A G E N D A
BOARD OF EDUCATION MEETING
RIVERSIDE UNIFIED SCHOOL DISTRICT
Board Room
6735 Magnolia Avenue, Riverside, California

Closed Session – 5:00 p.m. **May 19, 2014** **Open Session – 5:30 p.m.**

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification of accommodation in order to participate in a meeting should direct such request to the District Superintendent at 788-7135, Ext. 80402 at least 48 hours before the meeting, if possible.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's administrative offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

At approximately 9:00 p.m., the Board of Education will determine which of the remaining agenda items can be considered and acted upon prior to 9:30 p.m., and may continue all other items on which additional time is required until a future meeting. All meetings are scheduled to end at 9:30 p.m.

CALL MEETING TO ORDER – 5:00 p.m.

ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS

CLOSED SESSION

The Board of Education will recess to Closed Session at 4:30 p.m. to discuss:

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918

2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6

District Representative:	Mr. Michael H. Fine, Interim District Superintendent
Employee Organization:	California School Employees Association

RECONVENE OPEN SESSION

The Board of Education will convene in Open Session at 5:30 p.m.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag will be led by April Larsen, 4th grade Highland Elementary School student.

		Oral Report Assigned To	For Board	Page
SECTION A – PRESENTATIONS				
A.1	**Riverside Educational Enrichment Foundation (REEF) Presentation of AVID Scholarships in Honor of Mrs. Maxine Frost and Mr. Lewis Vanderzyl** *Mrs. Sandra Ramirez, President REEF, will present scholarships to four of our comprehensive high schools that have AVID programs.*	Interim District Superintendent		1
A.2	**Recognition of AVID Graduate Class of 2014** *The 2014 AVID graduating class will be recognized.*	Asst. Supt. Inst. Services (7-12)		2-11
A.3	**RIMS Science Fair Winners and Science Olympiad Recognition** *The Board of Education will recognize the students participating in the California State Science Fair and Science Olympiad competition.*	Asst. Supt. Inst. Services (7-12)		12-15
A.4	**Recognition of RUSD Middle School Students Selected for the 2014 Tech Trek Math/Science Camp** *The Board of Education will recognize seven RUSD middle school girls selected to participate in the American Association of University Women's 2014 Tech Trek Math/Science Camp, to be held June 15-21 on the Whittier College Campus.*	Asst. Supt. Inst. Services (7-12)		16
A.5	**Recognition of RUSD's Leadership Academy – Aspiring Administrators** *Assistant Superintendent Susan Mills will introduce RUSD's Aspiring Administrators Leadership Academy Graduating Class of 2013-2014.*	Asst. Supt. Personnel		17-19
SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES				
B.1	**High School Representatives** *Garrett Parker – Arlington High School* *Reysha Patel – Martin Luther King High School* *Karen Cedillo – Abraham Lincoln High School* *Janna Corby-Potter – Educational Options Center/Riverside Virtual School* *Adan Chavez – John W. North High School*	Interim District Superintendent		

Zoe Harness – Riverside Polytechnic High School
Berenice Rodriguez – Ramona High School

SECTION C – PUBLIC INPUT

*Public Input provides an opportunity for citizens to make suggestions, identify concerns, or request information about matters affecting the school District for items **NOT** **on the agenda**. Complaints against employees will normally be heard in Closed Session, and the District's complaint procedure should be followed before discussion with the Board.*

Individuals or groups who wish to address the Board are requested to fill out a "Request to Address the Board of Education" card located on the table at the back of the Board Room. Comments or presentations should be limited to three minutes or less.

Pursuant to the Brown Act, Board of Education members cannot discuss or take action on any item which does not appear on the Consent and Action Calendars of the agenda. The Board of Education may provide a reference to staff or other resources of information, request staff to report back at a subsequent meeting, or direct staff to place an item on a future agenda.

SECTION D – INTERIM SUPERINTENDENT'S ANNOUNCEMENTS

SECTION E – DISTRICT EMPLOYEE GROUP REPORT

E.1 RCTA Presentation by Mr. Tim Martin, President, Riverside City Teachers Association

Interim District Superintendent

Mr. Tim Martin will report on the activities and accomplishments of the Riverside City Teachers Association (RCTA).

SECTION F – CONSENT

Moved_____ Seconded_____ Vote_____

All items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items to be removed from the Consent Calendar.

F.1 Minutes of Board Meeting

Interim District Superintendent — Consent — 20-25

May 5, 2014 –Regular Board Meeting
May 6, 2014 – Special Board Meeting

F.2	**Acceptance of Gifts and Donations to the District** *Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of $100 or more in value are accepted and acknowledged by the Board of Education.*	Interim Chief Bus. Official	Consent	26-27
F.3	**Warrant List No. 17** *The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.*	Interim Chief Bus. Official	Consent	28-33
F.4	**Award of Bids** **Award of Bid for Bid No. 2013/14-49 – Security Upgrades at Various Sites – Group A (John Adams Elementary School, Arlington High School, Andrew Jackson Elementary School, Thomas Jefferson Elementary School, and Madison Elementary School)** *This project consists of Security Upgrades at various sites – Group A.* **Award of Bid for Bid No. 2013/14-50 – Security Upgrades at Various Sites – Group B (Bryant Elementary School, Central Middle School, Magnolia Elementary School, and Sierra Middle School)** *This project consists of Security Upgrades at various sites – Group B.* **Award of Bid for Bid No. 2013/14-52 – Restroom Renovations at Two Sites** *This project consists of restroom renovations at two sites.* **Award of Bid for Bid No. 2013/14-53 – Roofing at Various Sites** *This project consists of roofing at various sites.*	Interim Chief Bus. Official	Consent	34-58
F.5	**Resolution No. 2013/14-44 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Temporary Transfer of Funds From the District's General Fund to the District's Adult Education Fund to Mitigate Potential Impacts of Funding Delays and Federal Sequestration**	Interim Chief Bus. Official	Consent	59-62

Approval of this agenda item will allow the District to provide temporary loans for the 2013-2014 and 2014-2015 fiscal years from the General Fund to the Adult Education Fund.

F.6	**Out-of-State Field Trip: National History Day, University of Maryland, College Park Campus, Maryland, June 15, 2014** *Amelia Earhart, Frank Augustus Miller, University Heights Middle Schools, and Martin Luther King High School are requesting approval for travel to National History Day which will take place at the University of Maryland in College Park, Maryland, June 15 – 19, 2014.*	Asst. Supt. Inst. Services (7-12)	Consent	63-68
F.7	**Board of Education Representative** *Requesting approval to designate a postsecondary partner as a representative of the Board and to reimburse the representative for travel expenses incurred while attending a professional development conference.*	Asst. Supt. Inst. Services (7-12)	Consent	69
F.8	**Appointment of Special Education Community Advisory Committee (CAC) Members** *Education Code 56190 requires that each Special Education Local Plan Area (SELPA) establish a Special Education Community Advisory Committee (CAC). Our Local Plan for Special Education specifies that the Board appoint members to the CAC.*	Exec. Director Pupil Serv./SELPA	Consent	70
F.9	**Recommended Waivers of the California High School Exit Exam (CAHSEE)** *We are recommending that the passage of the California High School Exit Exam (CAHSEE) be waived for four (4) special education students who met the requirements, as established by the Board of Education.*	Exec. Director Pupil Serv./SELPA	Consent	71-72
F.10	**Recommended Actions From the Administrative Hearing Panel and/or the Executive Director, Pupil Services/SELPA and Adoption of the Findings of Fact for All Approved Cases** **Cases for Expulsion With a Recommendation for Suspended Expulsion** *Education Code Section 48917 provides that a student who has been recommended for expulsion may have the expulsion*	Exec. Director Pupil Serv./SELPA	Consent	Confidential Insert

suspended by the Board of Education. The suspended expulsion is valid for the term of the original expulsion order. The student is placed upon school probation, assigned to a school program, and must remain there until the conditions identified in the Rehabilitation Plan are met.

Student Cases: #2013-107, #2013-109, #2013-111, #2013-112, #2013-114

Cases for Revocation of a Suspended Expulsion That Reverts Back to a Full Expulsion

Students who violate the conditions of their Rehabilitation Plan while on a suspended expulsion may have the suspension of their original expulsion order revoked and may thereby be expelled under the terms of the original expulsion order.

Student Cases: #2013-017, #2013-085

F.11	**Certificated Personnel Assignment Order CE 2013/14-18** *The latest District's management, certificated personnel actions are presented to the Board of Education for approval.*	Asst. Supt. Personnel	Consent	73-75
F.12	**Classified/Non-Classified Personnel Assignment Order CL 2013/14-18** *The latest District's classified personnel actions are presented to the Board of Education for approval.*	Asst. Supt. Personnel	Consent	76-82

SECTION G – REPORT/DISCUSSION

G.1	**Graduates (Including A-G Rates) and Dropout Data for 2012-13** *Staff will provide a report regarding Riverside Unified School District's (RUSD) cohort graduation rate and completion data.*	Asst. Supt. Inst. Services (7-12)	Report	83-104
G.2	**Updated Review of Transfers Within the Riverside Unified School District** *This item identifies, explains, and provides the most recent data on the different types of transfer options available to parents and students who reside within the geographical boundaries of the Riverside Unified School District, as well as those parents and students from other districts that are interested in attending RUSD schools.*	Exec. Director Pupil Serv./SELPA	Report	105-127

SECTION H – ACTION

H.1	**Purchasing Upgraded Math Curriculum Materials for K-6** *Instruction staff requests approval to purchase upgraded elementary mathematics instructional materials aligned to the California Common Core State Standards for grades K-6.* Moved_____ Seconded_____ Vote_____	Interim Asst. Supt. Inst. Services (K-6)	Action	128-136
H.2	**Secondary Courses Proposed for Adoption** *Eight new high school courses and two courses for revision are submitted for approval.* Moved_____ Seconded_____ Vote_____	Asst. Supt. Inst. Services (7-12)	Action	137-256

SECTION I – CONCLUSION

I.1 Board Members' Comments

I.2 Agenda Items for Future Meetings
Monday, June 2, 2014 – Regular Board Meeting

ADJOURNMENT

The next regular meeting of the Board of Education is scheduled for Monday, June 2, 2014. The meeting will be called to order at 4:30 p.m. in the Board Room at 6735 Magnolia Avenue, Riverside, California. The Board will adjourn to Closed Session from 4:30 to 5:30 p.m., at which time the Board of Education will reconvene in Open Session.

Riverside Unified School District

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Board Meeting Agenda
May 19, 2014

Topic:	Riverside Educational Enrichment Foundation (REEF) Presentation of AVID Scholarships in Honor of Mrs. Maxine Frost and Mr. Lewis Vanderzyl
Presented by:	Mrs. Sandra Ramirez, President, REEF
Responsible Cabinet Member:	Michael H. Fine, Interim District Superintendent
Type of Item:	Presentation
Short Description:	Mrs. Sandra Ramirez, President REEF, will present scholarships to four of our comprehensive high schools that have AVID programs.

DESCRIPTION OF AGENDA ITEM:

For the fourth year, REEF is honored to offer graduating RUSD AVID seniors with $500.00 scholarships in honor of Mrs. Maxine Frost. The student must have a 3.0 GPA and is asked to write a personal essay about how AVID has changed their perspective and has encouraged them in their education. Scholarships are being awarded to students from John W. North, Martin Luther King, Arlington, and Ramona High Schools.

To honor Mr. Lewis Vanderzyl's dedicated service to RUSD, upon his retirement, friends and family donated to REEF for a scholarship to be provided to a recipient of his choice. One or more scholarships are being awarded to student(s).

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action is requested.

Additional Material: None

Riverside Unified School District

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Board Meeting Agenda
May 19, 2014

Topic:	Recognition of AVID Graduate Class of 2014
Presented by:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12 Jorge N. Perez, Instructional Services Specialist
Responsible Cabinet Member:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Type of Item:	Presentation
Short Description:	The 2014 AVID graduating class will be recognized.

DESCRIPTION OF AGENDA ITEM:

Advancement via Individual Determination (AVID) is an academic support program designed to increase college readiness and postsecondary success for traditionally under-represented, first-generation, college-going students. AVID was first launched in San Diego in 1980. In 1988, Ramona High School was the first school within RUSD to embrace AVID. Twenty six years later, the AVID program has a highly distinguished presence in all Riverside Unified School District middle and high schools. In 2011, a RUSD elementary AVID program was launched.

The Riverside Unified School District AVID graduating class of 2014 has 386 seniors. At tonight's School Board meeting, you will hear from an elementary and middle school AVID student speak about their experience in the AVID program. Students from Arlington, Martin Luther King, John W. North, Riverside Polytechnic, and Ramona High Schools will present highlights reflecting the outstanding academic achievements of AVID graduates. Parents, AVID coordinators, teachers, and administrators are invited to attend and will be recognized for their involvement and continued support of the AVID program.

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action is requested.

Additional Material: PowerPoint Presentation

Attached: Yes

26 Years of Preparing Students for College

May 19, 2014

Maria Trinidad Ayala
6th Grade
Pachappa Elementary School

Sophie Belle Gravitt
8th Grade
Miller Middle School

Janay Latrice Osborne
12th Grade
Ramona High School

Class of 2014

Advancement Via Individual Determination

Arlington High School

Martin Luther King High School

John W. North High School

Poly High School

Ramona High School

RUSD AVID

Class of 2014

Thank You

Board Meeting Agenda
May 19, 2014

Topic: RIMS Science Fair Winners and Science Olympiad Recognition

Presented by: Mr. John Robertson, Instructional Specialist

Responsible Cabinet Member: Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12

Type of Item: Presentation

Short Description: The Board of Education will recognize the students participating in the California State Science Fair and Science Olympiad competition.

DESCRIPTION OF AGENDA ITEM:

The Riverside Unified School District (RUSD) Science and Engineering Fair was held at University California, Riverside on February 10 and 11, 2014, and represented the scientific research of 312 Riverside Unified students from grades K-12. Fifty-five students with forty-four projects advanced to the Riverside-Inyo-Mono-San Bernardino (RIMS) Regional Science and Engineering Fair. At the Inland Regional Fair, 14 students were awarded gold medals representing three high schools, two middle schools, and two elementary schools. Two Riverside Unified regional winners will also be advancing to the Intel-International Science and Engineering Fair in Los Angeles, May 11 – 16. Also being recognized are the students from Riverside Science, Technology, Engineering, and Mathematics (STEM) Academy, Amelia Earhart Middle School, Matthew Gage Middle School, Frank A. Miller Middle School, and Martin Luther King High School who participated in the 2013 Southern California Science Olympiad competition. These five teams placed at the Riverside County Science Olympiad competition and advanced to the Southern California State competition held on April 5, 2014.

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action required.

ADDITIONAL MATERIAL: Science and Engineering Fair Winners and Science Olympiad Winners

Attached: Yes

Science and Engineering Fair Winners/ Science Olympiad Winners
Riverside Unified School District 2014

The following students are recognized for their accomplishments in pursuing science research and competing in the Science and Engineering Fair and Science Olympiad.

Elementary School Finalists

Student	Elementary School	Teacher
Emma Hord	Alcott	Erika Fatten
Riley Swney	Alcott	Erika Fatten
Garrett Heil	Bryant	Scott Brennon
Diego Gonzalez	Highland	Donna Fields
Brantley Ryan	John F. Kennedy	Kelly Montegna
Luke Creamer	Magnolia	Janet Sewell
Allison Bushong	Tomàs Rivera	Andrea Brown
Matthew Nakafuji	Tomàs Rivera	Kristi Hernandez
Peyton Venzon	Tomàs Rivera	Marie Chatterton
Olivia Vasquez	George Washington	Pattianne Hill

Middle School Finalists

Student	Middle School	Teacher
Hannah Kaufman	Amelia Earhart	Carlo Rozzi
Preetha Krishnamurthy	Amelia Earhart	Carlo Rozzi
Anna Quintos	Amelia Earhart	Carlo Rozzi
Steven Ramirez	Amelia Earhart	Justin Brown
Devki Shah	Amelia Earhart	Carlo Rozzi
Prarthna Shah	Amelia Earhart	Carlo Rozzi
Yushan Su	Amelia Earhart	Carlo Rozzi
Sebastian Figueroa	Frank A. Miller	Matthew Luchsinger
Amel Abdelfatah	Riverside STEM Academy	Tracy Lawrence
Yassen Abdelfatah	Riverside STEM Academy	Tracy Lawrence

High School Finalists

Student	High School	Teacher
Jacob Blanchette	Martin Luther King	Kristine Jennings
Hannah Chun	Martin Luther King	Kristine Jennings
Garrett Fiducia	Martin Luther King	Kristine Jennings
Prabhjot Grewal	Martin Luther King	Kristine Jennings
Janak Kaur	Martin Luther King	Kristine Jennings
Saumya Keremane	Martin Luther King	Kristine Jennings
Brooks Ryan	Martin Luther King	Kristine Jennings

High School Finalists (continued)

Student	School	Teacher
Jacob Sylvester	Martin Luther King	Kristine Jennings
Emily Wang	Martin Luther King	Kristine Jennings
Avika Dhillon	John W. North	Rolland Fezzey
Matthew Gayed	John W. North	Rolland Fezzey
Margot Mafra Spencer	John W. North	Rolland Fezzey
Amir Khashayar Mohammadi	John W. North	Rolland Fezzey
Connor Tom	John W. North	Rolland Fezzey
Timothy Chen	Riverside Polytechnic	Matthew Schiller
Lucius Giannini	Riverside Polytechnic	Matthew Schiller
Ashley Gore	Riverside Polytechnic	Matthew Schiller
Sophia Helfand	Riverside Polytechnic	Matthew Schiller
Emily Hughes	Riverside Polytechnic	Gregory Aniol
Hani Jandali	Riverside Polytechnic	Mathew Schiller
Jack Lewis	Riverside Polytechnic	Matthew Schiller
Derreck MacArthur	Riverside Polytechnic	Matthew Schiller
Matthew Saenz	Riverside Polytechnic	Matthew Schiller
Roshan Uma	Riverside Polytechnic	Matthew Schiller
Alex Herrera	Riverside STEM Academy	Tracy Lawrence
Armeen Mobasher	Riverside STEM Academy	Tracy Lawrence

The two Intel – International Science and Engineering Fair winners are as follows**:**

Saumya Keremane	Martin Luther King	Michele Hampton
Connor Tom	John W. North	Michael Santoyo

The Science Olympiad regional winners are as follows:

Riverside
STEM Academy

Nivedita Kanrar
Lindsay Lake
Yared Mekbib
Sebastian Morgan
Brandon Sheehan
Morgan Su
Jack Deremiah
Ian Hughes
Ademola Alagbada
Naomi Dooley
Jon Jenkins
Michelle Karakora
Denver Shande
Micah Mekbib
Nate Sherrier

Amelia Earhart
Middle School

Selena Yang
Gina Filatov
Brian Kim
Yash Korde
Preetha Krishnamurthy
Sakeef Sayeed
Nick Beam
Omkar Panse
Mara Potochny
Ana Quintos
Devki Shah
Connor Sharp
Prarthna Shah
Susan Su
Semmy Yoon

Matthew Gage
Middle School

Karina Damian
Blanca Hernandez
Susana Toner
Marie Simmons
Seidy Gudino-Flores
Omar Gudino-Flores
Evan Richard
Ariel Aranda-Santos
Heather Otto
Kate Santoso
Desiree Wyles-Finnegan
Darren Yohonn
Cameron Webb
Roy Strong
Shundeen Martinez
Parker Moore
Cassidy Siordian

Frank A. Miller
Middle School

Trenton Ballinger
Sadaf Kadir
Aislin Liu
Tomas Mata
Dominque Meraz
Ethan Michalak
Nicole Morrow
Jeff Peters
Michelle Song
Damien Stoffel
Oliver Stromberg
Matt Stumpf
Rida Syed
Vincent The
Isaiah Vargas
Angela Xu
Samuel Xu
Audrey Yao
DaBin Lee
Jacob Wall
Kira Polselski
Zion Zapian

Martin Luther King
High School

Prabhjot Grewal
Subigya Pandey
Alan Kwok
Josh Misa
Aiden Potter
Ashley Yao
Vicente Capistrano
Si-Yuan Fan
Anthony Garcia
Clarissa Dalton
Shivali Gowda
Ishita Korde

Board Meeting Agenda
May 19, 2014

Topic:	Recognition of RUSD Middle School Students Selected for the 2014 Tech Trek Math/Science Camp
Presented by:	Dr. William E. Ermert, Assistant Superintendent, Instructional Services 7-12
Responsible Cabinet Member:	Dr. William E. Ermert, Assistant Superintendent, Instructional Services 7-12
Type of Item:	Presentation
Short Description:	The Board of Education will recognize seven RUSD middle school girls selected to participate in the American Association of University Women's 2014 Tech Trek Math/Science Camp, to be held June 15-21 on the Whittier College Campus.

DESCRIPTION OF AGENDA ITEM:

The Board of Education will recognize seven RUSD middle school girls who were selected by the Riverside Branch of the American Association of University Women to participate in the 2014 Tech Trek math/science camp, to be held this summer on the Whittier College campus. Tech Trek is a program of the American Association of University Women, California. Girls who are in 7th grade, going into 8th grade, go through a rigorous selection process to receive full scholarships to a week-long math/science camp at one of eight universities throughout California. This year, the Riverside Branch of the AAUW has selected seven girls for this opportunity. They are: Carmen Sanchez from Matthew Gage Middle School; Jazmine Davis from Frank Augustus Miller Middle School; Alexandra Lopez from Chemawa Middle School; Lia Villarreal and Marisil Chavez from Central Middle School; and Angela Saldana and Nicole Skaggs from Amelia Earhart Middle School.

FISCAL IMPACT: None

RECOMMENDATION: None. Presentation only.

ADDITIONAL MATERIAL: None

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Board Meeting Agenda
May 19, 2014

Topic:	Recognition of RUSD's Leadership Academy – Aspiring Administrators
Presented by:	Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development
Responsible Cabinet Member:	Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development
Type of Item:	Presentation
Short Description:	Assistant Superintendent Susan Mills will introduce RUSD's Aspiring Administrators Leadership Academy Graduating Class of 2013-2014.

DESCRIPTION OF AGENDA ITEM:

We will be recognizing the 2013-2014 RUSD Leadership Academy Graduates. These teachers, leaders have participated in a year-long program.
The purpose of the program:

1. Enhance and further develop leadership throughout the district.
2. Increase awareness of district support.
3. Build relationships within the group and throughout the district.
4. Define, discuss and practice specific leadership and management strategies.

This program provided opportunities for teachers to meet in a stimulating and supportive setting to examine crucial school leadership topics applicable to their work. It was designed to provoke and ultimately foster a life commitment to the leadership calling of teaching and learning. Formal and informal learning activities deepened exchanges and learning around the leadership challenges confronting today's school leaders. These interactions enabled participants to extend their learning and their support network and help them decide what their next steps will be in their leadership journey. Each participant was sponsored by two district administrators. The district and school site leadership provided mentoring and support in their leadership pathway.

Program Facilitators:
Susan Mills, Assistant Superintendent
Kyley Ybarra, Director of Certificated Personnel
Michelle Cortes, Personnel Administrator

FISCAL IMPACT: None

RECOMMENDATION: Presentation only.

ADDITIONAL MATERIAL: List of 2013-2014 Leadership Academy Graduates and their mentors

Attached: Yes

ASPIRING ADMINISTRATOR	MENTORS	MENTORS
1. Susanna Balice	Janelle Woodward	Mark Shaw
2. Clarissa Brown	Vivian Lee	Kiersten Frausto
3. Marie Cover	Janie Rhoades	
4. Amanda Deniston	Coleman Kells	Kathryn Grimble
5. Marc Dubuisson	Michael Roe, Ed.D.	Rachel Bramlett
6. Ashley Fulmer	Steven Ybarra*	Elizabeth Watanabe*
7. Alfredo Guerrero	DeEtte Allert	Lou Mason
8. Denise Guthaus	Betsy Schmechel	Gayle Baker
9. Anna Jones	Patti Popovich	Debbie Ausman-Haskins*
10. Rochelle Kanatzar	Steven Ybarra *	Elizabeth Watanabe*
11. Guadalupe Koss	Jacqueline Hall	Debbie Ausman-Haskins*
12. Jeanette Prescott	Dawn Smith	Vivian Lee
13. Renell Robinson	Darel Hansen	Tony Masi
14. Kristian Sorenson	Jennie Mikels	Renee Hill
15. Jeremy Standerfer	Dale Moore	John Robertson
16. Mavis Thomas	Donna Dorsey	Joshua Jackson, Jr.
17. Monica Ward	Jamie Angulo, Ph. D.	Michael Rhodes

RIVERSIDE UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MONDAY, MAY 5, 2014
BOARD ROOM
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA

CALL THE MEETING TO ORDER
Mrs. Lock-Dawson, Board President, called the meeting to order at 4:00 p.m.

MEMBERS PRESENT
Mrs. Lock-Dawson, President; Mr. Tom Hunt, Vice President; Mrs. Kathy Allavie, Clerk; Mrs. Gayle Cloud, Member; and Mr. Brent Lee, Member.

Also present were Interim District Superintendent, Mr. Michael H. Fine, members of the staff, and other interested citizens.

STUDY SESSION
Local Control and Accountability Plan
Mr. Fine discussed the process District staff has undergone during the continued drafting of the District's Local Control and Accountability Plan (LCAP), and he explained that May is a critical month which will allow the community to provide input on the most recent draft of the LCAP at a series of meetings and community forums.

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS
There were no requests received to address the Board members regarding Closed Session items.

The Board adjourned to Closed Session at 5:00 p.m.

CLOSED SESSION
1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6
   District Representative: Mr. Michael H. Fine, Interim District Superintendent
   Employee Organization: California School Employees Association

3. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957

RECONVENE OPEN SESSION
The Board reconvened in Open Session at 5:37 p.m. Mrs. Lock-Dawson announced that no formal action was taken by the Board during Closed Session.

ARLINGTON, MARTIN LUTHER KING, RAMONA, AND RIVERSIDE POLYTECHNIC HIGH SCHOOLS JOINT JROTC COLOR GUARD PRESENTATION

PLEDGE OF ALLEGIANCE
The Pledge of Allegiance to our flag was led by Skylene Fries, 6th grade Harrison Elementary School student.

SECTION A – PRESENTATIONS

A.1 Recognition of RUSD's National History Day-California Team and Alternates

A.2 School Designs Team (Personalized Learning) – Design Team Schools Hawthorne and Liberty Elementary Schools, and Central, Matthew Gage, and Sierra Middle Schools were introduced.

SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES

B.1 Reports presented by John W. North High School and Ramona High Schools' Student Board Representatives.

SECTION C – PUBLIC INPUT

There were no requests received to address the Board members.

SECTION D – INTERIM SUPERINTENDENT'S ANNOUNCEMENTS

Mr. Fine reminded everyone that LCAP Community Forums are scheduled to review the LCAP on Monday, May 12 from 6:30 to 8:00 p.m. at John W. North High School's Theater and Thursday, May 15 from 6:30 to 8:00 p.m. at Sierra Middle School's Multipurpose Room. He said that flyers for the forums have been distributed in English and Spanish, and that comments will be collected next week online as well. Mr. Fine said that RUSD is the featured group at Good Morning Riverside this Thursday, May 8 and RUSD is scheduled to discuss a number of items. He said that RUSD will be represented at the Thursday, May 8 State Board of Education meeting to discuss our LCAP process. In closing, Mr. Fine acknowledged three of our students that were included in the 2014 Riverside County All-County Academic Team – Austin Borja and Liang Zhou, John, W. North High School; and Amy Zu, Martin Luther King High School.

SECTION E – DISTRICT EMPLOYEE GROUP REPORT

E.1 CSEA Presentation by Mr. Daniel Rudd, President, Riverside Unified School District, Chapter #506

SECTION F – CONSENT

Approval of the Consent Calendar was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by members present with the following roll call vote:

AYES: Allavie, Cloud, Hunt, Lee, Lock-Dawson
NOES: None
ABSENT: None
ABSTAIN: None

Items in the Consent Calendar have been published with the agenda and copies are on file in the District administrative offices.

SECTION G – PUBLIC HEARINGS

G.1 Public Hearing – 2014-2015 Initial Proposals for Negotiations, With the California School Employees Association

Mrs. Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development, noted that the California School Employees Association Chapter 506 has submitted an initial proposal for the collective bargaining agreement between the Board of Education of the Riverside Unified School District and Chapter 506 of the California School Employees Association.

Mrs. Lock-Dawson opened the Public Hearing at 6:51 p.m., and with no Public Comments, closed the Public Hearing at 6:52 p.m.

G.2 Public Hearing – 2014-2015 Initial Proposals for Negotiations, Submitted by the Riverside Unified School District Board of Education With the California School Employees Association

Mrs. Mills said that a public hearing was being held on the initial proposal for negotiations submitted by the Riverside Unified School District Board of Education with the California School Employees Association (CSEA) and its Chapter 506 for the 2014-2015 school year. She noted that there was an amendment to this Public Hearing, that Salary Classification should be listed as Article XIII.

Mrs. Lock-Dawson opened the Public Hearing at 6:53 p.m., and with no Public Comments, closed the Public Hearing at 6:54 p.m.

SECTION H – ACTION

H.1 Recommendations From the Elementary Report Card Committee

Mr. Steven Dunlap, Instructional Services Specialist, K-6 Mathematics, reviewed a PowerPoint presentation sharing that Instructional staff was requesting approval of the recommendations from the Elementary Report Card Committee.

The item was moved by Mr. Hunt and seconded by Mrs. Allavie and was approved by the following roll call vote recommending to table this item for one month to be brought back to the Board members at the time:

AYES: Allavie, Hunt, Lock-Dawson
NOES: Cloud, Lee
ABSENT: None
ABSTAIN: None

H.2 Revision to Board Policy #7310.11 – Mello-Roos Community Facilities Act

Dr. Kirk Lewis, Assistant Superintendent, Operations, stated that Board Policy #7310.11 – Mello-Roos Community Facilities Act has been revised and was being presented for first reading.

The item was moved by Mr. Hunt and seconded by Mrs. Allavie and was unanimously approved by the following roll call vote accepting for first reading the proposed revisions to Board Policy #7310.11 and waiving the second reading:

AYES: Allavie, Cloud, Hunt, Lee, Lock-Dawson
NOES: None

ABSENT: None
ABSTAIN: None

H.3 Resolution No. 2013/14-43 – Resolution of the Board of Education of the Riverside Unified School District Establishing Measurement Periods Pursuant to the Affordable Care Act

Ms. Sandie Meekins, Interim Chief Business Official, introduced Ms. Kathy Everhart, Director, Risk Management, who noted that it is mandated by the Patient Protection and Affordable Care Act that large employers establish a measurement period to determine full-time employees that are eligible for health benefits as defined by the new regulations.

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote approving Resolution No. 2013/14-43:

AYES: Allavie, Cloud, Hunt, Lee, Lock-Dawson
NOES: None
ABSENT: None
ABSTAIN: None

SECTION I – CONCLUSION

I.1 Board Members' Comments

Mr. Hunt stated that he was glad to be back from vacation. He said that wherever he goes he is a Board member and talks to people about education. He requested that Interim Superintendent Fine investigate what academic benefits the District receives from hosting international student visits, and he voiced his concern that a policy supports the action. Mr. Hunt spoke about his concerns related to sponsorships related to scoreboards that the Board has not approved. He mentioned at the last Board meeting that School Security Measures were approved which included a project manager. He noted his understanding that the District already has someone on staff that does this type of work, and he would like Mr. Fine to look into this.

Mrs. Cloud reminded the Board members that we do have a process for bringing up topics through the Mailout process that will allow the Interim Superintendent and his staff to be prepared to address these topics. She mentioned a handout from the Riverside County School Boards Association (RCSBA) with upcoming workshops that she felt would be of interest to Board members (a copy will be provided). Mrs. Cloud mentioned attending an RCSBA Workshop on April 30 on Social Media Do's/Don'ts. She said that she spoke to Mrs. Allavie about creating a Social Media Policy, and she has requested that CSBA provide their policy for RUSDs usage. Mrs. Cloud discussed a presentation from Ms. Suzanne Meraz, Senior Director of Communications/PIO, CSBA, titled "Working Effectively With the Media & Social Media 101" that she is going to share with Board members. She is also providing information about the 10th Annual Summer Institute – Leadership for Educational Justice, on Tuesday, July 8, 2014 from 8:00 a.m. to 5:00 p.m. at the Orton Center, University of Redlands. She reported attending the Riverside Elks Lodge 8th Annual Youth Awards celebration on April 24 with Mrs. Allavie, and the Annual Employee Recognition Event on April 23 which was a huge success.

Mr. Lee discussed the Instructional Board Subcommittee and the Report Card Committee, and that he feels there are communication gaps and that the structure of the subcommittees should be revisited. He voiced his concern with Board items that need to be approved sooner rather than later.

Mrs. Lock-Dawson said that she would set up a Committee to work on the structure of the Board Subcommittees.

Mrs. Allavie voiced that she agrees with Mr. Hunt regarding the issue with sponsorships and feels that she wasted her time developing the Naming Policy. She requested that a letter be sent to the Riverside Elks Lodge thanking them for their recognition event. In closing, Mrs. Allavie discussed an article from *District Administration* titled, "Win your next bond issue" which she said describes how to get your next general obligation bond passed by using District communication efforts. She said that she will be sharing this article with the rest of the Board.

Mrs. Lock-Dawson discussed a good example of how Common Core is working in the classroom in reference to her daughter Martha Rose. She mentioned the sequence and structure of a project that her daughter was asked to participate in, and how it worked for her daughter.

I.2 Next Board Meeting: May 19, 2014

ADJOURNMENT
Mrs. Lock-Dawson adjourned the Public Session at 8:03 p.m.

Kathy Allavie
Clerk
Board of Education

RIVERSIDE UNIFIED SCHOOL DISTRICT
MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING
TUESDAY, MAY 6, 2014
BOARD ROOM
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA

CALL MEETING TO ORDER
Mrs. Lock-Dawson, Board President, called the Special Board meeting to order at 4:02 p.m.

MEMBERS PRESENT
Mrs. Patricia Lock-Dawson, President; Mr. Tom Hunt, Vice-President; Mrs. Kathy Allavie, Clerk; Mrs. Gayle Cloud, Member; and Mr. Brent Lee, Member.

Also present were Mrs. Cheryl Anderson, Executive Assistant to the Superintendent; Dr. Ken Bechler, Dr. Gwen Gross, and Mr. Richard Thome, Partners, with Leadership Associates.

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS
There were no requests received to address the Board members regarding Closed Session items.

The Board adjourned to Closed Session at 4:03 p.m.

CLOSED SESSION

1. Public Employment
   Title: District Superintendent

Mr. Lee left the meeting at 6:58 p.m.

ADJOURNMENT
Mrs. Lock-Dawson adjourned the Public Session at 7:07 p.m.

Kathy Allavie
Clerk
Board of Education

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic:	Acceptance of Gifts and Donations to the District
Presented by:	Donna Manson, Account Clerk, Business Services
Responsible Cabinet Member:	Sandra L. Meekins, Interim Chief Business Official
Type of Item:	Consent
Short Description:	Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of $100 or more in value are accepted and acknowledged by the Board of Education.

DESCRIPTION OF AGENDA ITEM:

The District has received the following gifts and donations:

- John Adams Elementary School received the following:
  - A portable keyboard with sheet music from Mrs. Norma Cruse valued at $100.00
  - $500.00 from California Retired Teachers Association for Mrs. Jan McKee's classroom

- Arlington High School received $500.00 from Westech Products, Inc. for their Solar Cup.

- Bryant Elementary School received sixty five (65) special key chains and fruit drinks for ninety (90) students from Tio Tacos valued at $345.00.

- Benjamin Franklin Elementary School received $510.00 from their Parent Teacher Organization for field trips.

- Martin Luther King High School received the following:
  - $310.00 from Edison International
  - $350.00 from Friends of Golf for the boys and girls golf teams

- Riverside Polytechnic High School received $1,500.00 from William E. Thomas, Inc. for the Boys Golf Team.

- Victoria Elementary School received $11,000.00 from Victoria Outdoor Education Booster Club for 6th grade students to attend science camp

Values are set by donor, and the District has not conducted any independent assessment as to the actual value of the gifted donated item. Inclusion of the value on this report is for information only and does not represent an affirmation of the value.

FISCAL IMPACT: $15,115.00

RECOMMENDATION: It is recommended that the Board of Education accept the above gifts and donations.

ADDITIONAL MATERIAL: None

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic: Warrant List No. 17

Presented by: Jeannie Darnell, Account Clerk, Business Services

Responsible Cabinet Member: Sandra L. Meekins, Interim Chief Business Official

Type of Item: Consent

Short Description: The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.

DESCRIPTION OF AGENDA ITEM:

B-Warrants in excess of $2,000.00 issued since last period. Invoices for the claims have been checked and audited by the Business Office. Warrants for the claims have been prepared.

FISCAL IMPACT: $6,821,831.43

RECOMMENDATION: It is recommended that the Board of Education approve the warrants.

ADDITIONAL MATERIAL: Warrant List No. 17

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Commercial Warrant Listing 2013 - 2014

April 12, 2014 THRU April 25, 2014

B-Warrants In Excess of $1,999.00 Issued Since Last Period

Claim	Date	Fund	Warrant	Vendor Name	Claim Amount
GENERAL FUND UNRESTRICTED 03					
226082	04/14/2014	03	14740804	COSTCO	$46,949.85
226085	04/14/2014	03	14740807	RED DRAGON ELECTRIC	$3,125.00
226089	04/14/2014	03	14740811	RIVERSIDE COUNTY REGISTRAR OF VOTERS	$138,593.00
226095	04/14/2014	03	14740817	SIGMANET	$5,760.00
226096	04/14/2014	03	14740818	CENERGISTIC, INC.	$73,440.00
226112	04/14/2014	03	14740834	BEESON, TAYLER & BODINE, ATTORNEY AT LAW	$3,859.19
226128	04/14/2014	03	14740850	SAN BERNARDINO CO SUPT OF SCH	$2,150.00
226144	04/15/2014	03	14741662	GATEWAY COLLEGE AND CAREER ACADEMY	$11,920.00
226145	04/15/2014	03	14741663	GATEWAY COLLEGE AND CAREER ACADEMY	$23,839.00
226162	04/15/2014	03	14741680	STATE BOARD OF EQUALIZATION	$17,589.00
226176	04/15/2014	03	14741694	CLOVER ENTERPRISES	$2,962.80
226221	04/15/2014	03	14741739	TRI-ED/NORTHERN VIDEO DISTRIBUTION	$14,320.86
226237	04/16/2014	03	14743339	CLOVER ENTERPRISES	$2,938.11
226252	04/16/2014	03	14743354	GUIDED DISCOVERIES, INC.	$17,530.00
226254	04/16/2014	03	14743356	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	$32,335.60
226255	04/16/2014	03	14743357	GUIDED DISCOVERIES, INC.	$18,600.00
226260	04/16/2014	03	14743362	ACTIVE NETWORK	$4,077.42
226304	04/16/2014	03	14743405	YOUR TRAVEL CENTER INC.	$5,545.00
226321	04/17/2014	03	14744082	WAXIE SANITARY SUPPLY	$11,392.41
226402	04/18/2014	03	14745170	NIGRO & NIGRO, PC	$25,807.00
226403	04/18/2014	03	14745171	THE GAS COMPANY	$11,716.50
226404	04/18/2014	03	14745172	IPMTECH PEST MANAGEMENT	$2,220.00
226406	04/18/2014	03	14745174	FAGEN FRIEDMAN & FULFROST, LLP	$5,144.50
226407	04/18/2014	03	14745175	FAGEN FRIEDMAN & FULFROST, LLP	$29,483.75
226411	04/18/2014	03	14745179	THE LEADERSHIP & LEARNING CENTER	$3,295.00
226425	04/18/2014	03	14745193	STUDENT TRANSPORTATION OF AMERICA	$4,149.00
226427	04/18/2014	03	14745195	SAN BERNARDINO CO SUPT OF SCH	$3,375.00
226432	04/18/2014	03	14745200	STATE OF CA/DEPT. JUSTICE	$2,764.00
226445	04/18/2014	03	14745213	PATHFINDER RANCH	$16,019.00
226457	04/18/2014	03	14745225	CLOVER ENTERPRISES	$3,036.87
226464	04/21/2014	03	14745894	MCGRAW HILL	$4,617.97
226466	04/21/2014	03	14745896	THE GAS COMPANY	$3,585.69
226467	04/21/2014	03	14745897	ALTURA CREDIT UNION	$28,554.72
226480	04/21/2014	03	14745910	XEROX CORPORATION	$2,071.04
226485	04/21/2014	03	14745915	PEAK EXPECTATIONS, INC.	$2,143.85
226514	04/22/2014	03	14747488	GUIDED DISCOVERIES, INC.	$17,735.00
226516	04/22/2014	03	14747490	NIC PARTNERS CONFIDENTIAL	$15,212.80
226521	04/23/2014	03	14748414	ALTURA CREDIT UNION	$30,275.43
226554	04/22/2014	03	14747527	WOODWIND & THE BRASSWIND	$3,277.80
226566	04/23/2014	03	14748421	AREY JONES EDUCATIONAL SOLUTIONS	$2,184.53
226569	04/23/2014	03	14748424	AREY JONES EDUCATIONAL SOLUTIONS	$15,492.82
226571	04/23/2014	03	14748426	AREY JONES EDUCATIONAL SOLUTIONS	$2,185.34
226575	04/23/2014	03	14748429	APPLE INC.	$16,016.31
226582	04/23/2014	03	14748436	WESTERN MUNICIPAL WATER DISTRICT	$4,212.68
226598	04/23/2014	03	14748452	CM SCHOOL SUPPLY	$2,190.24
226613	04/23/2014	03	14748467	STUDENT TRANSPORTATION OF AMERICA	$16,687.46
226614	04/23/2014	03	14748468	STUDENT TRANSPORTATION OF AMERICA	$51,034.15

226615	04/23/2014	03	14748469	BEESON, TAYLER & BODINE, ATTORNEY AT LAW	$2,056.68
226618	04/23/2014	03	14748471	UNIVAR USA	$4,443.05
226650	04/24/2014	03	14749368	WAXIE SANITARY SUPPLY	$6,157.54
226652	04/24/2014	03	14749370	JOSTENS, INC.	$2,339.44
226672	04/24/2014	03	14749390	BB&T INSURANCE SERVICES OF CALIFORNIA, INC.	$5,029.93
226687	04/24/2014	03	14749405	PEDERSEN, PHD, JOHN E.	$3,400.00
226694	04/24/2014	03	14749412	SAN BERNARDINO CO SUPT OF SCH	$2,250.00
226707	04/25/2014	03	14750462	RIDDELL/ ALL AMERICAN SPORTS GROUP	$7,631.30
226722	04/25/2014	03	14750477	AREY JONES EDUCATIONAL SOLUTIONS	$359,460.76
226728	04/25/2014	03	14750483	AREY JONES EDUCATIONAL SOLUTIONS	$8,004.26
226733	04/25/2014	03	14750488	ALERT SERVICES	$4,516.07
226739	04/25/2014	03	14750494	CLOVER ENTERPRISES	$3,073.91
				TOTAL FOR FUND 03	**$1,169,778.63**

GENERAL FUND RESTRICTED 06

226059	04/14/2014	06	14740781	MEDLEY FIRE PROTECTION, INC.	$2,483.80
226062	04/14/2014	06	14740784	HOPE, INC.	$5,602.80
226065	04/14/2014	06	14740787	M & M COLLISON CENTER	$2,052.00
226066	04/14/2014	06	14740788	INLAND LIGHTING SUPPLIES INC	$3,241.62
226099	04/14/2014	06	14740821	BOYS & GIRLS CLUBS OF REDLANDS	$109,369.14
226106	04/14/2014	06	14740828	BRAIN HURRICANE, LLC	$19,569.40
226113	04/14/2014	06	14740835	RIVERSIDE COUNTY OFFICE OF ED.	$3,000.00
226114	04/14/2014	06	14740836	RIVERSIDE COUNTY OFFICE OF ED.	$15,000.00
226116	04/14/2014	06	14740838	RIVERSIDE COUNTY OFFICE OF ED.	$18,000.00
226152	04/15/2014	06	14741670	BRAIN HURRICANE, LLC	$2,169.40
226160	04/15/2014	06	14741678	AMTECH ELEVATORS	$2,465.00
226161	04/15/2014	06	14741679	AMTECH ELEVATORS	$3,409.98
226166	04/15/2014	06	14741684	RIVERSIDE COUNTY OFFICE OF ED.	$4,000.00
226168	04/15/2014	06	14741686	PROPEL BY A PLUS, LLC	$38,700.00
226217	04/15/2014	06	14741735	RSD/TOTAL CONTROL	$2,117.89
226271	04/16/2014	06	14743372	SCREEN SURGEONS LLC	$4,560.00
226276	04/16/2014	06	14743377	SCHOLASTIC, INC.	$4,260.30
226418	04/18/2014	06	14745186	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	$6,168.75
226420	04/18/2014	06	14745188	RUSSO, FLECK AND ASSOCIATES	$43,264.08
226421	04/18/2014	06	14745189	VANDERWOOD, MICHAEL L.	$4,000.00
226428	04/18/2014	06	14745196	SAN BERNARDINO CO SUPT OF SCH	$4,500.00
226433	04/18/2014	06	14745201	PCMG, INC.	$2,079.50
226438	04/18/2014	06	14745206	CENTER FOR AUTISM C.A.R.D.	$27,134.09
226439	04/18/2014	06	14745207	AUTISM BEHAVIOR CONSULTANTS	$21,126.33
226443	04/18/2014	06	14745211	AUTISM BEHAVIOR CONSULTANTS	$13,469.14
226448	04/18/2014	06	14745216	AUTISM BEHAVIOR CONSULTANTS	$12,722.75
226451	04/18/2014	06	14745219	APPLIED BEHAVIOR CONSULTANTS, INC.	$7,609.12
226452	04/18/2014	06	14745220	COYNE & ASSOCIATES EDUCATION CORP.	$10,841.44
226453	04/18/2014	06	14745221	COYNE & ASSOCIATES EDUCATION CORP.	$8,006.93
226454	04/18/2014	06	14745222	COYNE & ASSOCIATES EDUCATION CORP.	$11,503.98
226456	04/18/2014	06	14745224	APPLE VALLEY COMMUNICATIONS, INC.	$8,594.94
226478	04/21/2014	06	14745908	ALL CITY MANAGEMENT SERVICES, INC.	$2,888.00
226494	04/21/2014	06	14745924	WALTERS WHOLESALE ELECTRIC	$2,813.84
226512	04/22/2014	06	14747486	NCS PEARSON, INC	$9,375.00
226513	04/22/2014	06	14747487	KINSELLA, KATHERINE M.	$5,000.00
226518	04/22/2014	06	14747492	EDMENTUM HOLDINGS, INC.	$4,382.00
226528	04/22/2014	06	14747501	ASPIRAR A LA EDUCACION	$3,960.00
226530	04/22/2014	06	14747503	SYLVAN OF HEMET	$3,578.17
226531	04/22/2014	06	14747504	SYLVAN OF HEMET	$9,274.44

226536	04/22/2014	06	14747509	CAROLYN E. WYLIE CENTER	$3,570.00
226556	04/22/2014	06	14747529	TROXELL COMMUNICATIONS, INC.	$3,008.88
226567	04/23/2014	06	14748422	AREY JONES EDUCATIONAL SOLUTIONS	$67,443.42
226568	04/23/2014	06	14748423	AREY JONES EDUCATIONAL SOLUTIONS	$2,582.14
226573	04/23/2014	06	14748427	AREY JONES EDUCATIONAL SOLUTIONS	$20,937.01
226592	04/23/2014	06	14748446	DISNEYLAND	$4,950.00
226595	04/23/2014	06	14748449	CATAPULT LEARNING WEST, LLC	$18,617.68
226604	04/23/2014	06	14748458	CAROLYN E. WYLIE CENTER	$7,000.00
226606	04/23/2014	06	14748460	CDI COMPUTER DEALERS, INC.	$2,500.00
226610	04/23/2014	06	14748464	RIVERSIDE ARTS COUNCIL	$7,096.62
226627	04/23/2014	06	14748480	GRILLO'S FILTER SALES	$3,180.82
226642	04/23/2014	06	14748495	STUDENT TRANSPORTATION OF AMERICA	$23,528.62
226643	04/23/2014	06	14748496	STUDENT TRANSPORTATION OF AMERICA	$19,317.88
226645	04/23/2014	06	14748498	#1 ACADEMIA DE SERVICIO DE TUTORIA	$12,321.60
226646	04/23/2014	06	14748499	OXFORD TUTORING, INC.	$10,803.60
226666	04/24/2014	06	14749384	NATIONAL SEATING & MOBILITY	$3,342.60
226668	04/24/2014	06	14749386	C.A.S.H.	$5,000.00
226671	04/24/2014	06	14749389	DREAM BUILDERS	$5,100.08
226679	04/24/2014	06	14749397	CDW-G	$2,547.72
226689	04/24/2014	06	14749407	SCHOOL BASED REIMBURSEMENT PARTNERS LLC	$12,358.75
226691	04/24/2014	06	14749409	SMARDAN SUPPLY CO.	$4,157.50
226705	04/24/2014	06	14749421	FOLLETT EDUCATIONAL SERVICES (USE 101427)	$114,426.35
226716	04/25/2014	06	14750471	AREY JONES EDUCATIONAL SOLUTIONS	$2,970,992.00
226723	04/25/2014	06	14750478	LEADING EDGE LEARNING CENTER LLC	$4,600.00
226724	04/25/2014	06	14750479	1-ON-1 LEARNING WITH LAPTOPS	$50,225.30
226735	04/25/2014	06	14750490	AREY JONES EDUCATIONAL SOLUTIONS	$14,993.57
				TOTAL FOR FUND 06	**$3,856,895.97**

CAFETERIA SPECIAL REVENUE FUND 13

226125	04/14/2014	13	14740847	JUST N' TIME STITCHIN DESIGN	$2,318.07
226131	04/14/2014	13	14740853	ARYZTA LLC	$2,968.00
226139	04/14/2014	13	14740861	KNIGHT, ROBERT C.	$3,932.00
226158	04/15/2014	13	14741676	A & R WHOLESALE DISTRIBUTORS INC	$2,934.40
226163	04/15/2014	13	14741681	A & R WHOLESALE DISTRIBUTORS INC	$10,746.42
226167	04/15/2014	13	14741685	SUNRISE PRODUCE COMPANY	$4,302.78
226170	04/15/2014	13	14741688	A & R WHOLESALE DISTRIBUTORS INC	$9,665.72
226173	04/15/2014	13	14741691	A & R WHOLESALE DISTRIBUTORS INC	$11,198.14
226174	04/15/2014	13	14741692	A & R WHOLESALE DISTRIBUTORS INC	$12,212.87
226177	04/15/2014	13	14741695	A & R WHOLESALE DISTRIBUTORS INC	$5,309.73
226179	04/15/2014	13	14741697	SUNRISE PRODUCE COMPANY	$23,781.25
226184	04/15/2014	13	14741702	A & R WHOLESALE DISTRIBUTORS INC	$3,388.38
226200	04/15/2014	13	14741718	A & R WHOLESALE DISTRIBUTORS INC	$4,393.37
226205	04/15/2014	13	14741723	A & R WHOLESALE DISTRIBUTORS INC	$2,615.40
226211	04/15/2014	13	14741729	HOLLANDIA DAIRY	$42,042.87
226261	04/16/2014	13	14743363	STATE BOARD OF EQUALIZATION	$4,694.00
226272	04/16/2014	13	14743373	POWELL, DOUG	$5,211.00
226309	04/16/2014	13	14743410	LEABO FOODS DIST., INC.	$20,604.97
226310	04/16/2014	13	14743411	LEABO FOODS DIST., INC.	$38,420.02
226382	04/17/2014	13	14744143	GOLDEN STATE MANAGEMENT LLC	$2,992.00
226397	04/17/2014	13	14744158	LEABO FOODS DIST., INC.	$13,821.65
226399	04/17/2014	13	14744160	LEABO FOODS DIST., INC.	$9,180.53
226401	04/17/2014	13	14744162	LEABO FOODS DIST., INC.	$7,849.18
226442	04/18/2014	13	14745210	LEABO FOODS DIST., INC.	$12,995.47
226444	04/18/2014	13	14745212	LEABO FOODS DIST., INC.	$4,619.75

