on the use of this curriculum.

Indicators of effective implementation:

- A. Minutes and agendas from meetings with alternative core teachers, Alternative Core Procedures Document
- B. Workshop sign-un sheets
- C. Teacher lists of students in their class requiring tiered intervention, principal RTI² School Portfolio, rosters from before or after school intervention classes, print outs from data management system
- D. Assessment results, master schedule, placement recommendation matrix
- E. Assessment results, master schedule, placement recommendation matrix
- F. Master schedule
- G. Assessment results
- H. Rosters of students in classes
- I. Rosters of students in classes
- J. Principal meeting minutes and agendas, rosters of students in interventions classes, results of DIBELS assessments
- K. Lesson plans, walkthroughs
- L. Workshop sign-in sheets, lesson plans

2. Analyze the 2011–12 LEA performance on summative assessment data, including a description of progress towards student performance goals in ELA and mathematics.

ELA Percent of Change 2010-11 to 2011-12							
	CMA				CST		
	FBB/BB	Basic	P/A		FBB/BB	Basic	P/A
Elem 3-4	13	-8	-1		1	1	-1
Elem 5-6	-5	-5	2		-1	-1	2
MS	-5	-4	7		-1	-2	7
HS 9	-7	6	16		-3	2	1

English/Language Arts CST and CMA Data:

The overall number of students scoring Far Below Basic and Below Basic on CSTs decreased in ELA. The number of students in Proficient and Advanced in 4th grade decreased as a result of the inclusion of writing scores. An increase in 7th grade writing scores contributed to the increase in 7th grade ELA Proficient and Advanced scores. The number of students scoring Proficient and Advanced, in grades 5 and 6, increased by 8%.

CMA data shows an increase in the number of students who scored Far Below Basic and Below Basic in grades 3 and 4. Poor performance on the CMA ELA exams adversely impacted school and district API scores.

Writing results in both CST and CMA show no significant improvement.

Math Percent of Change 2010-11 to 2011-12							
	CMA				CST		
	FBB/BB	Basic	P/A		FBB/BB	Basic	P/A
Elem 3-4	-6	-14	-1		2	-3	-3
Elem 5-6	-5	-5	2		2	2	3
MS 7	-3	5	5		-2	-1	7
Algebra I	-2	-4	1		-1	0	1

Mathematics CST data:

In elementary grades, the mathematics data indicated that progress made in previous years did not continue. Mathematics data for 7th grade was most positive with a 7% increase in the number of Proficient and Advanced students with a decrease of 3% of the students scoring Far Below and Below Basic. High school mathematics data was very mixed, with drops in bands to Below Basic and Far Below Basic in General Math, Algebra I and High School Summative.

CAHSEE Data:

District wide there was a 1% increase in the number of students who passed the CAHSEE ELA and math; for EL students increase was 6% in ELA and 5% in mathematics

CELDT

The District missed all three AMAO targets in 2010-11. An in-depth analysis was conducted using the ELSSA to measure the impact of English learner services on the achievement of the LEA Plan Goal 2 and the Title III accountability requirements. As a result of this analysis and a review of other formative and summative assessments, it was determined that the existing programs were not meeting the needs of EL students at the intermediate level of proficiency. The majority of these students have been “fossilized” at this level and are not moving toward English proficiency. The District created a definition for LTEL’s or at risk of becoming LTEL’s as any EL student enrolled in US schools for 6 or more years, who is not making adequate progress in language proficiency and scoring FBB or BB on ELA/CST. Since the majority of these students are in 7th and 8th grades, the focus was on making changes to the instructional delivery for these grades. Careful attention was given to Reading Intervention placement/exit criteria to avoid inadequate placements of EL students. In addition, a specialized English Language Development course was developed and piloted in 2011-12 that included high student engagement and explicit language and literacy development.

Title III Accountability Report for 2011-12 indicate that the District met AMAO 1 and AMAO 2. However, AMAO 3 Goal was missed. District attained 34.5% in ELA and 48% in Math. Further analysis of the 2011-2012 results for the district demonstrate that a large percentage of ELs continue to remain at the Intermediate performance level “36%” additionally the results show that the percent of students scoring in the lowest performance level is decreasing while the percent in Early Advanced has increased.