226450	04/18/2014	13	14745218	LEABO FOODS DIST., INC.	$9,725.52
226459	04/18/2014	13	14745227	P & R PAPER SUPPLY	$17,625.08
226460	04/18/2014	13	14745228	P & R PAPER SUPPLY	$2,920.86
226461	04/18/2014	13	14745229	P & R PAPER SUPPLY	$5,712.24
226462	04/18/2014	13	14745230	P & R PAPER SUPPLY	$13,015.74
226572	04/24/2014	13	14749365	HOLLANDIA DAIRY	$47,090.86
226580	04/23/2014	13	14748434	GOLD STAR FOODS, INC.	$5,437.16
226590	04/23/2014	13	14748444	OTWELLS AUTO & TIRE, INC	$3,146.96
226591	04/23/2014	13	14748445	P & R PAPER SUPPLY	$7,230.67
226648	04/24/2014	13	14749366	SUNRISE PRODUCE COMPANY	$7,200.06
226649	04/24/2014	13	14749367	SUNRISE PRODUCE COMPANY	$26,220.96
226718	04/25/2014	13	14750473	POWELL, DOUG	$3,478.00
226719	04/25/2014	13	14750474	GOLDEN STATE MANAGEMENT LLC	$3,992.00
226740	04/25/2014	13	14750495	SYSCO RIVERSIDE, INC.	$2,523.88
226745	04/25/2014	13	14750500	HMC ARCHITECTS	$6,765.64
226752	04/25/2014	13	14750507	US FOODS, INC.	$2,385.03
226754	04/25/2014	13	14750509	US FOODS, INC.	$3,858.78
226756	04/25/2014	13	14750511	US FOODSERVICE, INC. - JOSEPH WEBB	$2,119.75
226759	04/25/2014	13	14750514	US FOODSERVICE, INC. - JOSEPH WEBB	$2,511.47
226762	04/25/2014	13	14750517	US FOODSERVICE, INC. - JOSEPH WEBB	$2,308.93
226766	04/25/2014	13	14750521	WALLACE PACKAGING, LLC	$4,730.00
				TOTAL FOR FUND 13	**$442,197.56**

DEFERRED MAINTENANCE FUND 14

226370	04/17/2014	14	14744131	FLOOR TECH AMERICA, INC.	$13,507.02
				TOTAL FOR FUND 14	**$13,507.02**

BUILDING FUND 21

226364	04/17/2014	21	14744125	INLAND INSPECTIONS & CONSULTING	$13,621.80
226367	04/17/2014	21	14744128	DALKE & SONS CONSTRUCTION, INC.	$3,900.00
226368	04/17/2014	21	14744129	RIVER CITY TESTING	$6,448.55
226374	04/17/2014	21	14744135	TILDEN-COIL CONSTRUCTORS	$18,007.00
226376	04/17/2014	21	14744137	TILDEN-COIL CONSTRUCTORS	$32,564.73
226391	04/17/2014	21	14744152	INLAND BUILDING COMPANIES	$2,043.92
226393	04/17/2014	21	14744154	QUEEN CITY GLASS CO.	$2,493.75
226394	04/17/2014	21	14744155	J.G. TATE FIRE PROTECTION SYSTEMS, INC.	$6,038.44
226435	04/18/2014	21	14745203	TONY PAINTING	$31,502.00
226667	04/24/2014	21	14749385	SOUTHWEST GENERAL CONTRACTORS, INC.	$10,245.00
226673	04/24/2014	21	14749391	COLBI TECHNOLOGIES, INC.	$2,000.00
226742	04/25/2014	21	14750497	LEIGHTON CONSULTING, INC	$3,534.70
				TOTAL FOR FUND 21	**$132,399.89**

CAPITAL FACILITIES FUND 25

226312	04/17/2014	25	14744073	BEST, BEST, & KRIEGER, LLP	$3,922.19
226373	04/17/2014	25	14744134	BOWIE, ARNESON, WILES & GIANNONE	$2,394.89
226405	04/18/2014	25	14745173	BEST, BEST, & KRIEGER, LLP	$2,778.00
226410	04/18/2014	25	14745178	BEST, BEST, & KRIEGER, LLP	$2,067.79
				TOTAL FOR FUND 25	**$11,162.87**

COUNTY SCHOOL FACILITIES FUND 35

226377	04/17/2014	35	14744138	EMPYREAN PLUMBING, INC.	$10,883.06
226380	04/17/2014	35	14744141	INLAND BUILDING COMPANIES	$39,701.92
226381	04/17/2014	35	14744142	INLAND BUILDING COMPANIES	$2,089.58
226383	04/17/2014	35	14744144	RND CONTRACTORS INC.	$9,797.35
226386	04/17/2014	35	14744147	SOUTHERN CALIFORNIA WEST COAST ELECTRIC INC.	$21,939.49
226395	04/17/2014	35	14744156	FATA CONSTRUCTION & DEVELOPMENT	$34,152.50
226396	04/17/2014	35	14744157	RC CONSTRUCTION, INC.	$153,681.40
226398	04/17/2014	35	14744159	IRONCLAD GENERAL ENGINEERING, INC.	$7,125.00
				TOTAL FOR FUND 35	**$279,370.30**

DEBT SERVICE FUND 56

226476	04/21/2014	56	14745906	U.S. BANK GLOBAL CORP TRUST SERVICES	$111,779.78
				TOTAL FOR FUND 56	**$111,779.78**

SELF-INSURANCE FUND 67

226141	04/14/2014	67	14740863	YORK RISK SERVICES GROUP, INC.	$66,239.00
226234	04/16/2014	67	14743336	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	$5,000.00
226322	04/17/2014	67	14744083	THOMPSON & COLEGATE	$8,439.11
226412	04/18/2014	67	14745180	UNION BANK OF CALIFORNIA 2740029080	$183,828.58
226706	04/25/2014	67	14750461	RUSD WORKER'S COMP TRUST	$27,045.65
226708	04/25/2014	67	14750463	UNION BANK OF CALIFORNIA 2740029080	$211,399.48
				TOTAL FOR FUND 67	**$501,951.82**

MULTIPLE FUND CODES

226143	04/14/2014		14740865	BEST, BEST, & KRIEGER, LLP	$7,626.51
226216	04/15/2014		14741734	RIVERSIDE PATIO 'N POOL	$2,000.00
226359	04/17/2014		14744120	OFFICE MAX	$22,045.46
226360	04/17/2014		14744121	OFFICE MAX	$8,867.45
226361	04/17/2014		14744122	OFFICE MAX	$3,624.42
226493	04/21/2014		14745923	HOME DEPOT	$2,810.31
226656	04/24/2014		14749374	OFFICE MAX	$21,724.61
226657	04/24/2014		14749375	OFFICE MAX	$6,905.69
226658	04/24/2014		14749376	OFFICE MAX	$3,438.91
				TOTAL FOR VARIOUS FUND CODES	**$79,043.36**
				TOTAL OF WARRANTS OVER $1,999.00	**$6,598,087.20**
				TOTAL OF WARRANTS UNDER $1,999.00	**$223,744.23**
				GRAND TOTAL OF WARRANTS	**$6,821,831.43**

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic:	Award of Bid for Bid No. 2013/14-49 – Security Upgrades at Various Sites – Group A (John Adams Elementary School, Arlington High School, Andrew Jackson Elementary School, Thomas Jefferson Elementary School and Madison Elementary School)
Presented by:	Jane Jumnongsilp, Fiscal Services Manager Procurement and Accounts Payable
Responsible Cabinet Member:	Sandra L. Meekins, Interim Chief Business Official
Type of Item:	Consent
Short Description:	This project consists of Security Upgrades at various sites – Group A.

DESCRIPTION OF AGENDA ITEM:

Thirty-one contractors picked up a bid package for Bid No. 2013/14-49 – Security Upgrades at Various Sites – Group A (John Adams Elementary School, Arlington High School, Andrew Jackson Elementary School, Thomas Jefferson Elementary School and Madison Elementary School). On April 30, 2014, four bids were received. It is recommended that the contract be awarded to Caltec Corporation the lowest responsive and responsible bidder with the bid amount of $344,000.00.

The work to be performed consists of Security Upgrades at various sites – Group A. Funding for this project is from Measure B.

FISCAL IMPACT: Bid value of $344,000.00 is included in the construction budget for this project.

RECOMMENDATION: It is recommended that the Board of Education award Bid No. 2013/14-49 – Security Upgrades at various sites – Group A, for a total amount of $344,000.00.

ADDITIONAL MATERIAL: Bid Form 2013/14-49

Attached: Yes

Security Upgrades at Various Sites
BID NUMBER 2013/14-49

BID FORM

TO: Riverside Unified School District, acting by and through its Governing Board, herein called "DISTRICT."

1. Pursuant to and in compliance with the Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the local conditions affecting the performance of the Contract, and the cost of the Work at the place where the Work is to be done, hereby proposes and agrees to perform within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Contract and complete all of the Work in a workmanlike manner required in connection with the construction of **Security Upgrades at Various Sites, BID NUMBER 2013/14-49** in the DISTRICT described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein.

2. ADDENDA: The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and are thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (Bidder to list all addenda).

ADDENDUM No. 1	DATE RECEIVED 4/28/14
ADDENDUM No. 2	DATE RECEIVED 4/28/14
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____

Security Upgrades at Various Sites
BID NUMBER 2013/14-49

BIDDERS NAME: CALTEC CORP

BASE BID	BID PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
Adams ES	FIFTY FIVE THOUSAND DOLLARS	$55,000
Arlington HS	SIXTY FIVE THOUSAND DOLLARS	$65,000
Jackson ES	SEVENTY THOUSAND DOLLARS	$70,000
Jefferson ES	ONE HUNDRED ELEVEN THOUSAND DOLLARS	$111,000
Madison ES	FORTY THREE THOUSAND DOLLARS	$43,000
TOTAL	THREE HUNDRED FORTY FOUR THOUSAND DOLLARS	$349,000

H.A.

NOTE:
LOWEST RESPONSIBLE BIDDER SHALL BE BASED ON THE TOTAL PRICE FOR ALL SITES REGARDLESS OF ANY ADDITION ERRORS THAT MAY OCCUR IN THE INDIVIDUAL SITE COST BREAKDOWN. IN THE EVENT OF AMBIGUITY DUE TO A CONFLICT BETWEEN WORDS AND NUMBERS WITH RESPECT TO THE AMOUNT OF THE BID, WORDS SHALL GOVERN OVER NUMBERS.

CRITERIA FOR AWARD:

The award will be based on the total cost of the project; however, due to possible budget constraints or the limited budget of any particular site, the District reserves the right to award or not to award any one or more particular sites.

Low bidder shall be determined based on the Base Bid. After the low bidder has been determined, the DISTRICT may select to award the contract based on the Base Bid and any alternate they select.

TIME FOR COMPLETION: CONTRACTOR shall perform and complete all Work under this Contract within **NINETY DAYS (90)** Calendar Days, beginning five (5) Calendar Days after the date the Notice of Award is sent by the DISTRICT to the CONTRACTOR. Moreover, CONTRACTOR shall perform its Work in strict accordance with any completion schedule, construction schedule, or project milestones developed pursuant

to provisions of the Contract, including but not limited to the Project Schedule located in the Specifications

The DISTRICT may give a Notice to Proceed within ninety (90) days of the Award of the Bid by the DISTRICT. Once the CONTRACTOR has received the Notice to Proceed, the CONTRACTOR shall complete the Work in the time specified in the Agreement.

In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that, with reasonable notice to the CONTRACTOR, the DISTRICT may postpone giving the notice to proceed. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the Contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's Notice of Postponement. It is further understood by the CONTRACTOR that, in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for Work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the Contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the Contract to the next lowest responsible bidder.

1. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

2. Attached is bid security in the amount of not less than ten percent (10%) of the bid: $ 10% . Bid bond, certified check, cashier's check, or cash. (circle one)

3. The required List of Designated Subcontractors is attached hereto.

4. The required notarized Non-collusion Affidavits for CONTRACTOR and subcontractors is attached hereto.

5. The Substitution Request Form, if applicable, is attached hereto.

6. It is understood and agreed that, if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a Contract in the form attached hereto in accordance with the bid as accepted, and that he will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond, all within five (5) calendar days after receipt of notification of award, and that the Work under the Contract shall be

commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the DISTRICT's Notice to Proceed, and shall be completed by the CONTRACTOR in the time specified in the Contract Documents.

7. Notice of Award or other correspondence should be addressed to the undersigned at the address stated below.

8. The names of all persons interested in the foregoing proposal as principals are as follows:

HAMID ABGHARI/PRESIDENT

HAMID ABGHARI/SECRETARY

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

9. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's License Number:	852623
License Expiration Date:	01/31/2015
Name on License:	CALTEC CORP
Type of License:	A & B
Phone:	714-373-5071
Fax:	714-894-7028

If the bidder is a joint venture, each member of the joint venture must include the above information.

1. Time is of the essence regarding this Contract; therefore, in the event the bidder to whom the Notice of Award is given fails or refuses to post the required bonds and return executed copies of the Agreement Form within five (5) calendar days from the date of receiving the Notice of Award, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.

2. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.,), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

3. The bidder declares that he/she has carefully examined the location of the proposed Work, that he/she has examined the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, and read the accompanying Instructions to Bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all Work required to complete the said Work in accordance with the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

4. In the event of ambiguity due to a conflict between words and numbers with respect to the amount of the bid, words shall govern over numbers.

5. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

CALTEC CORP
Proper Name of Bidder

8732 WESTMINSTER BLVD. SUITE 2, WESTMINSTER , CA 92683
Address

By: HAMID ABGHARI Date: 4/29/2014
PRINT NAME

Signature of Bidder: _____

NOTE: If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign Contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent blue ink.

Board Meeting Agenda
May 19, 2014

Topic:	Award of Bid for Bid No. 2013/14-50 – Security Upgrades at Various Sites – Group B (Bryant Elementary School, Central Middle School, Magnolia Elementary School and Sierra Middle School)
Presented by:	Jane Jumnongsilp, Fiscal Services Manager Procurement and Accounts Payable
Responsible Cabinet Member:	Sandra L. Meekins, Interim Chief Business Official
Type of Item:	Consent
Short Description:	This project consists of Security Upgrades at various sites – Group B.

DESCRIPTION OF AGENDA ITEM:

Thirty contractors picked up a bid package for Bid No. 2013/14-50 – Security Upgrades at Various Sites – Group B (Bryant Elementary School, Central Middle School, Magnolia Elementary School and Sierra Middle School). On April 30, 2014, three bids were received. It is recommended that the contract be awarded to Visionary Construction and Consulting Inc. the lowest responsive and responsible bidder with the bid amount of $396,000.00.

The work to be performed consists of Security Upgrades at various sites – Group B. Funding for this project is from Measure B.

FISCAL IMPACT: Bid value of $396,000.00 is included in the construction budget for this project.

RECOMMENDATION: It is recommended that the Board of Education award Bid No. 2013/14-50 – Security Upgrades at various sites – Group B, for a total amount of $396,000.00.

ADDITIONAL MATERIAL: Bid Form 2013/14-50

Attached: Yes

Security Upgrades at Various Sites
BID NUMBER 2013/14-50

BID FORM

TO: Riverside Unified School District, acting by and through its Governing Board, herein called "DISTRICT."

1. Pursuant to and in compliance with the Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the local conditions affecting the performance of the Contract, and the cost of the Work at the place where the Work is to be done, hereby proposes and agrees to perform within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Contract and complete all of the Work in a workmanlike manner required in connection with the construction of **Security Upgrades at Various Sites, BID NUMBER 2013/14-50** in the DISTRICT described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein.

2. ADDENDA: The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and are thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (Bidder to list all addenda).

ADDENDUM No. 1	DATE RECEIVED 4/28/14
ADDENDUM No. 2	DATE RECEIVED 4/28/14
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____

Security Upgrades at Various Sites
BID NUMBER 2013/14-50

BIDDERS NAME: Visionary Construction & Consulting Inc.

BASE BID	BID PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
Bryant ES	ONE HUNDRED SIXTEEN THOUSAND DOLLARS AND ZERO CENTS	$116,000.00
Central MS	FORTY THOUSAND DOLLARS AND ZERO CENTS	$ 40,000.00
Magnolia ES	ONE HUNDRED SIXTY FIVE THOUSAND DOLLARS & ZERO CENTS	$ 165,000.00
Sierra MS	SEVENTY FIVE THOUSAND DOLLARS AND ZERO CENTS	$ 75,000.00
TOTAL	THREE HUNDRED NINETY SIX THOUSAND DOLLARS & ZERO CENTS	$ 396,000.00

NOTE:
LOWEST RESPONSIBLE BIDDER SHALL BE BASED ON THE TOTAL PRICE FOR ALL SITES REGARDLESS OF ANY ADDITION ERRORS THAT MAY OCCUR IN THE INDIVIDUAL SITE COST BREAKDOWN. IN THE EVENT OF AMBIGUITY DUE TO A CONFLICT BETWEEN WORDS AND NUMBERS WITH RESPECT TO THE AMOUNT OF THE BID, WORDS SHALL GOVERN OVER NUMBERS.

CRITERIA FOR AWARD:

The award will be based on the total cost of the project; however, due to possible budget constraints or the limited budget of any particular site, the District reserves the right to award or not to award any one or more particular sites.

Low bidder shall be determined based on the Base Bid. After the low bidder has been determined, the DISTRICT may select to award the contract based on the Base Bid and any alternate they select.

TIME FOR COMPLETION: CONTRACTOR shall perform and complete all Work under this Contract within **NINETY DAYS (90)** Calendar Days, beginning five (5) Calendar Days after the date the Notice of Award is sent by the DISTRICT to the CONTRACTOR. Moreover, CONTRACTOR shall perform its Work in strict accordance with any completion schedule, construction schedule, or project milestones developed pursuant to provisions of the Contract, including but not limited to the Project Schedule located in the Specifications

Security Upgrades at Various Sites
BID NUMBER 2013/14-50

The DISTRICT may give a Notice to Proceed within ninety (90) days of the Award of the Bid by the DISTRICT. Once the CONTRACTOR has received the Notice to Proceed, the CONTRACTOR shall complete the Work in the time specified in the Agreement.

In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that, with reasonable notice to the CONTRACTOR, the DISTRICT may postpone giving the notice to proceed. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the Contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's Notice of Postponement. It is further understood by the CONTRACTOR that, in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for Work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the Contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the Contract to the next lowest responsible bidder.

1. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

2. Attached is bid security in the amount of not less than ten percent (10%) of the bid: $ 10% of Total Bid . (Bid bond), certified check, cashier's check, or cash. (circle one)

3. The required List of Designated Subcontractors is attached hereto.

4. The required notarized Non-collusion Affidavits for CONTRACTOR and subcontractors is attached hereto.

5. The Substitution Request Form, if applicable, is attached hereto.

6. It is understood and agreed that, if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a Contract in the form attached hereto in accordance with the bid as accepted, and that he will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond, all within five (5) calendar days after receipt of notification of award, and that the Work under the Contract shall be commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the DISTRICT's Notice to Proceed, and shall be completed by the CONTRACTOR in the time specified in the Contract Documents.

7. Notice of Award or other correspondence should be addressed to the undersigned at the address stated below.

8. The names of all persons interested in the foregoing proposal as principals are as follows:
Visionary Construction & Consulting Inc.
Lindsey Morris - President, Secretary, Treasurer & Manager

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

9. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's License Number:	977027
License Expiration Date:	9/30/14
Name on License:	Visionary Construction & Consulting Inc.
Type of License:	A & B
Phone:	(760)743-3581
Fax:	(760)743-3589

If the bidder is a joint venture, each member of the joint venture must include the above information.

1. Time is of the essence regarding this Contract; therefore, in the event the bidder to whom the Notice of Award is given fails or refuses to post the required bonds and return executed copies of the Agreement Form within five (5) calendar days from the date of receiving the Notice of Award, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.

2. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

3. The bidder declares that he/she has carefully examined the location of the proposed Work, that he/she has examined the Plans, General Conditions of the

Contract, Special Conditions of the Contract, and Specifications, and read the accompanying Instructions to Bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all Work required to complete the said Work in accordance with the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

4. In the event of ambiguity due to a conflict between words and numbers with respect to the amount of the bid, words shall govern over numbers.

5. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Visionary Construction & Consulting Inc.
Proper Name of Bidder

508 W. Mission Ave. Ste. 206, Escondido, CA 92025
Address

By: Lindsey Morris
PRINT NAME

Date: 4/30/14

Signature of Bidder: Lindsey M

NOTE: If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign Contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent blue ink.

Board Meeting Agenda
May 19, 2014

Topic: Award of Bid for Bid No. 2013/14-52 – Restroom Renovations at Two Sites

Presented by: Jane Jumnongsilp, Fiscal Services Manager
Procurement and Accounts Payable

Responsible Cabinet Member: Sandra L. Meekins, Chief Business Official

Type of Item: Consent

Short Description: This project consists of restroom renovations at two sites.

DESCRIPTION OF AGENDA ITEM:

Thirty-two contractors picked up a bid package for Bid No. 2013/14-52 – Restroom Renovations at Two Sites. On April 20, 2014, seven bids were received. It is recommended that the contract be awarded to Caltec Corporation the lowest responsive and responsible bidder with the base bid amount of $259,000.00.

The work to be performed consists of restroom renovations at two sites. Funding for this project is from Measure B.

FISCAL IMPACT: Bid value of $259,000.00 is included in the construction budget for this project.

RECOMMENDATION: It is recommended that the Board of Education award Bid No. 2013/14-52 – Restroom Renovations at Two Sites for a total amount of $259,000.00.

ADDITIONAL MATERIAL: Bid Form 2013/14-52

Attached: Yes

PROJECT NAME
BID NUMBER 2013/14-XX

BID FORM

TO: Riverside Unified School District, acting by and through its Governing Board, herein called "DISTRICT."

1. Pursuant to and in compliance with the Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the local conditions affecting the performance of the Contract, and the cost of the Work at the place where the Work is to be done, hereby proposes and agrees to perform within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Contract and complete all of the Work in a workmanlike manner required in connection with the construction of **PROJECT NAME, BID NUMBER 2011/12-XX** in the DISTRICT described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein.

2. ADDENDA: The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and are thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (Bidder to list all addenda).

ADDENDUM No.	1	DATE RECEIVED	04/07/2014
ADDENDUM No.	2	DATE RECEIVED	04/07/2014
ADDENDUM No.	3	DATE RECEIVED	04/18/2014
ADDENDUM No.	4	DATE RECEIVED	04/21/2014
ADDENDUM No	5	DATE RECEIVED	4/28/14
ADDENDUM No.		DATE RECEIVED	

3. ALTERNATE BID: The following amounts shall be additive/deducted from the Base Bid at the District's option. Alternate is fully described in the Specifications.

Alternate No. 1: ADDITIVE/DEDUCT _____ Dollars ($158,000)

ONE HUNDRED FIFTY EIGHT THOUSAND DOLLARS

PROJECT NAME
BID NUMBER 2013/14-XX

BIDDERS NAME: CALTEC CORP

BASE BID	BID PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
TOTAL	TWO HUNDRED AND FIFTY NINE THOUSAND DOLLARS	$259,000

NOTE:
LOWEST RESPONSIBLE BIDDER SHALL BE BASED ON THE TOTAL PRICE FOR ALL SITES REGARDLESS OF ANY ADDITION ERRORS THAT MAY OCCUR IN THE INDIVIDUAL SITE COST BREAKDOWN. IN THE EVENT OF AMBIGUITY DUE TO A CONFLICT BETWEEN WORDS AND NUMBERS WITH RESPECT TO THE AMOUNT OF THE BID, WORDS SHALL GOVERN OVER NUMBERS.

CRITERIA FOR AWARD:

The award will be based on the total cost of the project; however, due to possible budget constraints or the limited budget of any particular site, the District reserves the right to award or not to award any one or more particular sites.

Low bidder shall be determined based on the Base Bid. After the low bidder has been determined, the DISTRICT may select to award the contract based on the Base Bid and any alternate they select.

TIME FOR COMPLETION: CONTRACTOR shall perform and complete all Work under this Contract within **SPELL OUT THE DAYS (NUMERIC NUMBER)** Calendar Days, beginning five (5) Calendar Days after the date the Notice of Award is sent by the DISTRICT to the CONTRACTOR. Moreover, CONTRACTOR shall perform its Work in strict accordance with any completion schedule, construction schedule, or project milestones developed pursuant to provisions of the Contract, including but not limited to the Project Schedule located in the Specifications

The DISTRICT may give a Notice to Proceed within ninety (90) days of the Award of the Bid by the DISTRICT. Once the CONTRACTOR has received the Notice to Proceed, the CONTRACTOR shall complete the Work in the time specified in the Agreement.

In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that, with reasonable notice to the CONTRACTOR, the DISTRICT may postpone giving the notice to proceed. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the Contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's Notice of Postponement. It is further understood by the CONTRACTOR that, in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for Work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the Contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the Contract to the next lowest responsible bidder.

1. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

2. Attached is bid security in the amount of not less than ten percent (10%) of the bid: $ 10% . Bid bond, certified check, cashier's check, or cash. (circle one)

3. The required List of Designated Subcontractors is attached hereto.

4. The required notarized Non-collusion Affidavits for CONTRACTOR and subcontractors is attached hereto.

5. The Substitution Request Form, if applicable, is attached hereto.

6. It is understood and agreed that, if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a Contract in the form attached hereto in accordance with the bid as accepted, and that he will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond, all within five (5) calendar days after receipt of notification of award, and that the Work under the Contract shall be commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the DISTRICT's Notice to Proceed, and shall be completed by the CONTRACTOR in the time specified in the Contract Documents.

7. Notice of Award or other correspondence should be addressed to the undersigned at the address stated below.

8. The names of all persons interested in the foregoing proposal as principals are as follows:

HAMID ABGHARI/PRESIDENT

HAMID ABGHARI/SECRETARY

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the

legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

9. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's License Number:	852623
License Expiration Date:	01/31/2015
Name on License:	CALTEC CORP
Type of License:	A & B
Phone:	714-373-5071
Fax:	714-894-7028

If the bidder is a joint venture, each member of the joint venture must include the above information.

1. Time is of the essence regarding this Contract; therefore, in the event the bidder to whom the Notice of Award is given fails or refuses to post the required bonds and return executed copies of the Agreement Form within five (5) calendar days from the date of receiving the Notice of Award, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.

2. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

3. The bidder declares that he/she has carefully examined the location of the proposed Work, that he/she has examined the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, and read the accompanying Instructions to Bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all Work required to complete the said Work in accordance with the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

4. In the event of ambiguity due to a conflict between words and numbers with respect to the amount of the bid, words shall govern over numbers.

5. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

CALTEC CORP
Proper Name of Bidder

8732 WESTMINSTER BLVD. SUITE 2, WESTMINSTER, CA 92683
Address

By: HAMID ABGHARI
PRINT NAME

Date: 4/28/2014

Signature of Bidder: H. N

NOTE: If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign Contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent blue ink.