To monitor the progress of English learners, the district reviewed disaggregated data using Edusoft reports from the ten elementary schools with the highest number of EL students in grade 3. Third grade was selected because it is a critical grade for EL students learning to read. Comparison growth from ELA Benchmark 1 (beginning of the year) to Benchmark 5 (end of the year) indicated that eight of the ten schools demonstrated positive growth ranging from 6% to 37% students scoring Proficient or Advanced on district benchmarks.

DIBELS

An overall analysis of the elementary DIBELS data at all grade levels indicate the district is moving students from the intensive levels of needed support to the strategic and benchmark levels. Third grade however, indicates higher levels in the intensive band and the need for more targeted intervention.

DIBELS chart is in the attachment.

Comparison ELA and Math District Benchmark Assessments 1, 3, and 5

Grade	ELA Benchmark 1 % Proficient or Advanced	ELA Benchmark 3 % Proficient or Advanced	ELA Benchmark 5 % Proficient or Advanced	ELA End of Semester 2 % Proficient or Advanced	Growth / Decline
2	13	35	46		33
3	25	38	45		20
4	15	26	20		5
5	28	37	32		4
6	24	21	36		12
7	52	24		35	-17
8	48	28		33	-15
9	27	28		22	-5
10	24	30		52	28

Grade	Math Benchmark 1 % Proficient or Advanced		Math Benchmark 3 % Proficient or Advanced		Math Benchmark 5 % Proficient or Advanced	Math End of Semester 2 % Proficient or Advanced		Growth / Decline	
2	42		79		69			27	
3	48		61		57			9	
4	53		30		43			-10	
5	48		27		40			-8	
6	45		39		35			-10	
7	47		29			25		-22	
Alg. 8	16		29			0		-16	
Alg. 8	50		7		13	13		-37	
Alg. 9	BHS 53	CHS 7	BHS 57	CHS 35		BHS 15	CHS 3	BHS -38	CHS -4

English and mathematics benchmark #5 for grades 2-6 was focused on the prior four benchmark results that students, as a grade level, did not achieve Proficient or Advanced.

Elementary English/Language Arts benchmarks demonstrated growth and improvement in the areas that previously students were not Proficient.

Our analysis of the mathematics data clearly identified the need for more professional development for grades 4-11 teachers in the concepts of higher level math skills.

Modifications to the secondary finals will be made in 2012-13 and the district has hired a Secondary Teacher on Assignment for Mathematics, for the first time as a result of our poor performance. Both the elementary and secondary Teachers on Assignment will work with secondary math teachers and elementary intermediate teachers on rigor, instructional strategies and creating common assessments for math.

For grades 7-10, the fifth benchmark was the end-of-semester course exam.

Grades 7-9 students did not demonstrate sufficient mastery of the content standards tested on the final exams and course grades were affected.

Grade 10 English scores showed a marked increase as a result of the change in the course changes made throughout the year by the high schools to prepare all 10th grade students for the CAHSEE exam. As a result the district saw an increase in the number of students passing the CAHSEE ELA part of the exam.

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.

The PI Year 3 LEA Plan Evidence of Progress Report is on the agenda for the November 1st Colton Joint Unified School Board Meeting. We will be presenting this exact document.

BOARD AGENDA

**REGULAR MEETING
November 1, 2012**

ADMINISTRATIVE REPORT

TO: Board of Education

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

SUBJECT: Results of San Bernardino County Superintendent of Schools (SBCSS) Annual Williams Settlement Visits for 2012-13

GOAL: Facilities / Support Services

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

BACKGROUND: California Education Code 1240 and 52055.740(4) requires that the SBCSS visit each Decile 1-3 school (determined by the 2006 API) and schools that receive QEIA funding and reports its findings on the following standards:

- Students have access to “sufficient” instructional materials in the four core subject areas (English/language arts, math, history/social science, and science), and, as appropriate science lab equipment in Grades 9-12, foreign languages, and health.
- Facilities do not pose an emergency or urgent threat to the health or safety of pupils or staff.
- School Accountability Report Card (SARC) reflects accurate data as to the above two standards, including “good repair.”
- Students who by the conclusion of the 12th grade, have not passed the CAHSEE, are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of 12th grade and to what extent those students are receiving those services.