Board Meeting Agenda
May 19, 2014

Topic: Award of Bid for Bid No. 2013/14-53 – Roofing at Various Sites

Presented by: Jane Jumnongsilp, Fiscal Services Manager
Procurement and Accounts Payable

Responsible Cabinet Member: Sandra L. Meekins, Chief Business Official

Type of Item: Consent

Short Description: This project consists of roofing at various sites.

DESCRIPTION OF AGENDA ITEM:

Twenty-eight contractors picked up a bid package for Bid No. 2013/14-53 – Roofing at Various Sites. On May 1, 2014, six bids were received. It is recommended that the contract be awarded to Rite-Way Roof Corporation the lowest responsive and responsible bidder with the amount of $378,085.00.

The work to be performed consists of roofing at various sites. Funding for this project is from Deferred Maintenance.

FISCAL IMPACT: Bid value of $378,085.00 is included in the construction budget for this project.

RECOMMENDATION: It is recommended that the Board of Education award Bid No. 2013/14-53 – Roofing at various sites for a total amount of $378,085.00.

ADDITIONAL MATERIAL: Bid Form 2013/14-53

Attached: Yes

BID FORM

TO: Riverside Unified School District, acting by and through its Governing Board, herein called "DISTRICT."

1. Pursuant to and in compliance with the Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the local conditions affecting the performance of the Contract, and the cost of the Work at the place where the Work is to be done, hereby proposes and agrees to perform within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Contract and complete all of the Work in a workmanlike manner required in connection with the construction of **Roofing at Various Sites, BID NUMBER 2013/14-53** in the DISTRICT described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein.

2. ADDENDA: The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and are thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (Bidder to list all addenda).

ADDENDUM No. 1	DATE RECEIVED 4/28/14
ADDENDUM No. 2	DATE RECEIVED 4/28/14
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____
ADDENDUM No _____	DATE RECEIVED _____
ADDENDUM No. _____	DATE RECEIVED _____

Roofing at Various Sites
BID NUMBER 2013/14-53

BIDDERS NAME: Rite-Way Roof Corporation

BASE BID	BID PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
Liberty ES	Twelve Thousand Eight Hundred Thirty seven	12,837.00
Arlington HS	Fifty Five Thousand Nine Hundred fifty one	55,951.00
Ramona HS	Ninty Two Thousand Two hundred fifty NINE	92,259.00
Jefferson ES	Sixty Four Thousand Two Hundred NINE	64,209.00
Sierra MS	Fifteen Thousand Five hundred Sixty Eight	15,568.00
Pachappa ES	Twenty Two Thousand Nine Hundred Eighty.	22,980.00
Poly HS	Sixty one Thousand Five hundred twenty one	61,521.00
North HS	Fourty Two Thousand One hundred Eighty Eight	42,188.00
Riverside STEM	Ten Thousand Five Hundred seventy Two.	10,572.00
TOTAL	Three Hundred Seventy Eight Thousand Eighty Five.00	378,085.00

Cost per square foot price for replacing broken or water damaged sheathing to matching existing type and thickness $8.50

Cost per square foot for insulation to match existing thickness $5.80

NOTE:
LOWEST RESPONSIBLE BIDDER SHALL BE BASED ON THE TOTAL PRICE FOR ALL SITES REGARDLESS OF ANY ADDITION ERRORS THAT MAY OCCUR IN THE INDIVIDUAL SITE COST BREAKDOWN. IN THE EVENT OF AMBIGUITY DUE TO A CONFLICT BETWEEN WORDS AND NUMBERS WITH RESPECT TO THE AMOUNT OF THE BID, WORDS SHALL GOVERN OVER NUMBERS.

CRITERIA FOR AWARD:

The award will be based on the total cost of the project; however, due to possible budget constraints or the limited budget of any particular site, the District reserves the right to award or not to award any one or more particular sites.

Low bidder shall be determined based on the Base Bid. After the low bidder has been determined, the DISTRICT may select to award the contract based on the Base Bid and any alternate they select.

TIME FOR COMPLETION: CONTRACTOR shall perform and complete all Work under this Contract within **SIXTY DAYS (60)** Calendar Days, beginning five (5) Calendar Days after the date the Notice of Award is sent by the DISTRICT to the CONTRACTOR. Moreover, CONTRACTOR shall perform its Work in strict accordance with any completion schedule, construction schedule, or project milestones developed pursuant to provisions of the Contract, including but not limited to the Project Schedule located in the Specifications

The DISTRICT may give a Notice to Proceed within ninety (90) days of the Award of the Bid by the DISTRICT. Once the CONTRACTOR has received the Notice to Proceed, the CONTRACTOR shall complete the Work in the time specified in the Agreement.

In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that, with reasonable notice to the CONTRACTOR, the DISTRICT may postpone giving the notice to proceed. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the Contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's Notice of Postponement. It is further understood by the CONTRACTOR that, in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for Work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the Contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the Contract to the next lowest responsible bidder.

1. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

2. Attached is bid security in the amount of not less than ten percent (10%) of the bid: $ 37,808.5 . Bid bond, certified check, cashier's check, or cash. (circle one)

3. The required List of Designated Subcontractors is attached hereto.

4. The required notarized Non-collusion Affidavits for CONTRACTOR and subcontractors is attached hereto.

5. The Substitution Request Form, if applicable, is attached hereto.

6. It is understood and agreed that, if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a Contract in the form attached hereto in accordance with the bid as accepted, and that he will also furnish and deliver to the DISTRICT the Performance Bond and Payment Bond, all within five (5) calendar days after receipt of notification of award, and that the Work under the Contract shall be commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the DISTRICT's Notice to Proceed, and shall be completed by the CONTRACTOR in the time specified in the Contract Documents.

7. Notice of Award or other correspondence should be addressed to the undersigned at the address stated below.

8. The names of all persons interested in the foregoing proposal as principals are as follows:
Jeff Hughes, President, Secretary, Treasurer

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

9. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's License Number:	661941
License Expiration Date:	01/31/2016
Name on License:	Rite-Way Roof Corporation
Type of License:	C-39
Phone:	909.350.8490
Fax:	909.350.8477

If the bidder is a joint venture, each member of the joint venture must include the above information.

1. Time is of the essence regarding this Contract; therefore, in the event the bidder to whom the Notice of Award is given fails or refuses to post the required bonds and return executed copies of the Agreement Form within five (5) calendar days from the date of receiving the Notice of Award, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.

2. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

3. The bidder declares that he/she has carefully examined the location of the proposed Work, that he/she has examined the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, and read the accompanying Instructions to Bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all Work required to complete the said Work in accordance with the Plans, General Conditions of the Contract, Special Conditions of the Contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

4. In the event of ambiguity due to a conflict between words and numbers with respect to the amount of the bid, words shall govern over numbers.

5. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Rite-Way Roof Corporation
Proper Name of Bidder

15425 Arrow Route Fontana, Ca 92335
Address

By: Jeff Hughes
PRINT NAME

Date: 5/1/14

Signature of Bidder: [signature]

NOTE: If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the

corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign Contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent blue ink.

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic:	Resolution No. 2013/14-44 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Temporary Transfer of Funds From the District's General Fund to the District's Adult Education Fund to Mitigate Potential Impacts of Funding Delays and Federal Sequestration
Presented by:	Dalia Gadelmawla, Interim Director, Business Services
Responsible Cabinet Member:	Sandra L. Meekins, Interim Chief Business Official
Type of Item:	Consent
Short Description:	Approval of this agenda item will allow the District to provide temporary loans for the 2013-2014 and 2014-2015 fiscal years from the General Fund to the Adult Education Fund.

DESCRIPTION OF AGENDA ITEM:

Education Code 42603 allows the Governing Board of a school district to temporarily transfer cash to another fund or account of the District for payment of obligations. Amounts transferred are generally repaid in the same fiscal year; however, transfers made within 120 days of the end of the fiscal year may be repaid in the following fiscal year. Any interest earned from excess funds shall be transferred back to the General Fund.

In order to meet the Adult Education Fund's daily cash obligations for payroll and accounts payable, programs are at risk from funding delays and Federal sequestration; District staff is requesting authorization to process temporary transfers of cash from the District's General Fund to the Adult Education Fund through June 30, 2015. The Education Code cited above limits the amount of funds that can be transferred from any one fund. Any funds borrowed will be repaid within the timelines specified by Education Code 42603.

Authorization is requested to transfer funds from the General Fund to the Adult Education Fund as needed for the 2013-2014 and 2014-2015 fiscal years.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2013/14-44 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Temporary Transfer of Funds from the District's General Fund to the District's Adult Education Fund to Mitigate Potential Impacts of Funding Delays and Federal Sequestration.

ADDITIONAL MATERIAL: Resolution No. 2013/14-44

Attached: Yes

RESOLUTION NO. 2013/14-44

RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT AUTHORIZING THE TEMPORARY TRANSFER OF FUNDS FROM THE DISTRICT'S GENERAL FUND TO THE DISTRICT'S ADULT EDUCATION FUND TO MITIGATE POTENTIAL IMPACTS OF FUNDING DELAYS AND FEDERAL SEQUESTRATION

WHEREAS, the District's Adult Education Fund must meet its payroll and accounts payable obligations; and

WHEREAS, the timing of the apportionments due the Adult Education Fund are delayed and not received on a timely basis due to funding delays and Federal sequestration; and

WHEREAS, Education Code 42603 allows the Board of Education of any school district to direct monies held in any fund or account to be temporarily transferred to another fund or account of the District for payment of obligations; and,

WHEREAS, the transfer or transfers shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, and amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Riverside Unified School District directs the County Treasurer to transfer funds from the District's Adult Education Fund for the 2013-2014 and 2014-2015 fiscal years to mitigate potential impacts of funding delays and Federal sequestration.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on May 19, 2014 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

_____
Kathy Y. Allavie, Clerk
Board of Education

Dated: _____

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic:	Out-of-State Field Trip: National History Day, University of Maryland, College Park Campus, Maryland, June 15, 2014
Presented by:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Responsible Cabinet Member:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Type of Item:	Consent
Short Description:	Amelia Earhart, Frank Augustus Miller, University Heights Middle Schools, and Martin Luther King High School are requesting approval for travel to National History Day which will take place at the University of Maryland in College Park, Maryland, June 15 – 19, 2014.

DESCRIPTION OF AGENDA ITEM:

Nickolas Beam from Amelia Earhart Middle School, Haley Hocking from Frank Augustus Miller Middle School, Hannah Terao and Koharu Abe from University Heights Middle School, and Rachel Priebe from Martin Luther King High School have qualified to compete, and will be representing California and Riverside Unified School District at National History Day which is taking place at the University of Maryland in College Park, Maryland, June 15 – 19, 2014. These schools are requesting travel approval for their students.

FISCAL IMPACT: None

RECOMMENDATION: Approval is requested for the National History Day participant's multiple-day field trips to University of Maryland, College Park Campus, Maryland, June 15-19, 2014.

ADDITIONAL MATERIAL: Multiple-Day Field Trip application, Pre-Approval Checklist and Itinerary

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal **2 weeks prior to departure**. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: Earhart Grade Level: 7

Teacher's Name: Byer Teaching (Subject): History Phone #: 53008

Field Trip Dates: June 14-19, 2014 Location (City and State): College Park, MD

Number School Days Missed: 0 Number Students: 1 Number Adults: 2 Ratio Adult to Student: 2 To 1

Name and Title of Adults: Kent Byer (Teacher), Angela Mascari (teacher)
Student Nickolas Beam

Administrator Accompanying Group ☒ Yes ☐ No Name(s): Barb Liboit

Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): National History Day

Name of Event **(ATTACH INFORMATION DESCRIBING EVENT):**

Link to course of study: History

Estimated cost per student: $2,000 Detailed Funding Plan: Attached

Transportation By: ☐ Bus -- Check one: _____ RUSD or _____ Charter
☒ Plane
☐ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)
☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**
☒ Other Rental car – Adult Responsible for All Transportation

Insurance for Host Organization (if applicable):

Housing Accommodations: On-campus lodging

SIGNATURES:

Teacher — Date: 4/28/14

Principal — Date: 4/24/14

Director, Elementary – Secondary Education — Date: 5-5-14

Transportation Manager — Date: 5-2-14

*Deputy – Assistant Superintendent, Instruction — Date:

*Superintendent — Date:

*For out-of-state requests only
**For out-of-country requests only

**Date of Board Action

DEPARTMENT USE ONLY
☐ **Approval pending clearance of Transportation and signed Multiple Day Final Checklist**
☐ **Not approved because** _____

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

Procedures #6153 (f)
(Ref: Policy #6153
Rules & Reg. #6153)

RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal **2 weeks prior to departure**. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: FRANK MILLER M.S. Grade Level: 7 - HALEY HOCKING

Teacher's Name: N. HOCKING Teaching (Subject): HISTORY Phone #: 951-768-7455

Field Trip Dates: JUNE 15 - JUNE 19 '14 Location (City and State): UNIV. OF MARYLAND COLLEGE PARK

Number School Days Missed: 0 Number Students: 1 Number Adults: 1 Ratio Adult to Student: 1 To 1

Name and Title of Adults: NED HOCKING, TEACHER / PARENT

Administrator Accompanying Group ☒ Yes ☐ No Name(s): BARB. LIBOLT.

Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): NAT'L. HISTORY DAY

Name of Event **(ATTACH INFORMATION DESCRIBING EVENT):** NAT'L. HISTORY DAY

Link to course of study: HISTORY / SOCIAL SCIENCES

Estimated cost per student: $ 1,600 Detailed Funding Plan:

Transportation By: ☐ ~~Bus - Check~~ one: _____ RUSD or _____ Charter

☒ Plane

☐ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)

☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**

☐ Other PARENT IS RESPONSIBLE FOR ALL TRANSPORTATION STUDENT IS HALEY HOCKING

Insurance for Host Organization (if applicable):

Housing Accommodations: HOTEL - MARRIOT COURTYARD GREEN BELT, MD.

SIGNATURES:

Teacher	4-28-14 Date	Principal	4.28.14 Date
Director, Elementary – Secondary Education	5-5-14 Date	Transportation Manager	5-1-14 Date
*Deputy – Assistant Superintendent, Instruction	Date	*Superintendent	Date

*For out-of-state requests only
**For out-of-country requests only

**Date of Board Action

DEPARTMENT USE ONLY

☐ **Approval pending clearance of Transportation and signed Multiple Day Final Checklist**

☐ **Not approved because** _____

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

#26-9025 Revised 05/03 White - Director of Instruction Yellow-Principal Pink-Transportation Goldenrod-Teacher

RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal **2 weeks prior to departure**. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: University Heights M.S. Grade Level: 7TH

Teacher's Name: Denniston / Kiesling Teaching (Subject): History/Social Sci Phone #: 951-788-7388

Field Trip Dates: June 15 - June 19, 2014 Location (City and State):

Number School Days Missed: 0 Number Students: 2 Number Adults: 3 Ratio Adult to Student: _____ To _____

Name and Title of Adults: Amanda Denniston - TSA, Curtis Kiesling - Teacher, Mrs. Deborah Terao - Parent of participant

Administrator Accompanying Group: ☑ Yes ☐ No Name(s): A Denniston

Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): State History Day Winners

Name of Event **(ATTACH INFORMATION DESCRIBING EVENT):** National History Day

Link to course of study: Directly related to the history / social science academic content standards and Common Core State Standards.

Estimated cost per student: $1,200 Detailed Funding Plan: included

Transportation By: ☐ Bus -- Check one: _____ RUSD or _____ Charter

☑ Plane

☐ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)

☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**

☐ Other Parent responsible for transportation of Student - Tommy Abe - Hannah Terao

Insurance for Host Organization (if applicable):

Housing Accommodations: Hotel

SIGNATURES:

A Denniston — Teacher — 5-1-14 Date

Principal — 5-2-14 Date

Director, Elementary – Secondary Education — 5-5-14 Date

Transportation Manager — 5-2-14 Date

*Deputy – Assistant Superintendent, Instruction Date

*Superintendent Date

*For out-of-state requests only

**For out-of-country requests only

**Date of Board Action

DEPARTMENT USE ONLY

☐ **Approval pending clearance of Transportation and signed Multiple Day Final Checklist**

☐ **Not approved because** _____

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

Procedures #6153 (f)
(Ref: Policy #6153
Rules & Reg. #6153)

RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal **2 weeks prior to departure**. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: KING H.S. Grade Level: 9

Teacher's Name: N. HOCKING Teaching (Subject): HISTORY Phone #:

Field Trip Dates: JUNE 15 - JUNE 19, 2014 Location (City and State): UNIVERSITY OF MARYLAND

Number School Days Missed: 0 Number Students: 1 Number Adults: 1 Ratio Adult to Student: 1 To 1

Name and Title of Adults: NED HOCKING, TEACHER

BARB LIBOLT, ADMINISTRATOR

Administrator Accompanying Group ☒ Yes ☐ No Name(s): BARB LIBOLT

Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): NATIONAL HISTORY DAY

Name of Event **(ATTACH INFORMATION DESCRIBING EVENT):** NATIONAL HISTORY DAY

Link to course of study: HISTORY / SOC. SCIENCE

Estimated cost per student: $1,600 Detailed Funding Plan:

Transportation By: ☐ Bus -- Check one: _____ RUSD or _____ Charter

☒ Plane

☐ Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)

☐ **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**

☒ Other Parent is responsible for all transportation. Student is aircraft price

Insurance for Host Organization (if applicable):

Housing Accommodations: HOTEL - MARRIOTT COLLEGE PARK; CNV. C. 1 (310) 985-7300

SIGNATURES:

Teacher	4-28-14 Date	Principal	4/29/14 Date
Director, Elementary – Secondary Education	5-5-14 Date	Transportation Manager	5-1-14 Date
*Deputy – Assistant Superintendent, Instruction	Date	*Superintendent	Date

*For out-of-state requests only
**For out-of-country requests only

**Date of Board Action

DEPARTMENT USE ONLY

☐ **Approval pending clearance of Transportation and signed Multiple Day Final Checklist**

☐ **Not approved because** _____

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

#26-9025 Revised 05/03 White - Director of Instruction Yellow-Principal Pink-Transportation Goldenrod-Teacher

National History Day 2014 Contest Schedule

(Subject to change)

Sunday, June 15	**Event**	**Location**
9:00 a.m. - 8:00 p.m.	Registration; exhibit set-up	Stamp Student Union: Colony Ballroom; Grand Ballroom
6:30 p.m.	**Welcome ceremony**	McKeldin Mall
Monday, June 16		
8:00 a.m. - 9:30 a.m.	Late Registration – Juniors	Stamp Student Union
8:00 a.m. - 3:00 p.m.	Late Registration – Seniors	Stamp Student Union
9:00 a.m. - 4:00 p.m.	Teacher Workshops	Shoemaker 2102
10:00 a.m. - 4:00 p.m.	Judging – Juniors	See entry list for locations
5:30 p.m. - 8:00 p.m.	Exhibit set-up – Seniors Public viewing – Exhibits	Grand Ballroom
7:30 p.m. - 10:30 p.m.	Teachers' Social	Adele's Restaurant
7:30 p.m. - 10:30 p.m.	Student dance	Reckord Armory
Tuesday, June 17		
8:00 a.m. - 9:30 a.m.	Late registration – Seniors	Stamp Student Union
8:00 a.m. - 9:30 a.m.	Exhibit set-up – Seniors	Grand Ballroom
9:00 a.m. - 3:00 p.m.	Teacher Workshops	Shoemaker 2102
10:00 a.m. - 4:00 p.m.	Judging – Seniors	See entry list for locations
7:00 p.m. - 9:00 p.m.	Public viewing –Exhibits	Grand Ballroom
5:00 p.m. - 10:00 p.m.	Junior Performance and Documentary finals	Stamp Student Union
Wednesday, June 18		
8:30 a.m. - 12:30 p.m.	Senior Performance and Documentary finals	Stamp Student Union
9:00 a.m. - 5:00 p.m.	Public viewing – Exhibits	Grand Ballroom
10:00 a.m. - 7:30 p.m.	Exhibits Displayed at NMAH	Washington, DC
5:00 p.m. - 7:00 p.m.	Exhibit take-down	Grand Ballroom
5:00 p.m. - 7:30 p.m.	"National History Night"	NMAH, Washington, DC
Thursday, June 19		
7:00 a.m. - 8:30 a.m.	Exhibit take-down	Grand Ballroom
8:30 a.m. - 12:00 p.m.	**Awards Ceremony**	**Comcast Center**
12:00 p.m. - 1:00 p.m.	Pick-up Certificate Packets Exhibit take-down	Heritage Hall, Comcast Center Grand Ballroom
1:00 p.m. - 3:00 p.m.	Check out of residence halls	

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic:	Board of Education Representative
Presented by:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Responsible Cabinet Member:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Type of Item:	Consent
Short Description:	Requesting approval to designate a postsecondary partner as a representative of the Board and to reimburse the representative for travel expenses incurred while attending a professional development conference.

DESCRIPTION OF AGENDA ITEM:

California Education Code §35044 provides that the governing Board of each school district shall provide for the payment of the traveling expenses of any representative of the Board of Education when performing services directed by the Board of Education.

Ms. Julie Pehkonen will represent RUSD's postsecondary partner California Partnership Academies (CPA) and attend the Health Science Educator's Institute.

FISCAL IMPACT: Registration Fee $275
Hotel Fee $300

RECOMMENDATION: It is recommended that the Board of Education designate Ms. Julie Pehkonen as RUSD's postsecondary partner to attend the Healthy Science Educator's Institute. It is further recommended that the Board of Education authorize payment of travel expenses related to the conference.

ADDITIONAL MATERIAL: None

Board Meeting Agenda
May 19, 2014

Topic:	Appointment of Special Education Community Advisory Committee (CAC) Members
Presented by:	Timothy R. Walker, Executive Director, Pupil Services/SELPA
Responsible Cabinet Member:	Timothy R. Walker, Executive Director, Pupil Services/SELPA
Type of Item:	Consent
Short Description:	Education Code 56190 requires that each Special Education Local Plan Area (SELPA) establish a Special Education Community Advisory Committee (CAC). Our Local Plan for Special Education specifies that the Board appoint members to the CAC.

DESCRIPTION OF AGENDA ITEM:

Education Code 56190 requires that each Special Education Local Plan (SELPA) establish a Community Advisory Committee (CAC). Education Code 56191 requires that the terms of CAC members be staggered. The CAC provides input to the District on a variety of special education matters, including revision of the local plan for special education.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education approve the appointment of Special Education Community Advisory Committee (CAC) members listed, for the terms specified.

Name	Term
Scott Langner	4-16-2014 to 12-31-15
Ashley Lopez	4-16-2014 to 12-31-15
Krista McGhee	4-16-2014 to 12-31-15
Chip Goolsby	4-16-2014 to 12-31-15
Beatty Lozano	4-16-2014 to 12-31-15

ADDITIONAL MATERIAL: None

Board Meeting Agenda
May 19, 2014

Topic: Recommended Waivers of the California High School Exit Exam (CAHSEE)

Presented by: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Responsible Cabinet Member: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Type of Item: Consent

Short Description: We are recommending that the passage of the California High School Exit Exam (CAHSEE) be waived for four (4) special education students who met the requirements, as established by the Board of Education.

DESCRIPTION OF AGENDA ITEM:

Pursuant to Board Policy No. 6146, Section 1.3.3 and Education Code 60851(c), the Board may grant a waiver of the California High School Exit Exam (CAHSEE) requirements to students with disabilities who have passed the identified portion/s of the exam with the use of modifications identified in the student's Individualized Educational Program (IEP) or Section 504 plan. The students being proposed for the CAHSEE waiver have fulfilled all other graduation requirements.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board waive the California High School Exit Exam (CAHSEE) for four (4) special education students.

ADDITIONAL MATERIAL: Recommended Waivers of the California High School Exit Exam (CAHSEE)

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Special Education Services

FOR THE BOARD OF EDUCATION MEETING

May 19, 2014

RECOMMENDED WAIVERS OF THE CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

Education Code §60851(c) permits the Board to waive the CAHSEE for disabled students who meet certain specified conditions, including having obtained a passing score using a modification.

A. Waiver of the ELA Portion of the CAHSEE
   Student ID # 285451

B. Waiver of Both English Language Arts (ELA) and Math Portions of the CAHSEE
   Student ID # 263499
   Student ID # 301351

C. Waiver of the Math Portion of the CAHSEE
   Student ID # 260198

Riverside Unified School District

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Board Meeting Agenda
May 19, 2014

Topic:	Certificated Personnel Assignment Order – CE 13/14-18 and Classified/Non-Classified Personnel Assignment Order CL 13/14-18
Presented by:	Kyley Ybarra, Director, Certificated Personnel–Leadership and Development Vanessa Connor, Director, Classified Personnel–Leadership and Development
Responsible Cabinet Member:	Susan Mills, Assistant Superintendent, Department of Personnel–Leadership and Development
Type of Item:	Consent
Short Description:	The latest District's management, certificated and classified personnel actions are presented to the Board of Education for approval.

DESCRIPTION OF AGENDA ITEM:

Board approval is requested of the District's latest management, certificated and classified personnel actions, which include the following:

Change in Status from Substitute Employee to Regular Employee, Leaves, New Hires, Promotions, Promotions-Managers/Supervisors, Resignations, Retirements, School Nutrition Association (SNA) Certification, Suspensions, Temporarily Assigned to a Higher Classification, Terminations, Substitutes, and Voluntary Demotions/Reassignments/Reductions/Transfers.

FISCAL IMPACT: To be determined

RECOMMENDATION: It is recommended that the Board of Education approve the District's latest personnel actions for both certificated and classified.

ADDITIONAL MATERIAL: Certificated Personnel Assignment Order – CE 13/14-18 and Classified/Non-Classified Personnel Assignment Order CL 13/14-18

Attached: Yes

CERTIFICATED PERSONNEL ASSIGNMENT ORDER #CE 13/14-18
May 19, 2014

CERTIFICATED PERSONNEL

Leaves

Amelia Earhart Middle School		
(Family Medical Leave Act Leave)	Teacher	05/19/14 –
Boganwright, Rebecca R.		06/12/14
Andrew Jackson Elementary School		
(Personal Unpaid Leave)	Teacher	07/01/14 –
Ayloush, Arwa		06/30/15
Riverside Polytechnic High School		
(Personal Unpaid Leave)	Teacher	07/01/14 –
Hidalgo, Claudia B.		06/30/15
Ramona High School		
(Personal Unpaid Leave)	Teacher	07/01/14 –
Cauthen, Tracy E.		06/30/15
Secondary Site		
(Paid Administrative Leave)	Teacher	05/01/14 –
13/14-40008		05/12/14

Resignations

Central Middle School		
Hendrickson, Anne M.	Teacher	06/13/14
Educational Options Center		
Kriesel, Wes A.	Staff Development Specialist	05/03/14
Martin Luther King High School		
Bond, Heather M.	Teacher	06/13/14
Verdugo, Juan C.	Teacher	06/13/14
John W. North High School		
Tedisco, Elizabeth R.	Teacher	06/13/14

Resignations - Continued

Ramona High School			
Williams, Luke D.	Teacher		06/13/14

Retirements

John W. North High School			
Flagg, Yvonne G.	Teacher	13 years of service	06/13/14

Substitutes

*Baltagi, Robin	Substitute Teacher	TBD
DeGonia, Christopher	Substitute Teacher	04/28/14
Estep, Andrew	Substitute Teacher	05/01/14

**Pursuant to Board Policy #4112.81*

CLASSIFIED/NON-CLASSIFIED PERSONNEL ASSIGNMENT ORDER #CL 13/14-18
May 19, 2014

CLASSIFIED PERSONNEL

Change in Status from Substitute Employee to Regular Employee

Liberty Elementary School			
Viramontes, Monica A.	Health Assistant	10 months, 6 hours	04/24/14
Maintenance & Operations			
Adame, Alexander C.	Custodian	12 months, 8 hours	05/05/14 *Amendment to 05/05/14 Board*
John W. North High School			
Clausen, Michael B.	Instructional Assistant – Special Education I	10 months, 5 hours	04/30/14

Leaves

13/14-201311		Paid Administrative Leave	05/01/14 – Undetermined
13/14-163364		Paid Administrative Leave	04/25/14 – Undetermined

New Hires

Arlington High School			
Buschman, Jennifer L.	Instructional Assistant – Special Education I	10 months, 5 hours	05/07/14

Promotions

Mendoza Cuellar, Nadya T.	From: Emerson Elementary School, Instructional Assistant Special Education II, 10 months, 6 hours	To: Special Education, Intensive Behavior Interventions Assistant, 10 months, 6 hours	05/05/14
Olvera, Gilbert V.	From: Maintenance & Operations, Irrigation Worker, 12 months, 8 hours	To: Maintenance & Operations, Lead Irrigation Worker, 12 months, 8 hours	04/28/14
Saavedra, Teresa	From: Tomas Rivera Elementary School, Instructional Assistant Special Education II, 10 months, 6 hours	To: Special Education, Intensive Behavior Interventions Assistant, 10 months, 6 hours	05/12/14

Promotions – Managers/Supervisors

Yrungaray, Marlene K.	From: Instructional Services, Administrative Secretary II, 12 months, 8 hours	To: Common Core, Executive Secretary II, 12 months, 8 hours	05/19/14
Zamudio, Susana	From: Project T.E.A.M., Job Development Specialist, 10 months, 7.5 hours	To: Riverside Adult School, Coordinated Family Services Supervisor, 11 months, 8 hours	05/19/14

Resignations

Lake Mathews Elementary School			
Perez, Taina L.	School Office Assistant	1 year, 6 months of service	05/24/14
Nutrition Services			
Huynh, Jenny	Nutrition Specialist	4 months of service	05/16/14

Resignations - Continued

University Heights Middle School			
Jones, Paola A.	Cafeteria Worker I	5 years, 4 months of service	05/08/14

Retirements

Arlington High School			
Jaure, Martha A.	Cafeteria Worker I	24 years, 4 months of service	05/02/14
Maintenance & Operations			
Adair, Bruce K.	Carpenter I	10 years, 5 months of service	05/01/14

School Nutrition Association (SNA) Certification

John F. Kennedy Elementary School			
Herrera, Christina	Cafeteria Worker II	From: Range 6-5 To: Range 7-5	05/06/14 – 03/31/15
Magnolia Elementary School			
Meano, Deborah D.	Elementary Kitchen Operator	From: Range 9-5 To: Range 10-5	06/01/14 – 05/31/15

Suspensions

13/14-157080		2 days	05/06/14 – 05/07/14

Temporarily Assigned to a Higher Classification

Arlington High School			
Monteon, German A.	From: Custodian	To: Lead Custodian	04/10/14 – 04/18/14

Temporarily Assigned to a Higher Classification - Continued

Andrew Jackson Elementary School			
Munoz, Teresa	From: Community Assistant - Bilingual	To: School Office Assistant	01/27/14 – 06/12/14
Thomas Jefferson Elementary School			
Brattain, Sandy L.	From: Cafeteria Worker II	To: Elementary Kitchen Operator	04/30/14 – 05/09/14
Haddad, Mervat	From: Cafeteria Worker I	To: Cafeteria Worker II	04/30/14 – 05/09/14
Maintenance & Operations			
Acosta, Julio C.	From: Grounds Maintenance Worker	To: Lead Grounds Maintenance Worker I	02/27/14 – 03/14/14
Andrade, Jesus	From: Maintenance Utility Worker	To: Salary Range 18	04/01/13 – 06/30/14
Derne, Douglas H.	From: Grounds Maintenance Worker	To: Lead Grounds Maintenance Worker I	03/03/14 – 03/19/14
Hough, Gregory F.	From: Custodian	To: Custodial Operations Assistant	04/01/14 – 06/30/14
Mackiewicz, Russell P.	From: Maintenance Utility Worker	To: Salary Range 18	04/01/14 – 06/30/14
Martinez, Jesus F.	From: Grounds Equipment Operator I	To: Plumber I	02/03/14 – 04/30/14
Mendez, Jose L.	From: Custodian	To: Lead Custodian	03/17/14 – 03/26/14
Mora, David A.	From: Grounds Maintenance Worker	To: Lead Grounds Maintenance Worker I	04/08/14 – 04/28/14
Palomares, Pascual	From: Custodian	To: Lead Custodian	03/03/14 – 04/30/14
Sanchez, Abran S.	From: Grounds Maintenance Worker	To: Grounds Equipment Operator I	04/10/14 – 04/30/14

Temporarily Assigned to a Higher Classification - Continued

Tapia, Richard A.	From: Grounds Maintenance Worker	To: Lead Grounds Maintenance Worker I	03/20/14 – 03/28/14
Trevino Jr., Rudy	From: Grounds Maintenance Worker	To: Grounds Equipment Operator I	02/03/14 – 04/09/14
Ramona High School			
Valdez, Marcos R.	From: Custodian	To: Maintenance & Operations, Refuse & Compactor Vehicle Equipment Operator	03/19/14 – 04/30/14
Technology Services			
Egan, Laura A.	From: Administrative Secretary II	To: Salary Range 33-5	10/22/12 – 08/14/13
Victoria Elementary School			
Robles, Aracely	From: Community Assistant - Bilingual	To: School Office Assistant	05/01/14 – 05/25/14

Terminations

13/14-251861	04/09/14

Voluntary Demotions/Reassignments/Reductions/Transfers

Gomez, Michael J.	From: Maintenance & Operations, Custodian 12 months, 8 hours	To: Martin Luther King High School, Custodian 12 months, 8 hours	05/05/14
Harvey, Martha C.	From: Department of Personnel-Leadership & Development, Salary Range 9, 10 months, 4 hours	To: Abraham Lincoln High School, Community Assistant - Bilingual, 10 months, 4 hours	04/28/14

Voluntary Demotions/Reassignments/Reductions/Transfers - Continued

Lopez, Anna M.	From: John W. North High School, Community Assistant – Bilingual, 10 months, 3.5 hours	To: John W. North High School, Instructional Assistant – Special Education I, 10 months, 5 hours	05/06/14
Mendez, Jose L.	From: Maintenance & Operations, Custodian, 12 months, 8 hours	To: John W. North High School, Custodian, 12 months, 8 hours	04/28/14
Villegas, Venigna	From: Department of Personnel-Leadership & Development, Salary Range 16, 10 months, 8 hours	To: Special Education, Administrative Secretary I, 11 months, 8 hours	04/14/14

NON-CLASSIFIED PERSONNEL

New Hires – *Athletic Coaches

Martin Luther King High School		
Cool, Hollee	Choir – Assistant	04/25/14
Duffy, Joi	Track & Field – Assistant	03/25/14
Fazio, Vincent	Head Coach – Football	03/28/14
Morrison, Deanna	Choir – Assistant	05/01/14
Powell, David T.	Baseball – Assistant	03/27/14
John W. North High School		
McClure, Richard E.	Football – Assistant	03/24/14
Ramona High School		
Fala, Michael	Football – Assistant	04/28/14
Whitten, Kathleen	Softball – Assistant	03/03/14

*The temporary athletic coaches listed above are knowledgeable of the assigned sports and meet the qualifications and competencies required by law.

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic:	Graduates (including A-G rates) and Dropout Data for 2012-13
Presented by:	Mr. Daniel Patterson, Program Improvement Coordinator
Responsible Cabinet Member:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Type of Item:	Report
Short Description:	Staff will provide a report regarding Riverside Unified School District's (RUSD) cohort graduation rate and completion data.

DESCRIPTION OF AGENDA ITEM:

Staff will provide a presentation regarding Riverside Unified School District's 2012-13 cohort graduation, dropout and A-G rates.

FISCAL IMPACT: None

RECOMMENDATION: Information only.

ADDITIONAL MATERIAL: 2012-13 Graduation, Dropout and A-G Rates PowerPoint

Attached: Yes

2012-13 Graduation Dropout & A-G Rates

RESEARCH ASSESSMENT & EVALUATION

RUSD
Innovation in Education
RIVERSIDE
Unified School District

Talking Points

Our graduation rate is 85.3%, which is a 3.4% increase from the previous year. This is the percent of our students who graduate in four years. Of the seniors who didn't graduate, 8% dropped out of school, while the rest are still enrolled. We had one of the largest increases in graduation rates in the county and one of the largest decreases in dropout rates in the county. We met the Board Goal for our graduation rate.

Talking Points

Last year 3.2% of our high school students dropped out. We had 74 fewer drops than the previous year and had the one of the largest reductions in dropouts in the county.

Our A-G rate is 37.2%. We had an increase of 2.6% and met our Board Goal for our A-G rate growth.

Framework for Our Discussion

1. Measurement and Incidence
2. Short-term and Long-term Causes
3. Educational, Social and Economic Costs
4. Possible Solutions

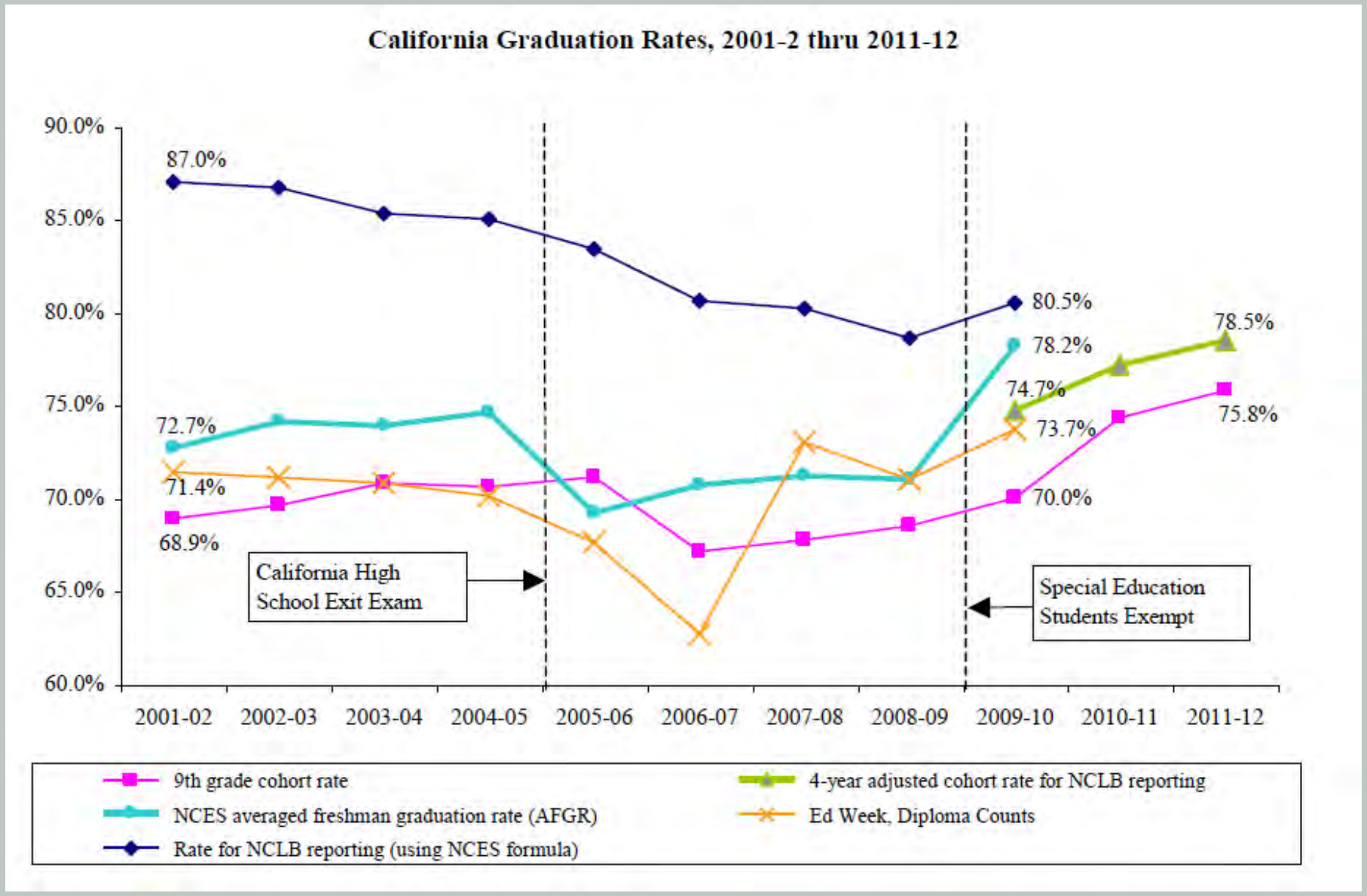
Graduation Rates : Measurement and Incidence

In the last decade, California has calculated Graduation Rates using three different formulas. Five different formulas have been reported through popular sources nationally.

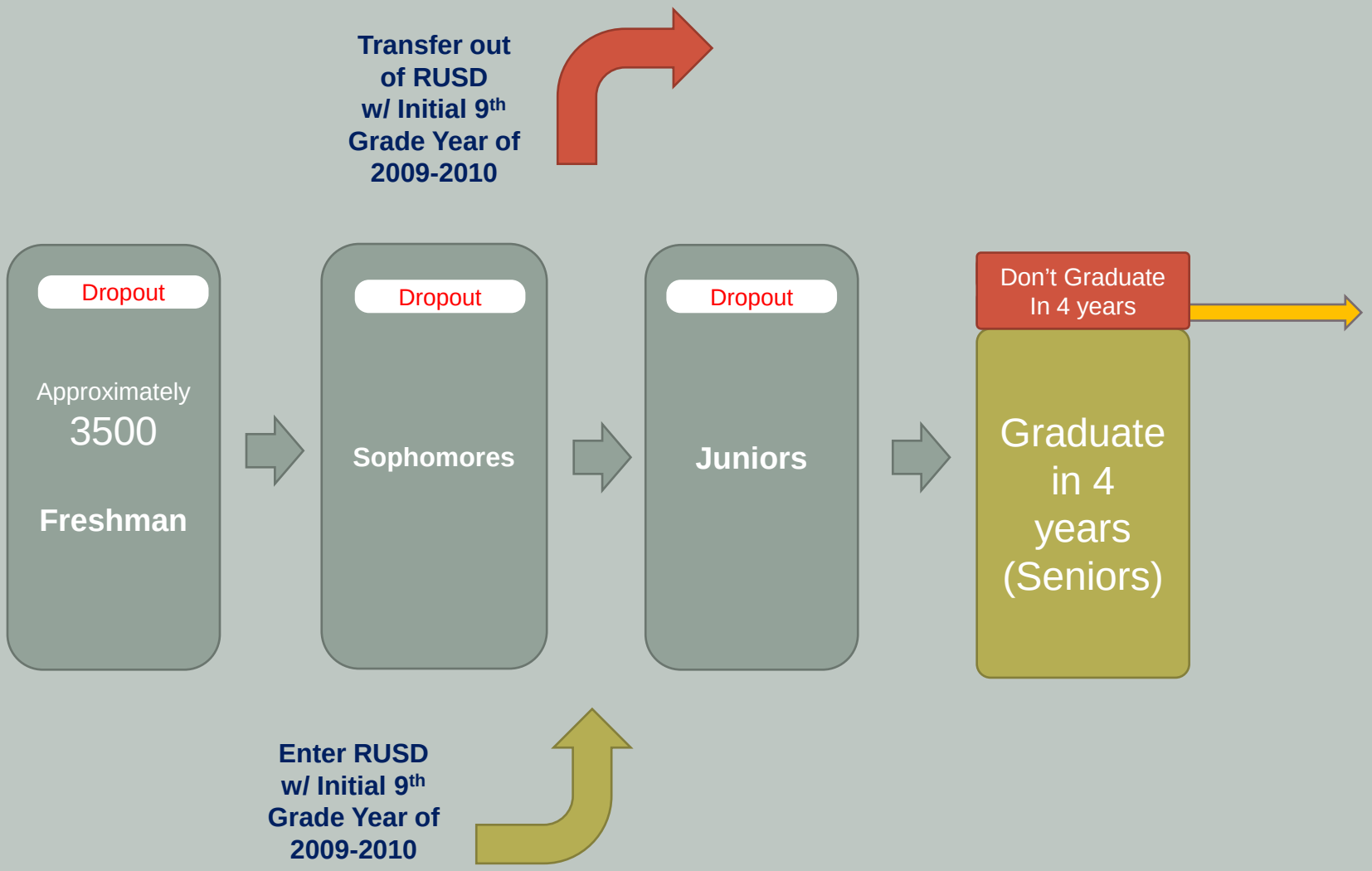
The current 4-year cohort rate has now been in use for the last four years. CALPADS has been maturing and our internal data validation has been continually improving.

The result is a much more accurate picture of student outcomes and precise measurement of the effectiveness of our program

Graduation Rates : Measurement and Incidence



Cohort Graduation Rate



District Graduation Rates

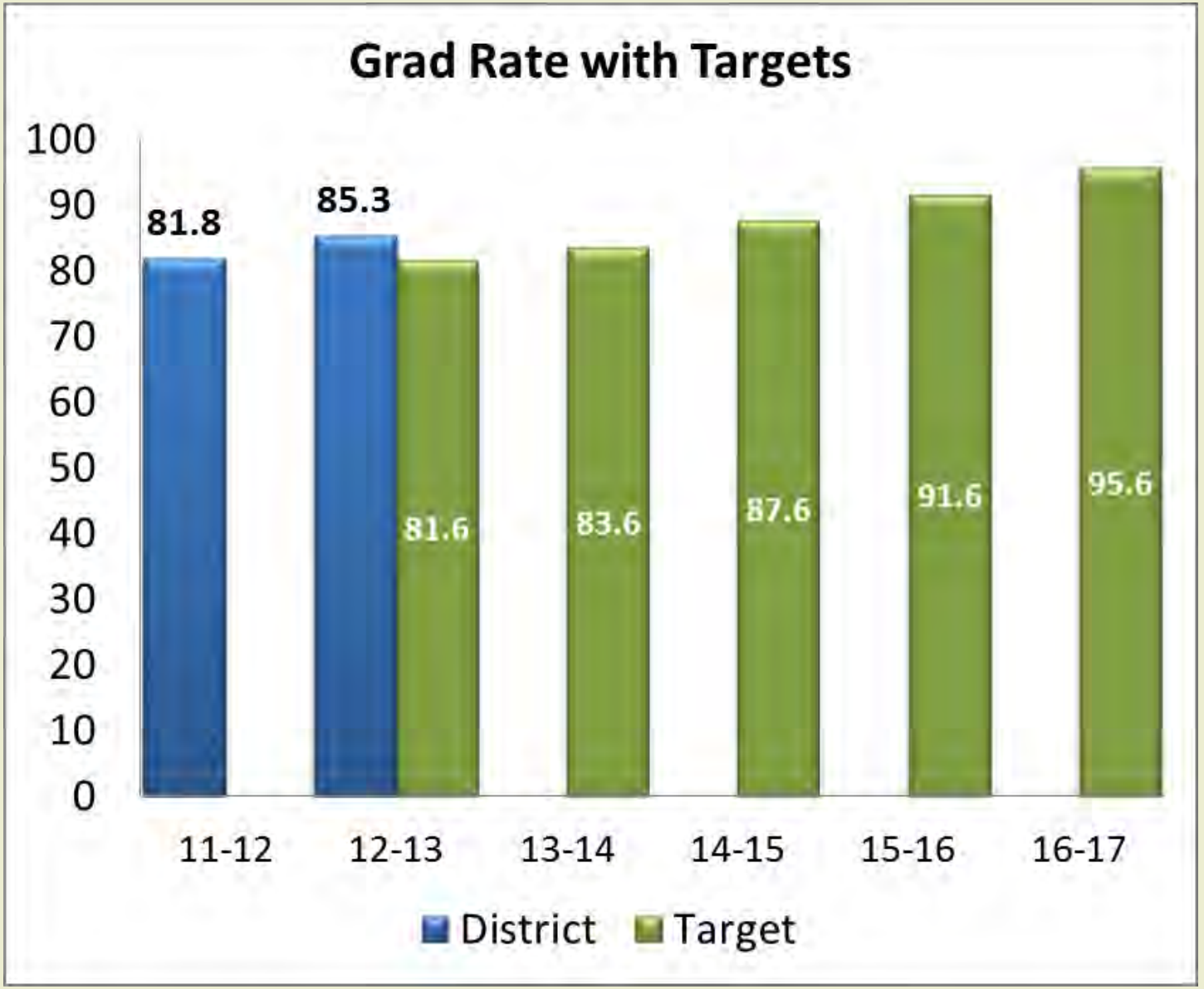
District

Students	Graduates	Still Enrolled	Dropouts	Graduation Rate	Still Enrolled Rate	Dropout Rate
3349	2857	221	267	85.3%	6.6%	8%

Traditional High Schools

	12-13 Cohort Students	12-13 Cohort Graduates	11-12 Rate	12-13 Rate	Change
Arlington High	464	431	95.2	**92.9**	-2.3
John W. North High	542	515	93.7	**95**	1.3
Martin Luther King Jr. High	712	690	97.1	**96.9**	-0.2
Polytechnic High	619	577	92.5	**93.2**	0.7
Ramona High	481	431	84.5	**89.6**	5.1
District	3,350	2,854	81.8	**85.2**	3.4

District Graduation Rates

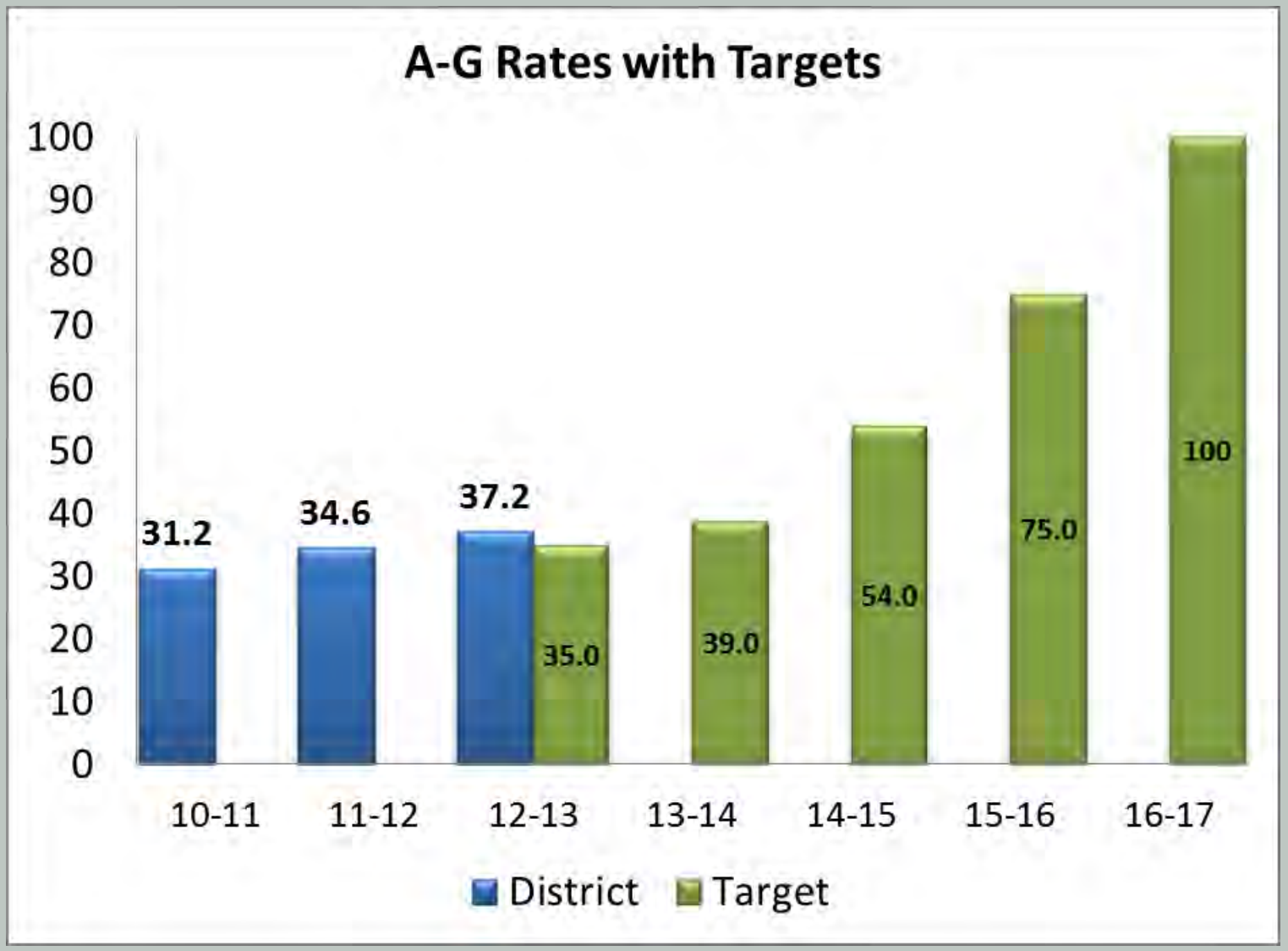


A- G Rates

We have seen steady gains in the percent of students graduating A-G over the last several years. We made the target for 2012-13 set in the Board Goals.