The following table reflects a summary of the SBCSS inspections for the 2012-13 school year:

School Site	# of Instructional Material Deficiencies	# of Extreme Repair Deficiencies	# of Good Repair Deficiencies	# of SARC Inaccuracies	# of CAHSEE Support Services Insufficiencies
Birney	0	0	0	0	N/A
Crestmore	0	0	3	0	N/A
Grant	0	0	13	0	N/A
Grimes	0	0	0	0	N/A
Lewis	0	0	1	0	N/A
Lincoln	0	0	0	0	N/A
Rogers	0	0	0	0	N/A
Wilson	0	0	3	0	N/A
Zimmerman	0	0	1	0	N/A
Joe Baca MS	0	0	0	0	N/A
Colton MS	0	0	0	0	N/A
Ruth O Harris	0	0	44	0	N/A
Bloomington HS	0	0	0	0	0
Colton HS	0	0	1	0	0



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez,

Per California Education Code section 1240, San Bernardino County Superintendent of Schools (SBCSS) staff has visited all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API] and all Quality Education Investment Act [QEIA] schools) to ensure compliance with the Williams Legislation. Enclosed is a copy of the final report and Facility Inspection Tool (FIT) for each of the schools visited within your district.

According to Education Code section 1240 (c) (2) (B), the results of the visits shall be reported to the governing board of each school district at a regularly scheduled meeting held in accordance with public notification requirements. Please make sure to include the Williams reports as an agenda item for your next regularly scheduled Board meeting.

For QEIA funded districts: Please note that Education Code 52055.740 (b) (4) requires QEIA funded schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities, and no teacher vacancies or misassignments) by the end of the school year. For QEIA schools with facility deficiencies identified in the above-mentioned reports, a resolution form is also enclosed. Evidence of repair/remediation should be provided on the form and submitted to our Governance/Legislative Services Department by **June 14, 2013**, in order for accurate reporting to be provided to the QEIA monitor.

On behalf of the SBCSS Williams team members, it has been a pleasure to work in partnership with you and the employees of the Colton Joint Unified School District.

Sincerely,

Gary S. Thomas, Ed.D.
County Superintendent

Enclosures

cc: Mr. Roger Kowalski, Board President
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 16, 2012** to **Birney (Alice) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Birney (Alice) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

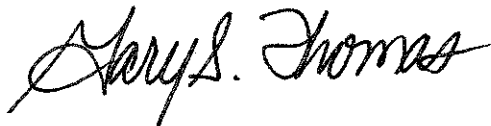
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Jessica Gomez, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 21, 2012** to **Bloomington High School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Bloomington High School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

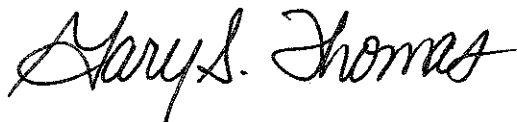
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

No Findings to Report

- There are no findings to report as there were no LEA reported programs serving post grade 12 students at the time or location of the Williams visit(s) conducted for your district.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mr. Ignacio Cabrera, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 23, 2012** to **Colton High School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Colton High School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 4. Interior Surfaces

- 606: Ceiling tiles are stained (**remedied**)

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

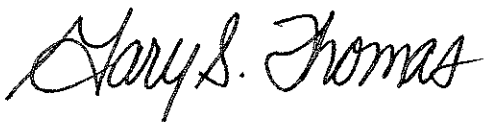
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

No Findings to Report

- There are no findings to report as there were no LEA reported programs serving post grade 12 students at the time or location of the Williams visit(s) conducted for your district.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

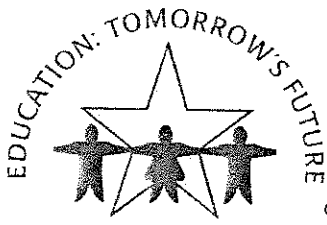
Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Amanda Corridan, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 23, 2012** to **Colton Middle School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Colton Middle School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