	2010-2011	2011-12	2012-13
Arlington	36.4%	41.5%	42.2%
North	31.7%	34.0%	38.5%
MLK	38.8%	40.3%	48.3%
Poly	36.4%	43.8%	43.2%
Ramona	30.2%	34.4%	32.6%
RUSD	31.2%	34.6%	37.2%

Progress Toward Blueprint for Action Goals



Dropouts – Measurement and Incidence

Similarly to graduation rates, dropout rates have been reported using several different formulas over the last few years.

Currently, two “official” dropout rates are reported publically

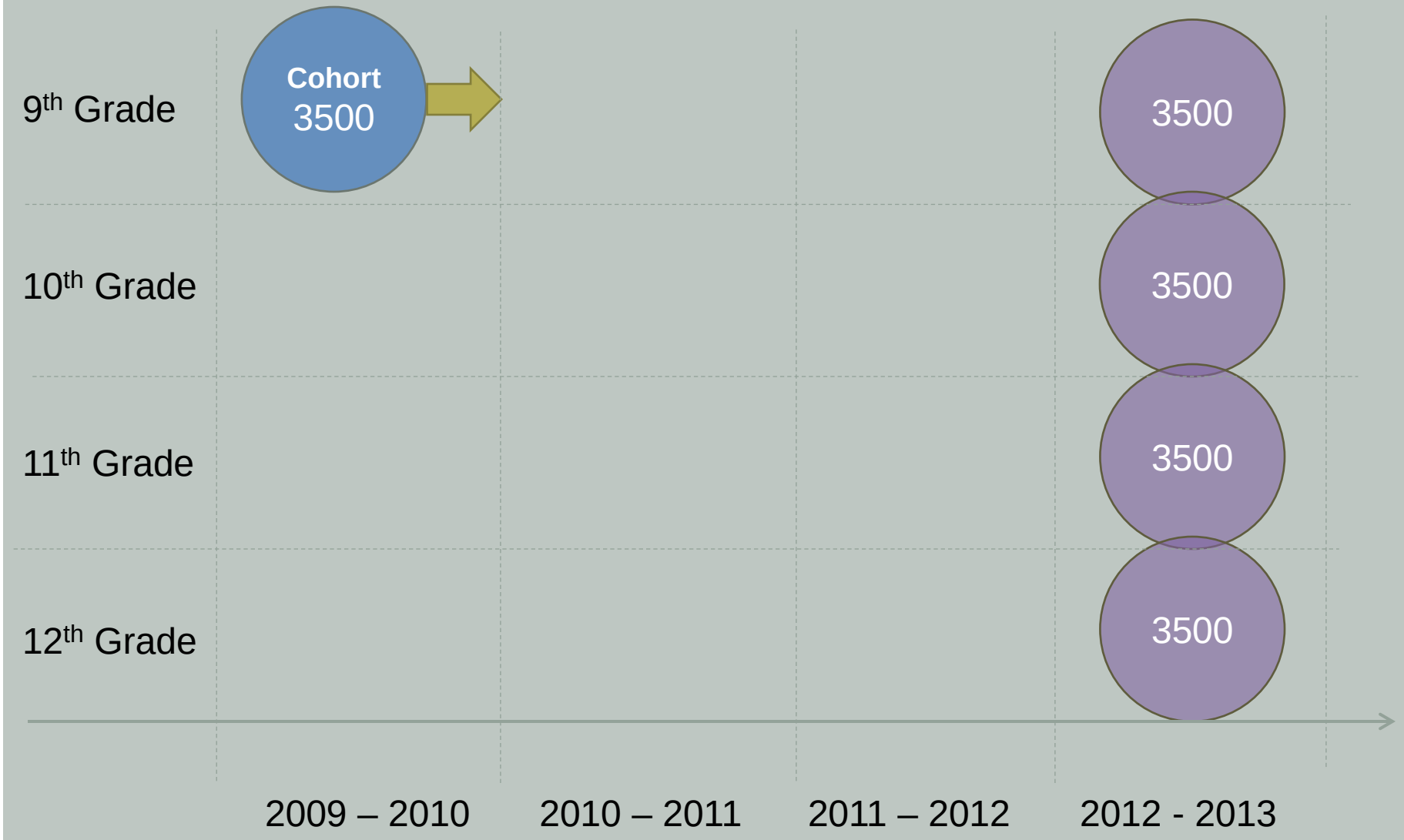
Cohort Dropout Rate

“What percent of freshman dropout during their 4 years in high school?”

Academic Year Dropout

“How many high school students dropped out last year?”

Dropouts – Measurement and Incidence



Dropouts – Measurement and Incidence

RUSD had 418 dropouts 2012-13, a decrease of 74 from the previous year.

Our one year dropout rate is 3.1% compared to 3.4% last year. This was one of the highest reduction in dropouts in the county.

Dropouts – Measurement and Incidence

	Grade 9-12 Dropouts		Grade 9-12 Change
	11-12	12-13	
Arlington High	14	19	5
John W. North High	26	29	3
Martin Luther King Jr. High	10	14	4
Polytechnic High	37	23	-14
Ramona High	59	29	-30
Traditional Total	**146**	**114**	**-32**
Abraham Lincoln Continuation	40	30	-10
Raincross High (Continuation)	50	39	-11
Riverside Virtual	9	10	1
Summit View Independent Study	153	119	-34
Sunshine Special Education	3	2	-1
Nonpublic, Nonsectarian Schools	8	9	1
Opportunity Program	28	19	-9
Gateway to College Early College High	55	76	21
Alternative Total	**346**	**304**	**-42**
Grand Total	**492**	**418**	**-74**

Dropouts - Educational, Social and Economic Costs

- Higher rates of unemployment
- Lower earnings
- Poorer health and higher rates of mortality
- High rates of criminal behavior and incarceration
- Increased dependence on public assistance

The reduction in dropouts by 74 students translates into an estimated $12 million economic gain for Riverside over their lifetimes and reduction of 6 violent crimes annually for the city.

Sources: Belfield, C. R. & Levin, H. M. (2007), California Department of Justice, Criminal Justice Profiles - Statewide, Counties & Cities, 2009.

Dropouts: Short-term and Long-term Causes

Individual Predictors

- Educational Performance (test scores, grades, mobility, retention)
- Behaviors (absenteeism, homework, extracurricular activities, childbearing, criminal activities, jobs)
- Attitudes (aspirations)
- Backgrounds

Institutional Predictors

- Families (structure, resources, practices)
- Schools (resources, composition, structures, policies)
- Communities (neighborhood effects)

Sources: Rumberger, R. W. (2011), Rumberger, R. W. & Lim, S.A. (2008).

Dropouts - Possible Solutions

Schoolwide Interventions

- Personalize the learning environment and instructional process
- Rigorous and relevant instruction to better engage students, leading to post high school preparedness

Targeted interventions

- Adult advocates
- Academic support and enrichment
- Programs to improve behavior and social skills

Diagnostic

- Utilize data systems realistic diagnosis of the number of students who drop out and identify individual students at risk of dropping out

Source: What Works Clearinghouse (2008). Dropout prevention.

Dropouts - Possible Solutions

Civic Marshal Plan from *Building a Grad Nation*

Elementary and Middle School Years:

Grade-level reading
Chronic absenteeism
Early Warning Systems
The Middle Grades
Adult and Peer Supports

High School Years

Transition Supports
Effective Schools
Compulsory School Age
Pathways to College/Career
Dropout Recovery

Balfanz, R., Bridgeland, J. M., Bruce, M., & Fox, J. H. (2014). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic. Annual Update, 2012. *Civic Enterprises*. Retreived from http://gradnation.org/resource/building-gradnation-progress-and-challenge-ending-high-school-dropout-epidemic-2014.

Summary

We have improved many of our processes

- Cleaner Data
- Improvements to Programs and Options
- Solid Growth

Next Steps

- Early Warning Indicators
- Implementation of programs and changes outlined in existing plans, LCAP and Board Goals

References

California Public School Graduation, Dropout and A-G rates can be found at http://dq.cde.ca.gov/dataquest/

Balfanz, R., Bridgeland, J. M., Bruce, M., & Fox, J. H. (2014). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic. Annual Update, 2012. *Civic Enterprises*.

Belfield, C. R. & Levin, H. M. (2007). The economic losses from high school dropouts in California

California Department of Justice, Criminal Justice Profiles - Statewide, Counties & Cities, 2009. Retrieved October 15, 2011, from: *http://stats.doj.ca.gov/cjsc_stats/prof09/index.htm*

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Rumberger, R. W. (2011). Dropping Out: Why Students Drop Out of High School and What Can Be Done About It

Rumberger, R., & Lim, S. A. (2008). Why students drop out of school: A review of 25 years of research.

Rumberger, R., & Taylor, T., (2013). Updated Trends in California's Graduation Rates through 2012

U.S. Department of Education (2014). Public High Schools Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12. First Look.

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic: Updated Review of Transfers Within the Riverside Unified School District

Presented by: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Responsible Cabinet Member: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Type of Item: Report/Discussion

Short Description: This item identifies, explains and provides the most recent data on the different types of transfer options available to parents and students who reside within the geographical boundaries of the Riverside Unified School District, as well as those parents and students from other districts that are interested in attending RUSD schools.

DESCRIPTION OF AGENDA ITEM:

The report on the review of transfers available within the Riverside Unified School District will provide clarification of the different transfer options available to parents and students. Timelines associated with the different transfer options available will be explained. Data, including data compiled after the close of the 2014-2015 transfer window, relates to the number of transfers approved, denied, and processed; as well as the impact that transfers have had on the overall RUSD enrollment during the past four years.

FISCAL IMPACT: None

RECOMMENDATION: This is a report item. No action is necessary

ADDITIONAL MATERIAL: Overview of Transfers Within the Riverside Unified School District PowerPoint presentation.

Attached: Yes

OVERVIEW OF TRANSFERS

RUSD - DISTRICT OF CHOICES

Meeting of the Board of Education - May 19, 2014

Pupil Services/SELPA Department

Transfer options available in RUSD

Intra-District (within RUSD)

- Open Enrollment
- Continuing Student
- Open Enrollment Act – Romero Bill
- Dual Boundary (Arlington/King)
- Tri Boundary (Chemawa/Gage/Sierra)
- Program Improvement (PI)
- Special Program Transfers
- New students to RUSD*
- Involuntary (Discipline per Ed Code §48903)

Inter-District* (outside RUSD)

- Inter-District RELEASE
- District of Choice
- Open Enrollment Act – Romero Bill
- Special Program Transfers

NEW Students/Families to RUSD have an option to apply throughout the year to schools with available space.

Transfer windows for 2015-2016 school year

Transfer Option	Date:
District of Choice (DOC)	November 1, 2014 – January 1, 2015
Open Enrollment Act (OEA) (Also known as the Romero Bill)	December 1, 2014 – January 1, 2015
Program Improvement (PI) Parents will receive a letter with the alternate choices Turn into Program Improvement Office	TBA
Open Enrollment Intra and Inter-District -Intra-District Transfers -Inter-District Transfers -Tri-Boundary Transfers (Chemawa/Sierra/Gage) -Dual Boundary Transfers (Arlington/King)	February 23, 2014 – March 27, 2014
Program Transfers -Core Knowledge (Adams and Bryant) -Dual Immersion Program (Castle View, Mt View and Washington) -IB Program (North) -Engineering Program (King) -STEM Academy -Creative and Performing Arts Magnet Program (Ramona)	During Open Enrollment

District of Choice (DOC)

- **Senate Bill (SB 680)**: the District of Choice (DOC) measure, gives parents the option to choose which school district best serves the academic needs of their children. Riverside Unified School District is proud to be part of this choice initiative.
- **Education Code § 48300 through 48316**

Key Points:

- DOC transfers are available for any parent of a school age student who does not live within the geographical boundaries of RUSD and who is interested in having their child attend RUSD schools.
- **Under DOC parents are not required to be released from their district of residence in order to apply for a DOC transfer during the established application period.**
- DOC is **not** School of Choice, and no guarantees can be made to place the child at a particular school. However, the Pupil Services/SELPA department will do their best to place children at the school of choice if space is available.
- Parents **must submit a DOC application** for the following school year between November 1 and January 1.
- DOC applications will NOT be accepted if postmarked after January 1.
- Under a DOC transfer a student may continue to attend schools in RUSD until they graduate (with some exceptions).

Special Program Transfers

- Core Knowledge (Adams and Bryant)
- Dual Immersion Program (Castle View, Mt View and Washington)
- IB Program (North)
- Engineering Program (King)
- STEM Academy
- Creative and Performing Arts Magnet Program (Ramona)

Special Program Transfer Process

1. Announcements are done through the school site
2. Meetings for information regarding the program are held by the Program Coordinator
3. PS/SELPA staff are available to attend meetings upon request
4. Special Program transfers are based on acceptance into the program and/or space availability
5. If space is limited a lottery will be held at the school site by the Program Coordinator
6. Special Program Transfer paperwork is given to parents and collected by the Program Coordinator
7. Transfer paperwork is given to the PS/SELPA Department for processing

Transfer Revocation Process

An **Inter-District transfer** is the only transfer that can be revoked during the year

- In order to revoke an inter-district transfer *(District of Choice excluded)*, schools must have documentation of the measures taken to remediate the concerns and the communication that took place between the school, parent and student regarding the issue (discipline, attendance, and/or grades) and documentation that the family has been notified that the transfer may be revoked.

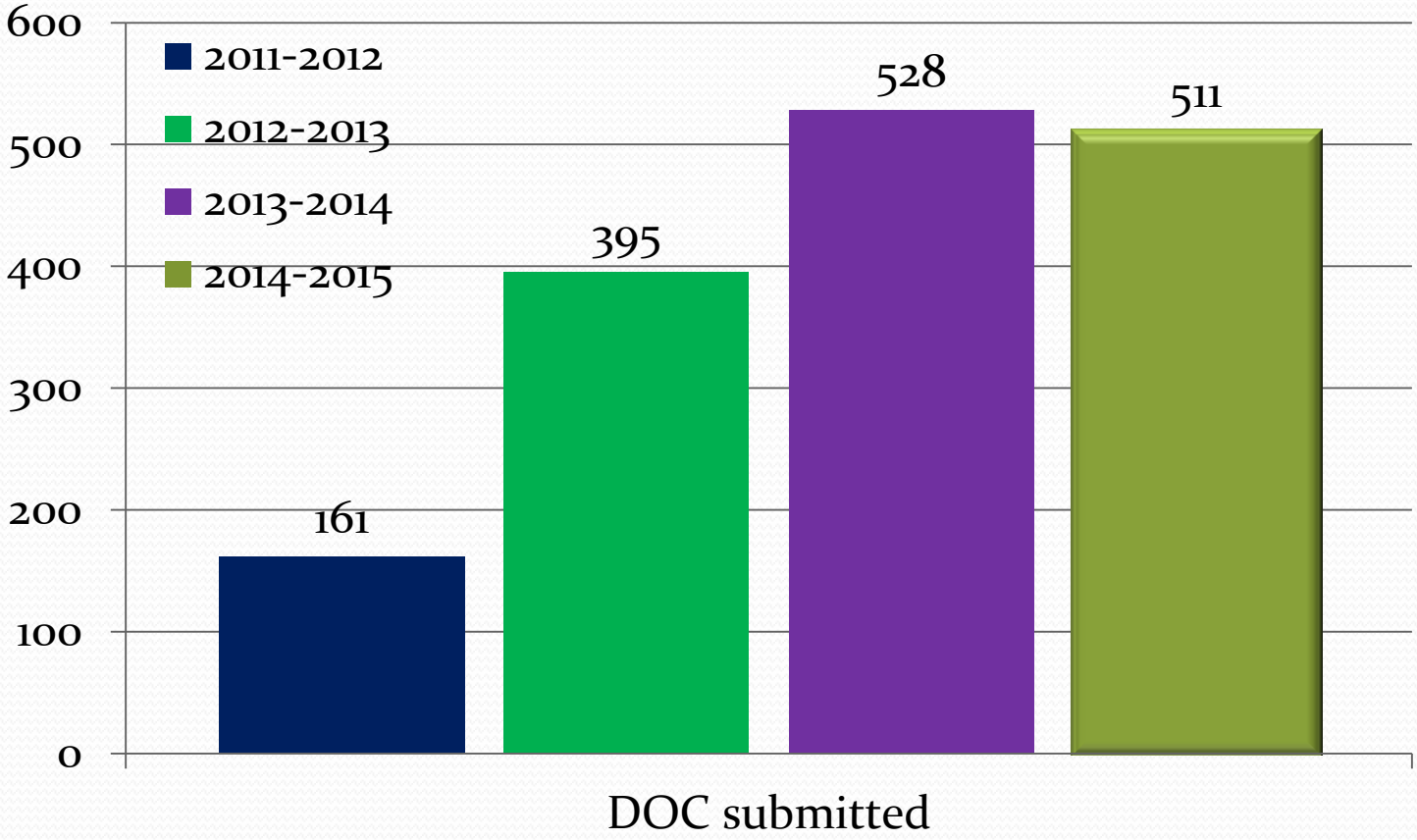
Examples of documentation:

- Letters to parents
- Conferences dates with parent and/or student
- Students record of violation/issue
  - **If the issue does not improve documentation is sent to the PS/SELPA Department along with the Revocation Form for review. Once it is reviewed and approved by the Executive Director, the school site can proceed with notification to the parent that the transfer is being revoked and the school shall begin the process to withdraw the student from RUSD.**

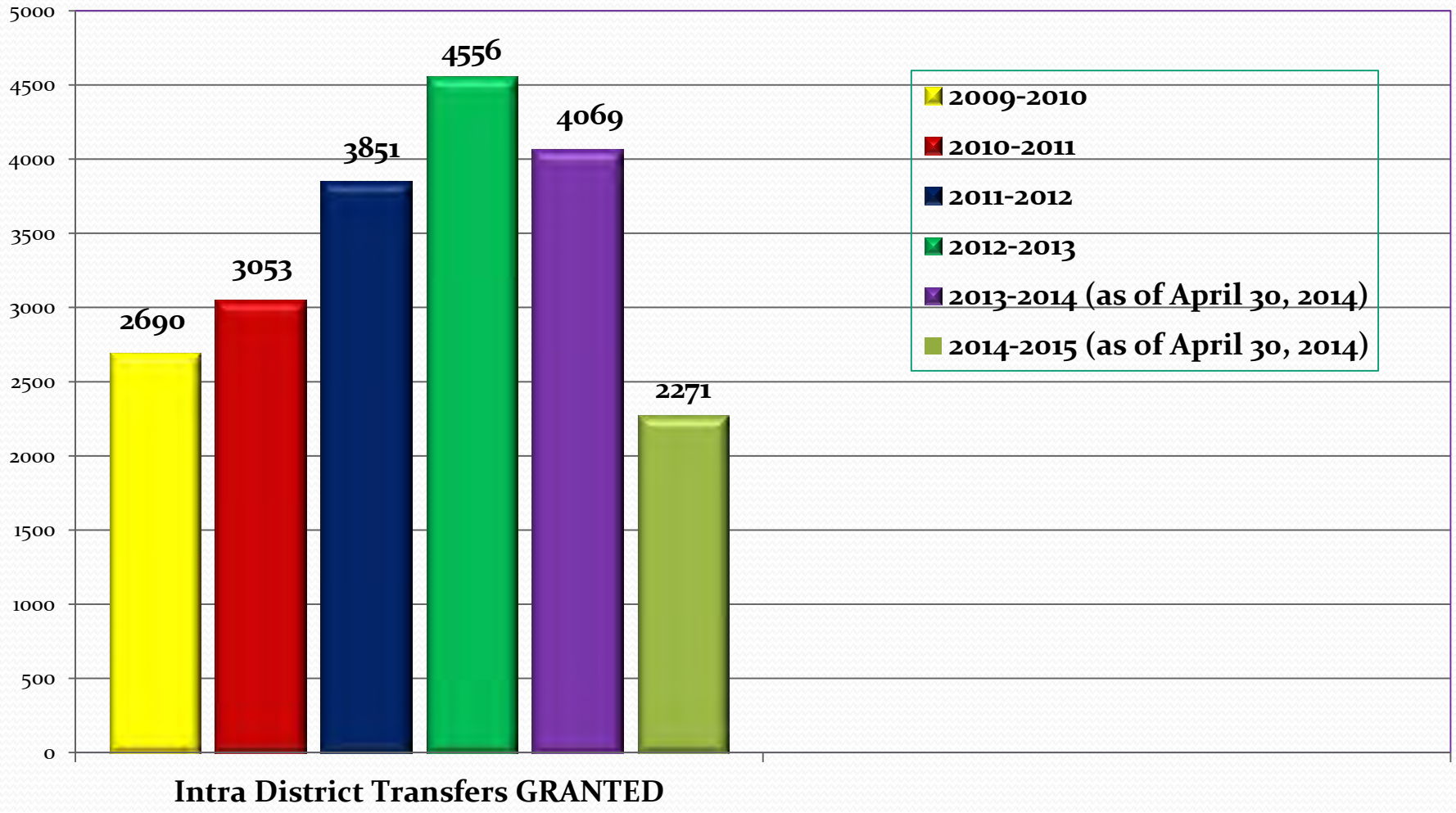
An **Intra-District** transfer

- RUSD will not deny or revoke requests for an intra-district transfer due to behavior, grades or attendance.