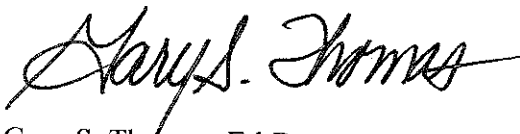
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Ms. Chris Marin, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 13, 2012** to **Crestmore Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Crestmore Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 11. Restrooms

- Girls Restroom outside room 16: Stall door or latch does not function as designed

Section 14. Playgrounds/School Grounds

- Grounds: Overgrown vegetation poses a trip hazard
- Grounds: Significant holes and deterioration - trip hazard

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

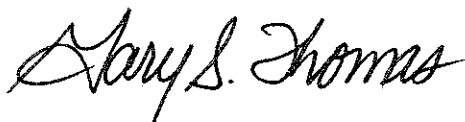
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Ms. Patricia Frost, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 17, 2012** to **Grant (Ulysses) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Grant (Ulysses) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 3. Windows/Doors/Gates/Fences

- Playground/Grounds: Fencing has holes or is not secured properly (**remedied**)
- Playground/Grounds: Exposed posts
- Playground/Grounds: Fence has bent or missing posts/crossbars

Section 6. Structural Damage

- Auditorium/MPR: Damage to stairway or ramp

Section 10. Drinking fountains

- Admin Office: Water pressure too low
- Boys Portable Restroom near room 31: Water pressure too high (**remedied**)
- Restroom outside room 4 - Boys: Water pressure too low (**remedied**)

Section 11. Restrooms

- Boys Portable Restroom near room 31: Restrooms are not stocked with paper towels (**remedied**)

- Boys Portable Restroom near room 31: Electric hand dryers are damaged or broken **(remedied)**
- Boys Portable Restroom near room 31: Stall door or latch does not function as designed **(remedied)**
- Restroom outside room 4 - Boys: Stall door or latch does not function as designed **(remedied)**

Section 14. Playgrounds/School Grounds

- Playground/Grounds: Sprinklers/covers are missing, broken, and/or damaged **(remedied)**

Section 15. Overall Cleanliness

- Playground/Grounds: Areas evaluated have accumulated refuse **(remedied)**

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

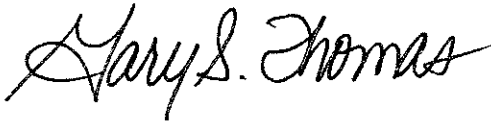
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

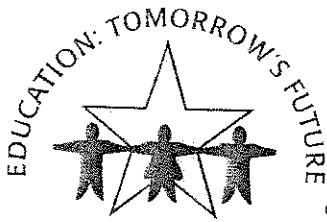
Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Kathy Jackson, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 20, 2012** to **Grimes (Ruth) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Grimes (Ruth) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

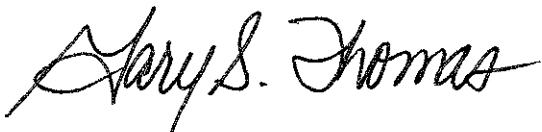
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Ms. Laurie Carlton, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 23, 2012** to **Harris (Ruth O.) Middle School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Harris (Ruth O.) Middle School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

Section 2. Mech/HVAC

- Admin Office: Air Conditioning System is not working (X)

The following **good repair deficiencies** were observed:

Section 2. Mech/HVAC

- 908: Problems with the HVAC system exist
- Kitchen: Problems with the HVAC system exist

Section 4. Interior Surfaces

- 504: Carpeting damaged, rippled, or stained
- 507: Carpeting damaged, rippled, or stained
- 601: Carpeting damaged, rippled, or stained
- 707: Carpeting damaged, rippled, or stained
- 709: Carpeting damaged, rippled, or stained
- 804: Interior fixtures are loose, damaged or broken (**remedied**)
- 809: Carpeting damaged, rippled, or stained