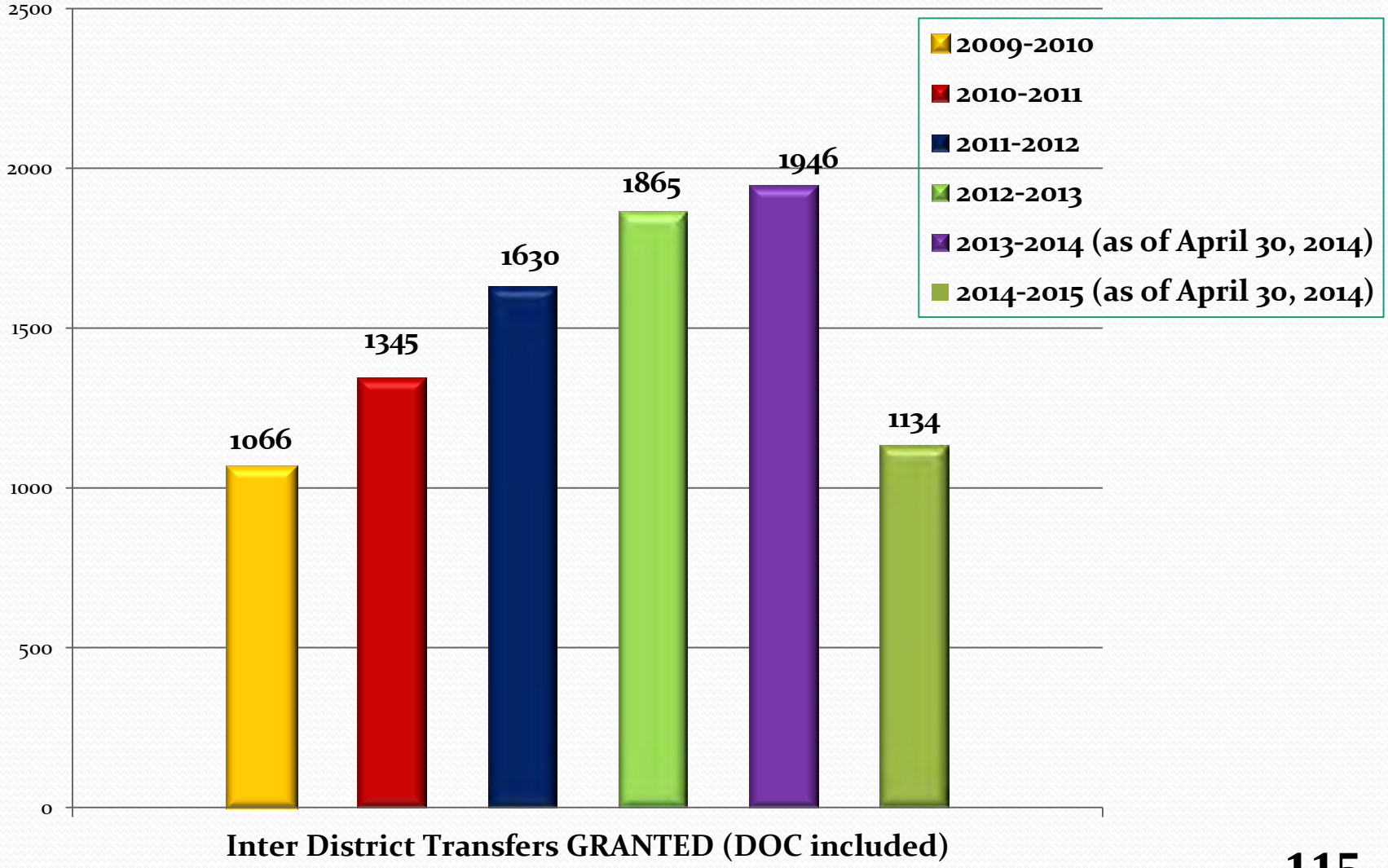
District of Choice Comparison



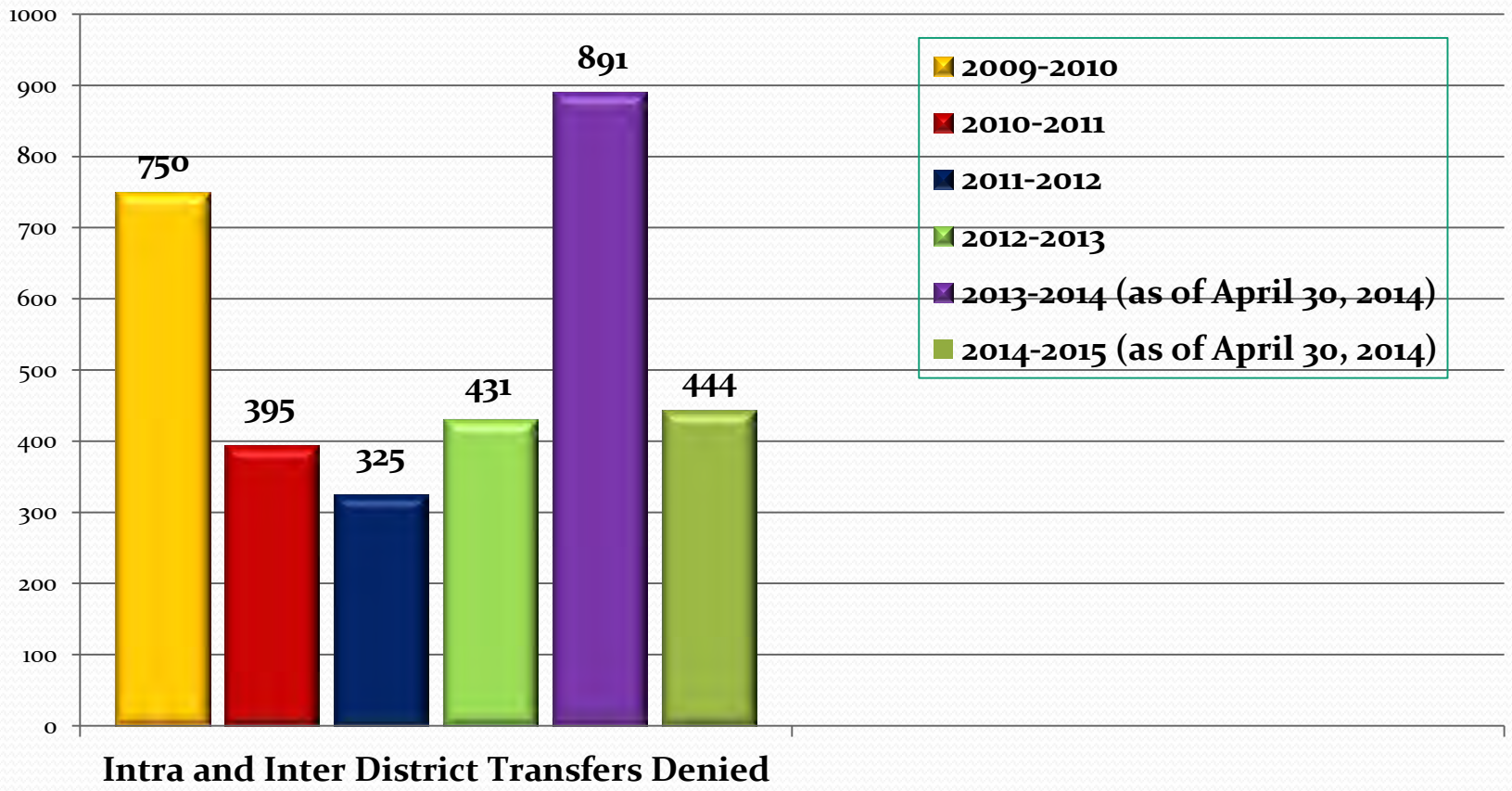
Intra District Transfers Comparison



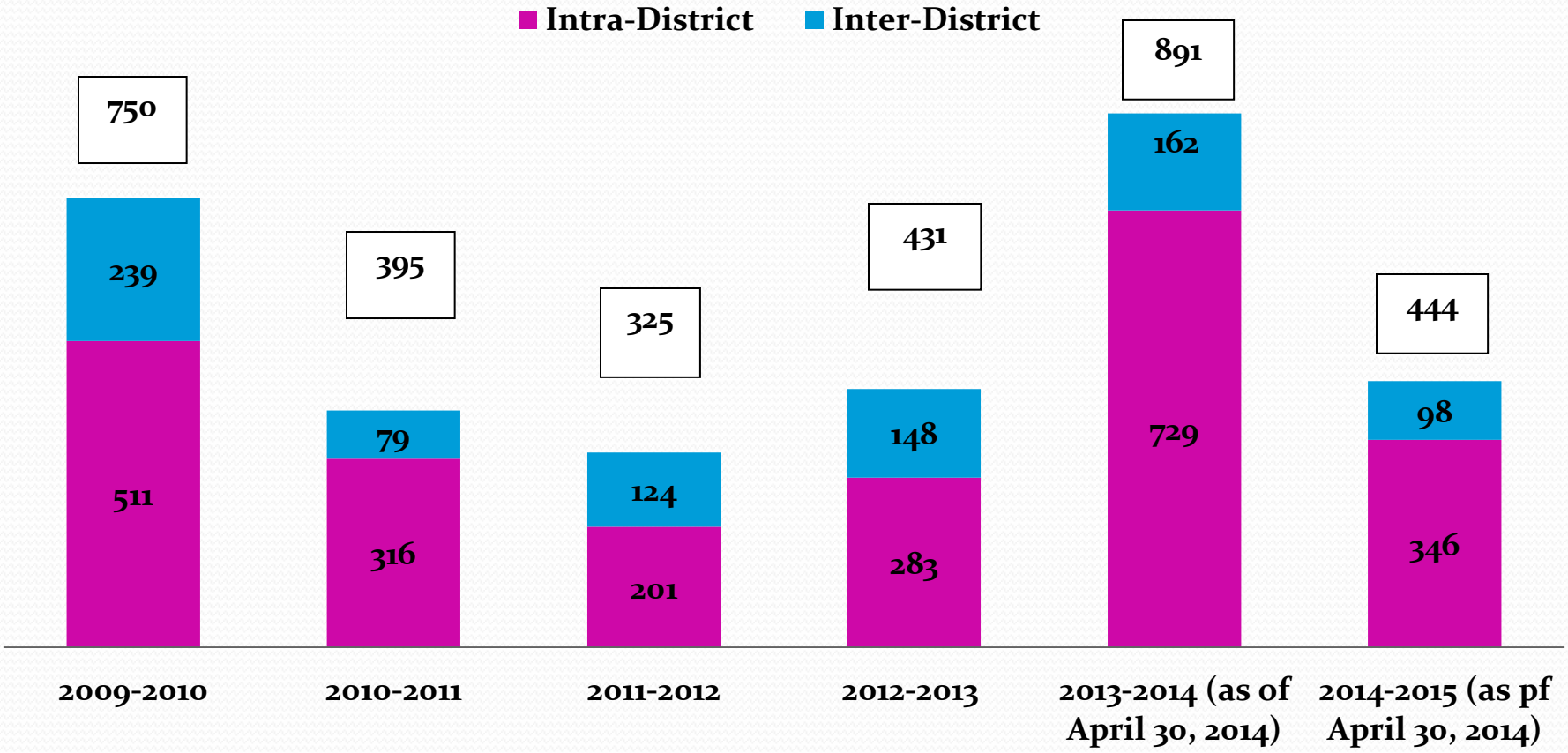
Inter District Transfer Comparison



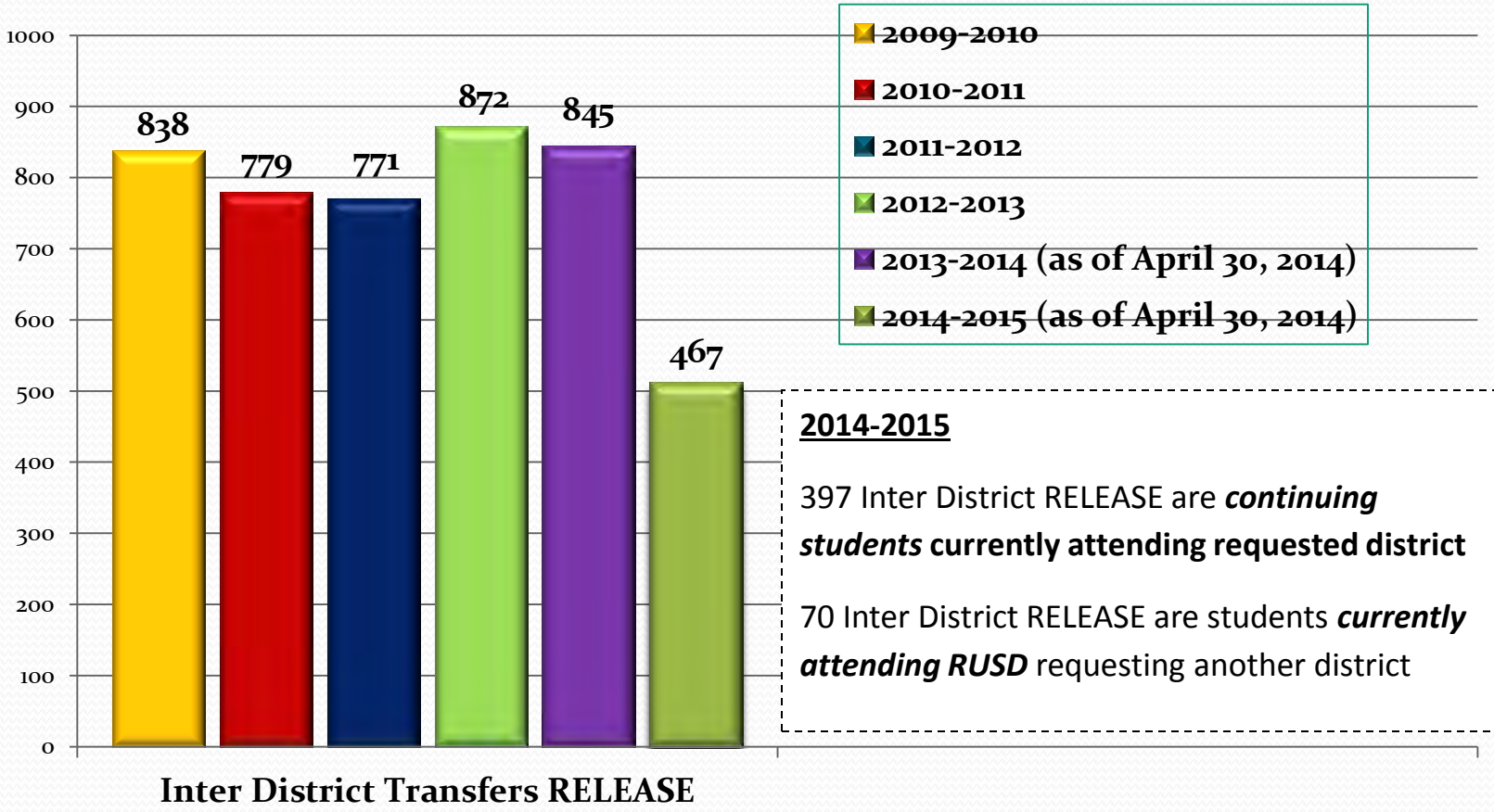
Transfers DENIED Comparison



Transfers DENIED Comparison by Intra and Inter-District transfers



Inter District Release Comparison

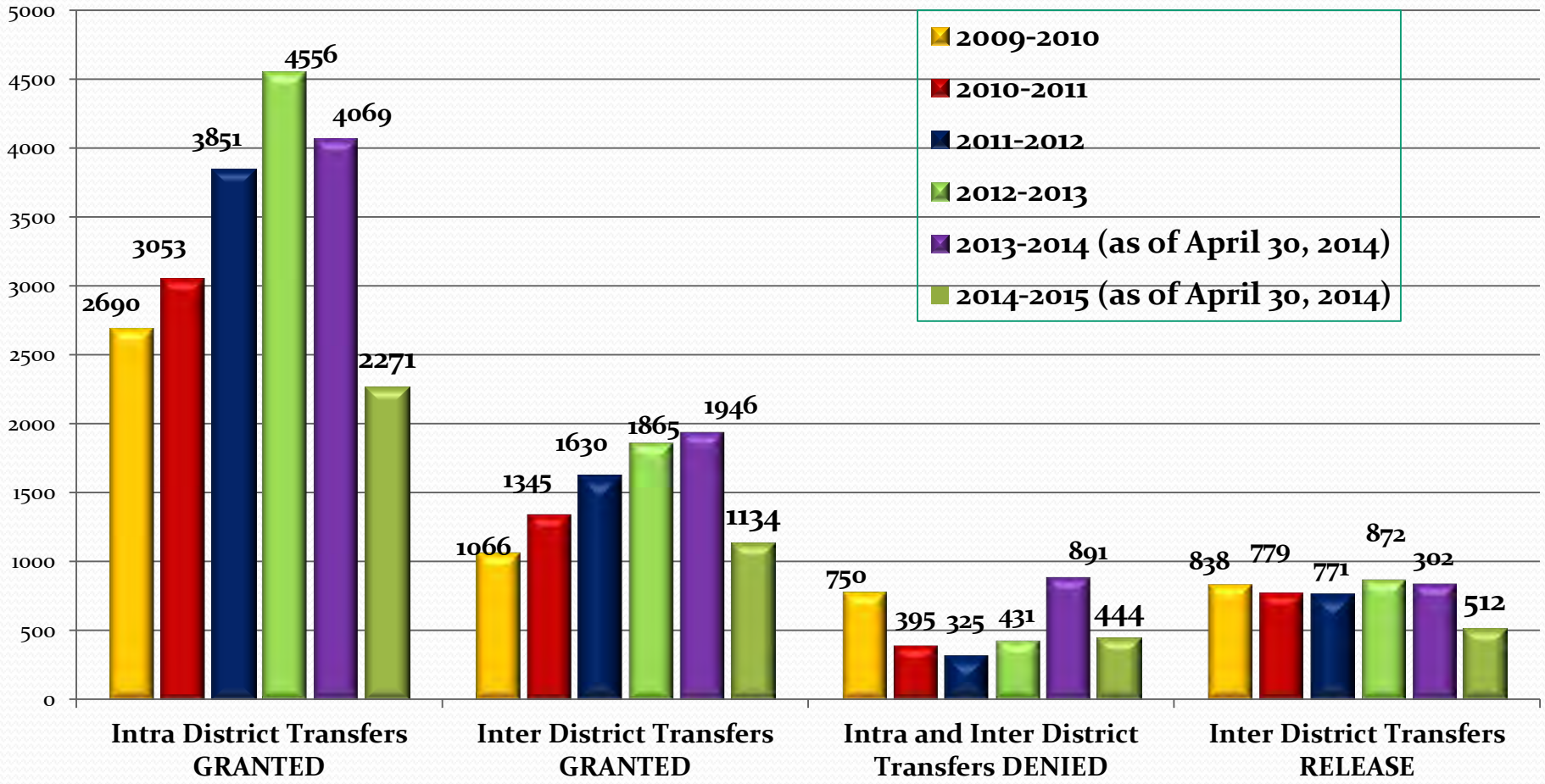


2014-2015

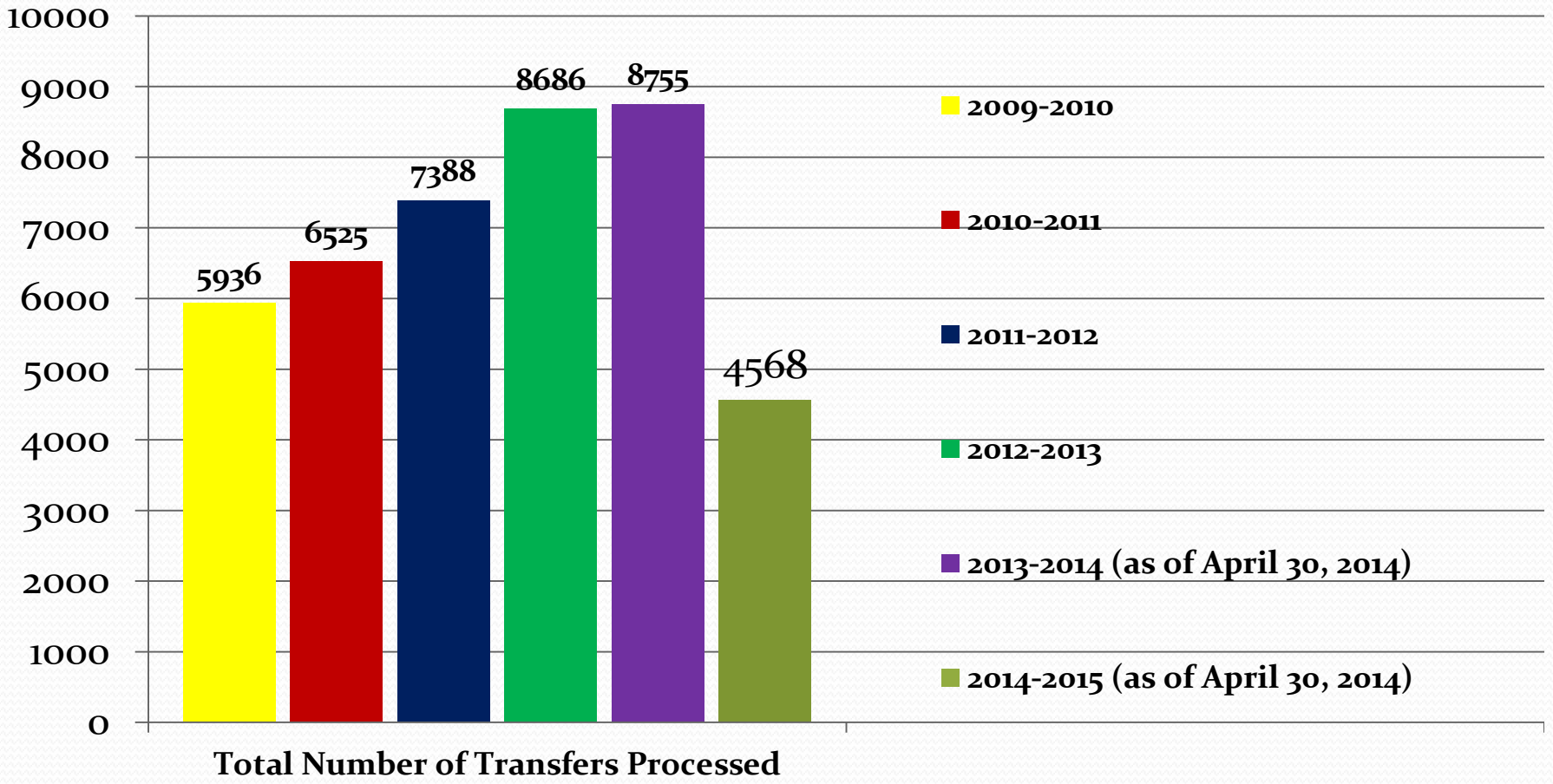
397 Inter District RELEASE are ***continuing students*** **currently attending requested district**