Section 5. Hazardous Materials

- School Ground: Paint is peeling, chipping, or cracking

Section 6. Structural Damage

- School Ground: Damage to exterior paint, plaster or finish

Section 10. Drinking fountains

- School Ground: Sink/fountain is dirty

Section 13. Roofs

- School Ground: Vegetation growing in gutters
- School Ground: Roof drains filled with leaves, debris

Section 14. Playgrounds/School Grounds

- School Ground: Sprinklers/covers are missing, broken, and/or damaged
- School Ground: Overgrown vegetation poses a trip hazard

Section 15. Overall Cleanliness

- 504: Flooring is excessively dirty/stained
- 504: Horizontal surfaces are excessively dusty/dirty
- 504: Areas evaluated have accumulated dirt and grime
- 507: Flooring is excessively dirty/stained
- 507: Horizontal surfaces are excessively dusty/dirty
- 507: Areas evaluated have accumulated dirt and grime
- 601: Horizontal surfaces are excessively dusty/dirty
- 601: Areas evaluated have accumulated dirt and grime
- 601: Flooring is excessively dirty/stained
- 605: Flooring is excessively dirty/stained
- 605: Horizontal surfaces are excessively dusty/dirty
- 605: Areas evaluated have accumulated dirt and grime
- 707: Areas evaluated have accumulated dirt and grime
- 707: Horizontal surfaces are excessively dusty/dirty
- 707: Flooring is excessively dirty/stained
- 709: Horizontal surfaces are excessively dusty/dirty
- 709: Areas evaluated have accumulated dirt and grime
- 709: Flooring is excessively dirty/stained
- 809: Areas evaluated have accumulated dirt and grime
- 809: Horizontal surfaces are excessively dusty/dirty
- 809: Flooring is excessively dirty/stained
- Boys Locker Room: Graffiti etched in windows/tiles
- School Ground: Areas evaluated have accumulated refuse
- Student Store: Areas evaluated have accumulated dirt and grime
- Student Store: Cluttered classroom or storeroom
- Student Store: Graffiti etched in windows/tiles
- Student Store: Flooring is excessively dirty/stained
- Student Store: Horizontal surfaces are excessively dusty/dirty

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

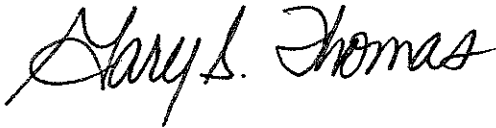
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,

A handwritten signature in black ink that reads "Gary S. Thomas". The signature is written in a cursive style with a large, stylized initial 'G'.

Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mr. Sandy Torres, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 24, 2012** to **Joe Baca Middle School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Joe Baca Middle School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

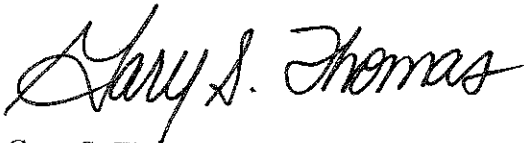
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Joda Murphy, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 16, 2012 to Lewis (Mary B.) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Lewis (Mary B.) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 15. Overall Cleanliness

- Playground: Graffiti etched in windows/tiles (work order #: 2012081610000512)

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

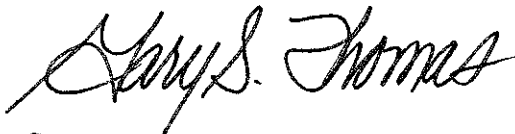
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Judy Scates, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 17, 2012** to **Lincoln (Abraham) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Lincoln (Abraham) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

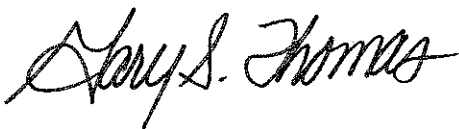
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Patricia Horton, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 21, 2012** to **Rogers (Paul) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Rogers (Paul) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

None observed.

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Lisa Mannes, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 17, 2012** to **Wilson (Woodrow) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Wilson (Woodrow) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 10. Drinking fountains

- Grounds: Water pressure too low (**remedied**)

Section 11. Restrooms

- Boys Restroom (next to room 23): Urinal is damaged, broken, or clogged (**remedied**)
- Boys Restroom (outside room 12): Sink is not working (**remedied**)

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

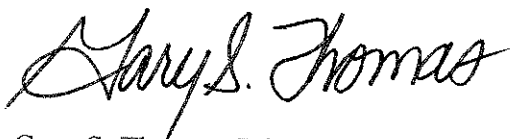
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mr. Ernesto Calles, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

October 15, 2012

Mr. Jerry Almendarez, Superintendent
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Dear Mr. Almendarez:

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/2009, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act (QEIA) schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

This report concerns the visit on **August 13, 2012** to **Zimmerman (Walter) Elementary School**. Let me state at the outset that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Zimmerman (Walter) Elementary School.

The purpose of my visit as specified in California Education Code section 1240 was to:

1. Determine if students have "sufficient" instructional materials in four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair"; and
4. Determine the extent to which pupils who have not passed the California High School Exit Examination (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, emergency or urgent facilities issues, and CAHSEE intensive instruction and services under the Uniform Complaint Procedure.

Before proceeding with the report, let me define some basic terms. The standards set forth in the law define "sufficient textbooks or instructional materials" as each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. A school facility "emergency or urgent threat" means that a condition poses a threat to the health or safety of pupils or staff. "Good repair" means the school facility is clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction (the Facility Inspection Tool [FIT]) or a local evaluation instrument that meets the same criteria. Each school district that receives funding for facilities maintenance is required to establish a facility inspection system to ensure that each of its schools is maintained in "good repair."

In summary, my findings in the five required areas were as follows:

Instructional Materials

No insufficiencies were observed.

School Facilities

The following **extreme deficiencies** were observed:

None observed.

The following **good repair deficiencies** were observed:

Section 6. Structural Damage

- 20: Damage to skirting, siding and/or exterior vents

Deficiencies that were observed and remediated prior to the end of the visit are now reflected in this report in addition to the enclosed Facility Inspection Tool. Please be sure to include this information in your findings on the SARC for accurate public reporting purposes. Inclusion of this information will be verified during next year's review process.

Please note that Education Code 52055.740 (b) (4) requires QEIA Regular Application schools to meet all of the Williams Settlement requirements (sufficient instructional materials, "good repair" facilities and no teacher vacancies or misassignments) by the end of the school year.

QEIA funded schools/districts that received notification of a facilities inspection rating (solely for the purpose of QEIA compliance monitoring) of "fair" or "poor" in this report should show evidence of repair to the facility on the enclosed resolution form and submit to our office no later than June 14, 2013. This information is needed for accurate reporting to the QEIA monitor.

SARC

No inaccuracies were noted in the school's 2010/2011 SARC. The 2011/2012 SARC, published in the 2012/2013 school year, should include the instructional materials and school facilities findings identified in this report, if applicable.

Teacher Assignment Monitoring

No findings to report. The annual assignment monitor and review process for 2012/2013 begins November 5, 2012 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2013. The final teacher assignment information will be provided in the fourth quarterly report.

CAHSEE Intensive Instruction and Services

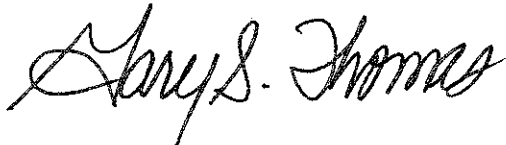
2012/2013 Valenzuela site validation visits were only conducted in direct correlation with Williams site visits.

Not Applicable

- CAHSEE Intensive Instruction Services validation was not applicable for this site.

In conclusion, let me assure you that the San Bernardino County Superintendent of Schools is available to support the actions required to address the needs identified during the Williams Settlement site visits.

Sincerely,



Gary S. Thomas, Ed.D.
County Superintendent

Attachment(s): Facility Inspection Tool
Facilities Inspection Findings Resolution Form (QEIA funded schools as appropriate)

cc: Mr. Roger Kowalski, Board President
Mrs. Raquel Posadas-Gonzalez, Principal
Mr. Jim Ayala, Williams Liaison
Mr. John Conboy, Valenzuela Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services