70 Inter District RELEASE are students ***currently attending RUSD*** requesting another district

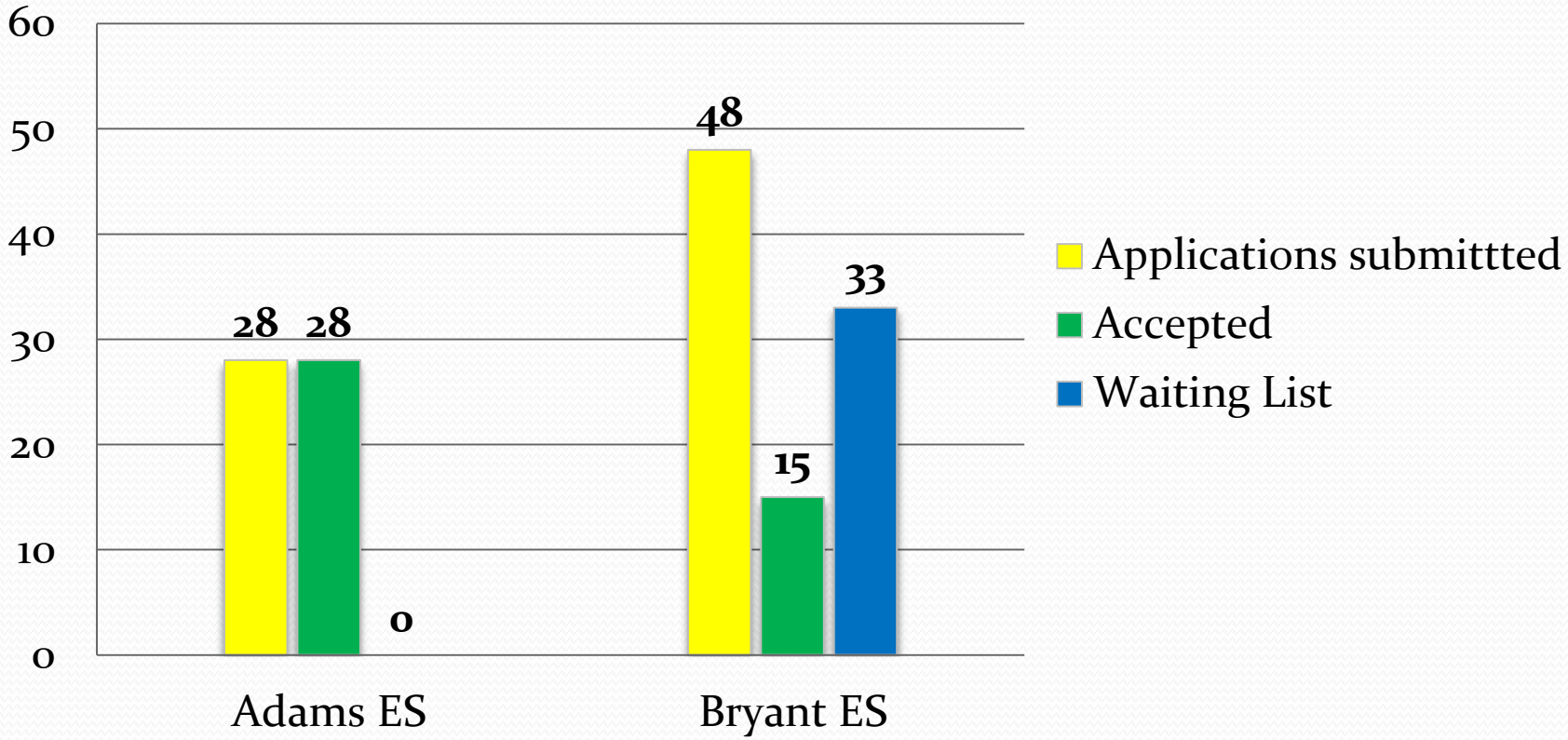
Transfer Comparisons



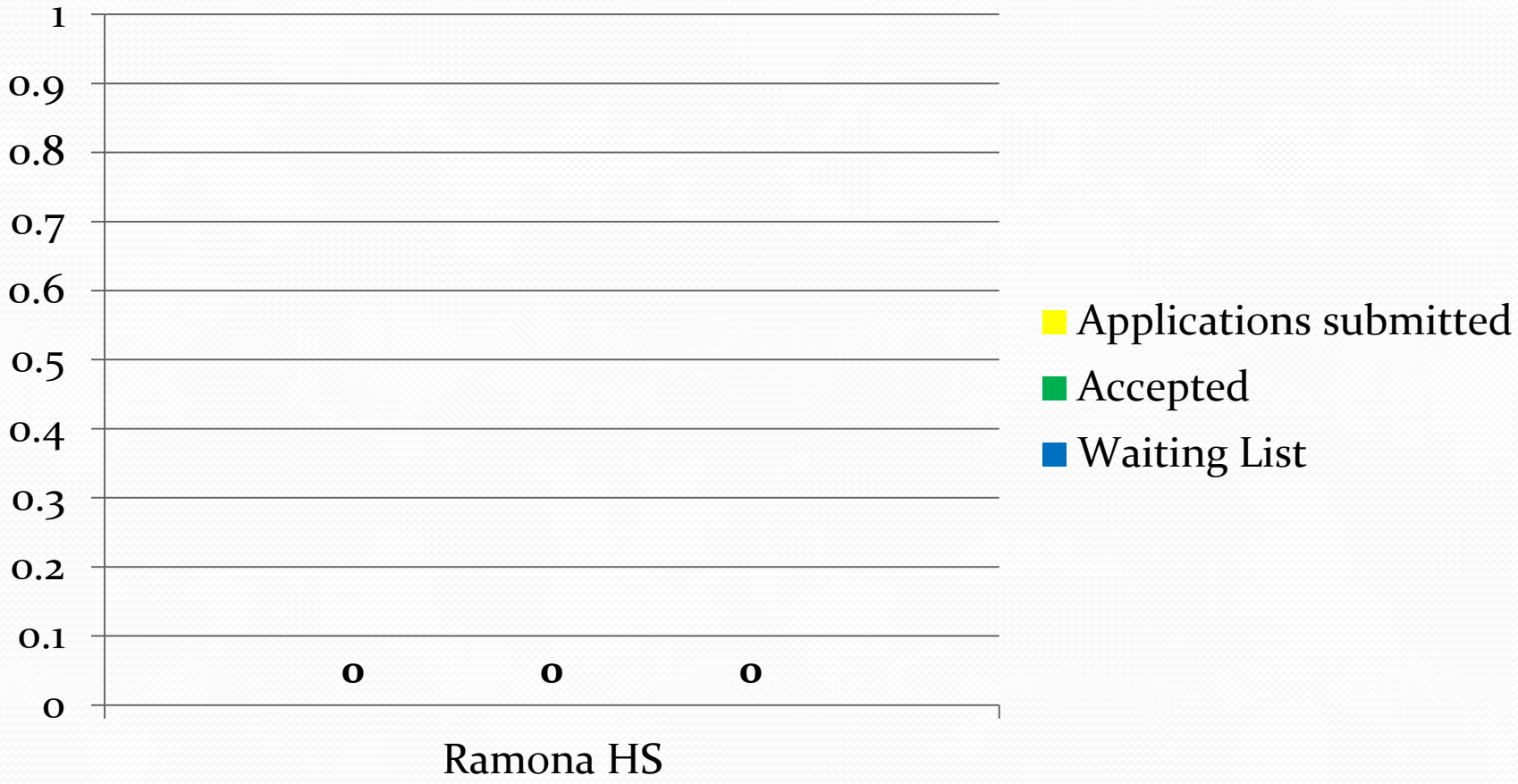
Total Number of Transfers Processed



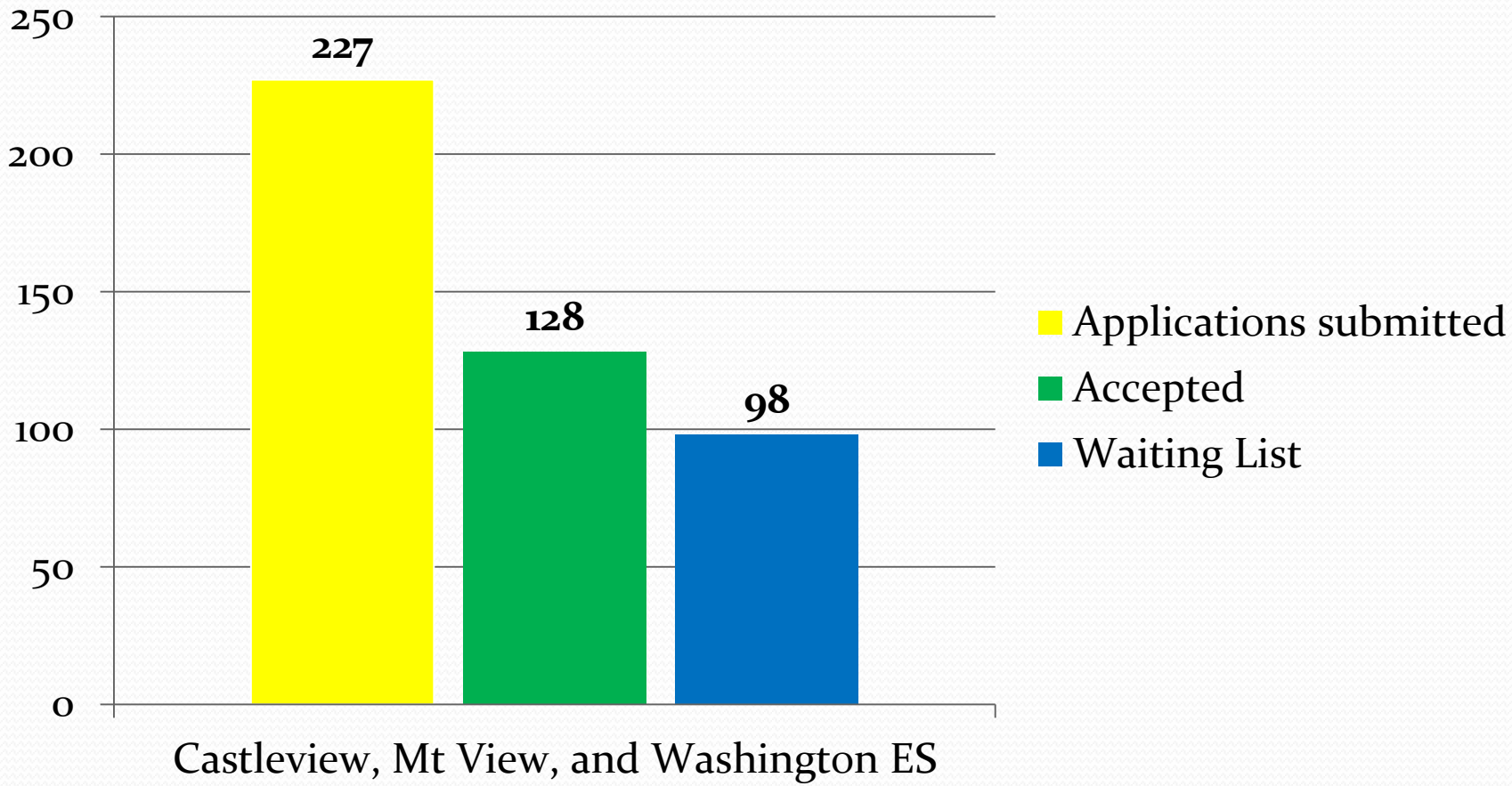
CORE Knowledge



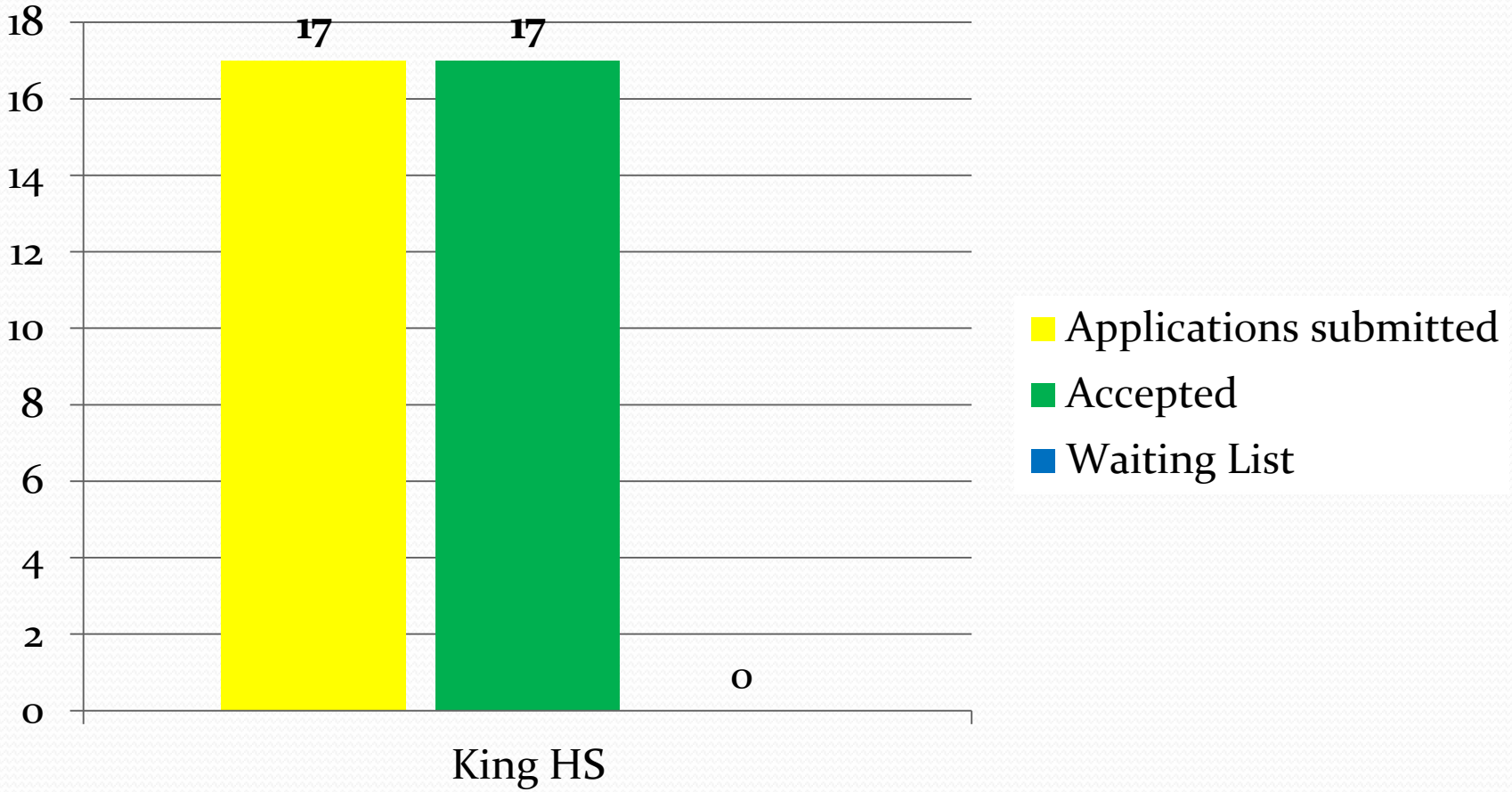
Creative and Preforming Arts Magnet Program



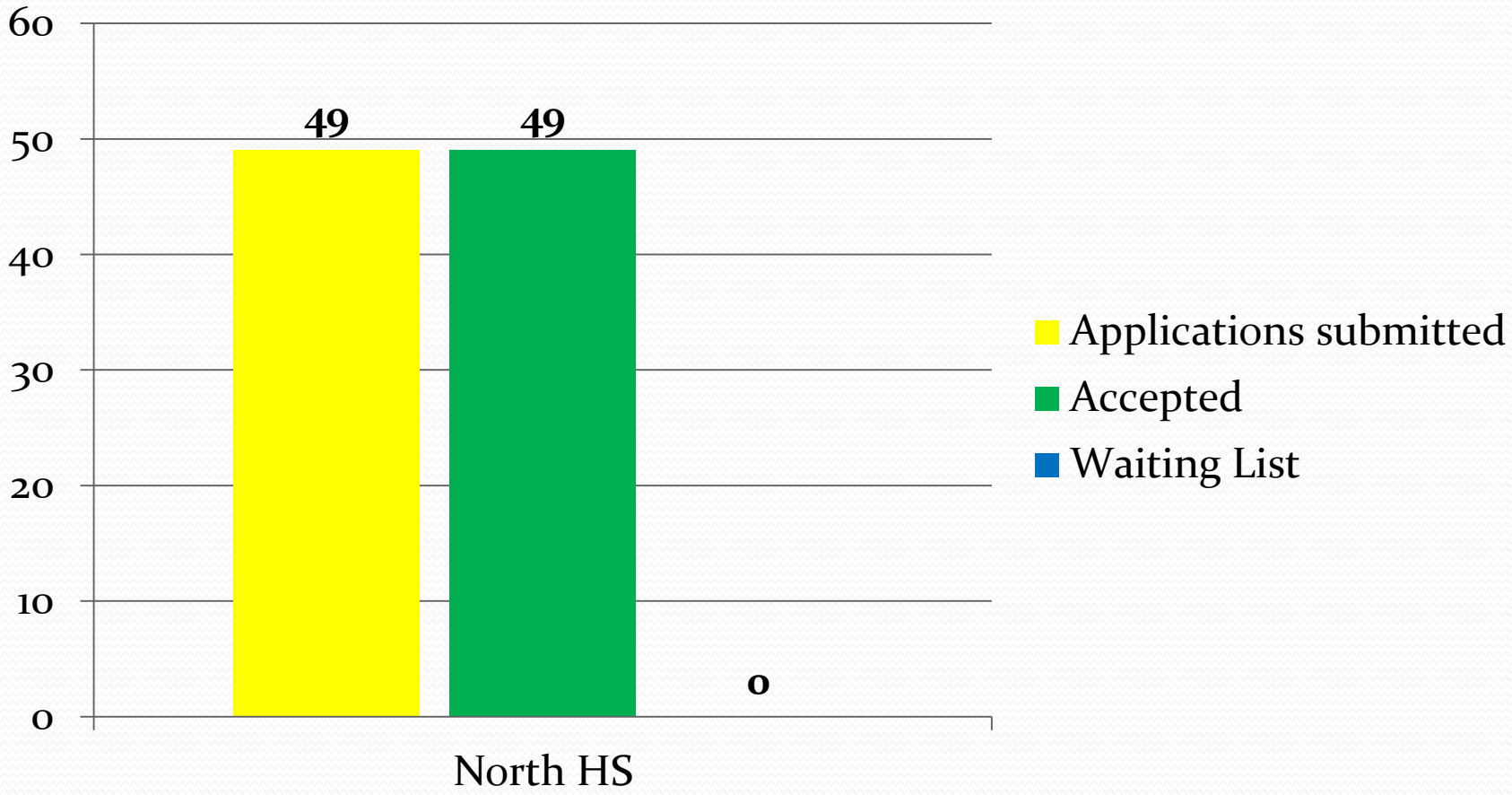
Dual Language Program



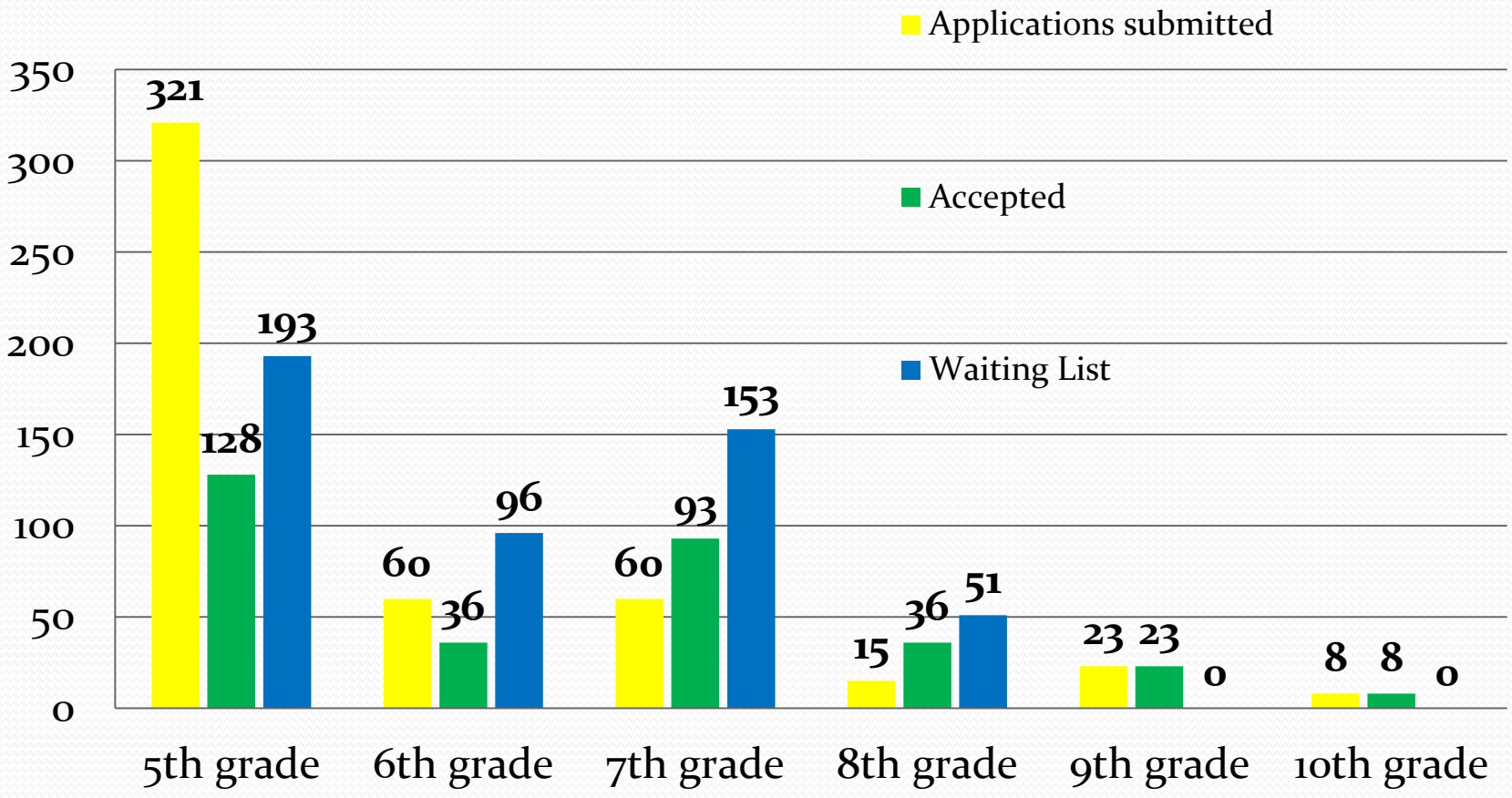
Engineering Program



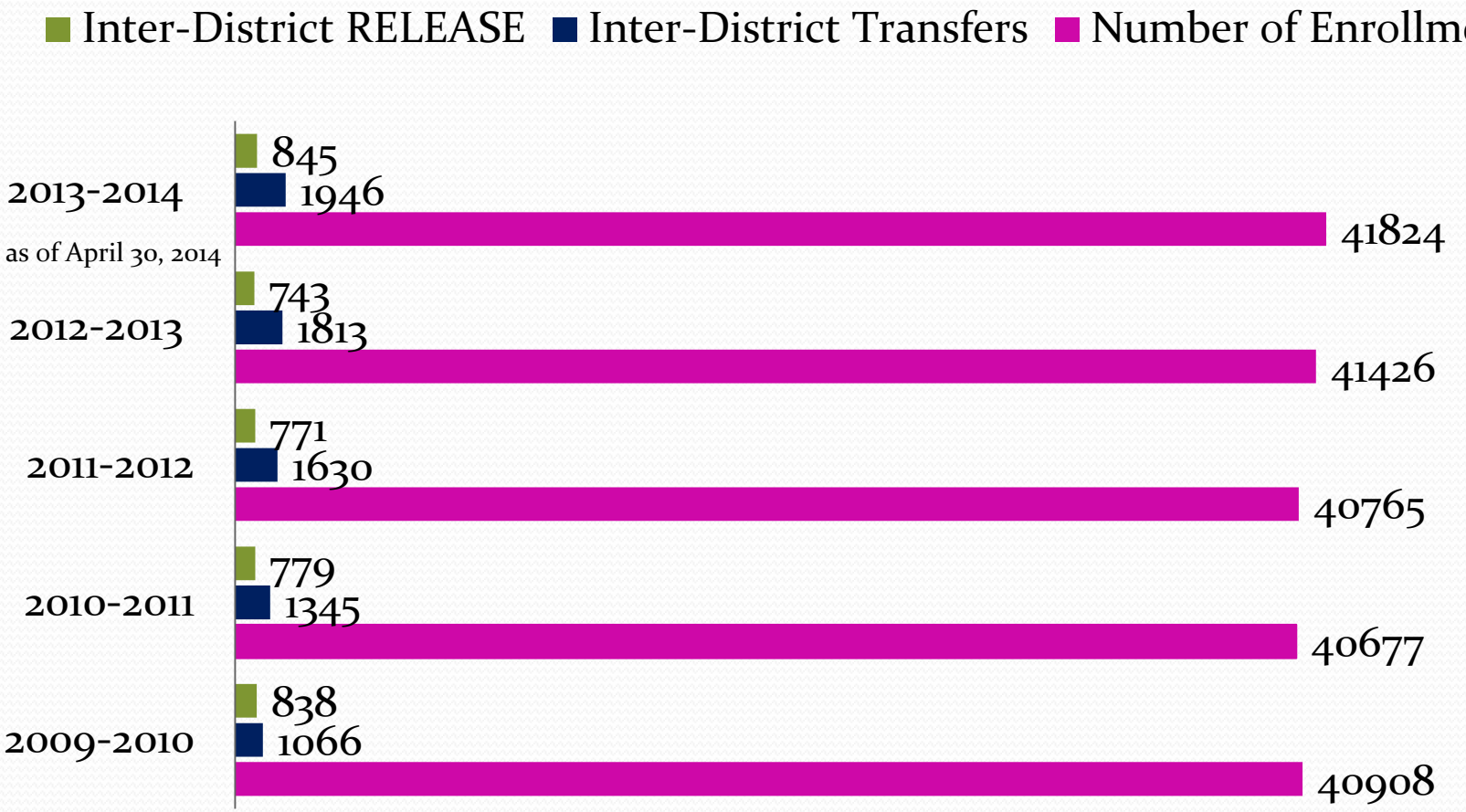
IB Program


60
50
40
30
20
10
0
49
49
0
North HS
Applications submitted
Accepted
Waiting List

STEM Academy



Enrollment and Inter-District Transfer Comparison



Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2014

Topic: Purchasing Upgraded Math Curriculum Materials for K-6

Presented by: Brad Shearer, Director Elementary Education

Responsible Cabinet Member: Hilma L. Griffin-Watson, Interim Assistant Superintendent, Instructional Services

Type of Item: Action

Short Description: Instruction staff requests approval to purchase upgraded elementary mathematics instructional materials aligned to the California Common Core State Standards for grades K-6.

DESCRIPTION OF AGENDA ITEM:

In 2007-08, RUSD adopted Pearson's enVision Math as its core program for K-6. Recently, Pearson has upgraded and realigned its program to address the scope and sequence of the California Common Core State Standards. Beginning in 2014-15, RUSD will be fully implementing the new standards. The district would like to move forward to purchase the upgraded version of the enVision Math program in order to give teachers and students a curriculum that is cohesive and well aligned to these standards.

FISCAL IMPACT: $2,000,000 to purchase upgraded elementary mathematics instructional materials aligned to the California Common Core State Standards.

RECOMMENDATION: It is recommended that the Board of Education approve the purchase of upgraded elementary mathematics instructional materials.

ADDITIONAL MATERIAL: PowerPoint Presentation

Attached: Yes

Request to Approve Purchase of Upgraded Math Materials K-6

Board Meeting 05-19-2014

Pearson Envision Math

- Board adopted in 2008
- Aligned to 1997 California Content Standards
- Teachers, Students, and Parents are familiar with the program

Upgraded Materials Opportunity

- Publisher is offering a Rollover option
- Revised editions of current program
- Aligned to adopted content standards

Advantages

- Aligned to the California Common Core Math standards
- Envision program is familiar to teachers, parents, and students
- RUSD must purchase new K-2 materials
  - Consumable textbooks

Advantages

- Loss of Digital Access in 2014-2015 (gr. 3-6)
- Cost
- Supported by Principals and Elementary Teacher Roundtable

Concerns

- Committing to this publisher for another 4 years

- Time
  - Not enough time to go through more formal process
  - Need to decide soon in order to ensure materials are in place for start of year

Request

- Approve the purchase of upgraded math materials

Discussion

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda
May 19, 2013

Topic:	Secondary Courses Proposed for Adoption
Presented by:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Responsible Cabinet Member:	Dr. William Ermert, Assistant Superintendent, Instructional Services 7-12
Type of Item:	Action
Short Description:	Eight new high school courses and two courses for revision are submitted for approval.

DESCRIPTION OF AGENDA ITEM:

The following High School courses have been reviewed by the Instructional Services Subcommittee and are submitted for approval:

7th Grade Mathematics
The fundamental purpose of the *7th Grade Mathematics* course is to extend the mathematics that students learned in previous years in the area of proportional reasoning. Also, this course is designed to introduce concepts such as linear equations and scale drawings to be formalized in the following years. This course is written and aligned to California Common Core State Standards – Mathematics.

In grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about population based on samples.

7th Grade Mathematics Accelerated
The fundamental purpose of the *7th Grade Math Accelerated* course is to build from 6th Grade content. The content difference from this course compared to the non-accelerated course is that it contains standards from 8th grade. Therefore, the accelerated course demands a faster pace for instruction and learning.

For 7th Grade Math Accelerated course, instructional time should focus on four critical areas: (1) develop understanding numbers as different representations of rational numbers; (2) use linear equations and systems of equations to solve problems; (3) comparing single and double count data distributions; (4) solving problems 2D- and 3D problems involving area.

Mathematics 1+

The fundamental purpose of *Mathematics* 1+ for 8th graders is to formalize and extend the mathematics that students learned through the end of seventh grade. This course differs from Mathematics 1 in that it contains content from 8th grade. While coherence is retained, in that it logically builds from Grade 7 Mathematics Accelerated, the additional content when compared to the high school course demands a faster pace for instruction and learning.

For the Mathematics 1+ course, instructional time should focus on six critical areas. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. The 8th Grade Mathematics 1 includes an exploration of the role of rigid motions in congruence and similarity. The Pythagorean Theorem is introduced and students examine volume relationships of cones, cylinders, and spheres. The Mathematics 1+ uses properties and theorem involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Standards for Mathematical Practices apply throughout each course and together with the content standards, prescribe that students experience mathematical as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Mathematics 1

The fundamental purpose of the *Mathematics 1* course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Numbers and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

For the Mathematics 1 course, instructional time should focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of functions; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. *Mathematics 1* will be submitted to UCOP Doorways for a-g approval.

Physics Using Robots and Engineering

Physics Using Robots and Engineering is a rigorous and engaging integrated Physics and CTE Engineering course with an overarching focus on design, robotics and engineering. Utilizing a combination of traditional and project-based instructional methods, students engage in extensive laboratory-based scientific inquiry and in iterative engineering design process that begin to prepare them for careers in science, technology, robotics, engineering and programming research. In this course, students experience a spiraling curriculum that provides multiple entry points to develop a deep understanding of physics concepts (motion, kinematics, forces, torque, energy, efficiency, thermodynamics, electricity, electromagnetism, waves and light) as well as

energy, efficiency, thermodynamics, electricity, electromagnetism, waves and light) as well as scientific skills (experimental design, data collection and analysis, written and oral communication of experimental results.) In addition, the integrated approach allows students to develop competence in a host of Engineering Design concepts and skills including the iterative design cycle, technical drawing, use of CAD, prototyping, safe use of hand and power tools, material selection, manufacturing, and career exploration. Last, by encapsulating learning opportunities within the context of robotics competition, students will be exposed to careers within robotics and manufacturing -- a significantly growing industry sector. *Physics Using Robots and Engineering* will be submitted to UCOP Doorways for a-g approval.

First Responder
First Responder will teach students to provide immediate care to an ill or injured person and train them to assist emergency medical services (EMS) providers.

Instructional content area skills include the history of health care, EMS overview, CPR and first aid skills, patient assessment, legal and ethical issues, and triage and emergency responsibilities.

Medical Terminology
Medical Terminology allows students to examine the basic word structure and use of medical terms related to the anatomy & physiology and pathology of the human body. Body systems for this course include the integumentary, musculoskeletal, digestive, cardiovascular/blood, respiratory, and lymphatic/immune.

In this course, students are introduced to the language of medicine. Medical words are taught along with their relationship to the human body. Students will become familiar with vocabulary and word parts that will help them comprehend anatomy, physiology, pathology, diagnostic techniques, medical treatments and procedures. This new language will be used to facilitate communication with other health care professionals about their patients.

Introduction to Creative Writing
Introduction to Creative Writing is a one semester course designed for students interested in writing for publication. Assignments will expose students to a variety of writing genres, such as the short-story, poetry, historical fiction, blogging, screenplay and the novel. Students will learn to read as writers in order to develop critical skills necessary to understand, analyze, imitate and produce writing specific to each genre. The writing process will be emphasized as students practice drafting, revising and critiquing, culling and publishing creative works. Students will also study the process of publishing and learn how to submit creative works to literary agents, publishers and writing contests. *Introduction to Creative Writing* will be submitted to UCOP Doorways for a-g approval.

Pathways to Success
Pathways to Success is an existing course that provides a strong foundation of study skills across content areas. Students are taught strategies that can cross to all curricular areas allowing students to enhance content literacy while building study skills. Students are also assisted in finding a place in the school community, how to locate significant adults on campus, offers site specific information such as clubs, sport, and extra-curricular activities, supports transition from

8th to 9th grade, or offers students new opportunities to build good study habits and the knowledge needed to be a successful student and find resources to help them be successful.

Pathways to Success will be offered as a semester course with the option to repeat the course for a maximum of 10 credits.

Focus on Success
Focus on Success is an existing course designated as an at-risk intervention for high-risk students. At King High School, the course assists 10th grade students who have not earned sufficient credits to graduate with their class. The class structure is based on promoting positive development and growth in the following areas: attendance, behavior and attitude, conflict resolution, communication, self-esteem, personal achievement, completion of class work and homework, and time management skills. Students must complete weekly academic contracts, weekly grade checks, and an individualized high school plan. The teacher, staff, and peer-helpers provide tutoring and additional counseling as needed.

Focus on Success will be offered as a semester course with the option to repeat the course for a maximum of 10 credits.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended the Board of Education approve new courses: 7th Grade Mathematics, 7th Grade Mathematics Accelerated, 8th Grade Mathematics 1, Mathematics 1, Physics Using Robots and Engineering, First Responder, Medical Terminology, Introduction to Creative Writing and existing courses: Pathways to Success and Focus on Success.

ADDITIONAL MATERIAL: Course Proposals

Riverside Unified School District

Mathematics Course Proposals

May 19, 2014

RUSD Mathematics Course Pathways

		Currently Enrolled	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
6th	Accelerated	6th Grade Envision	7th Grade Math Accelerated	Math 1+	Math 2 Accelerated	Math 3 Accelerated	*Higher Level Mathematics	*Higher Level Mathematics
	Accelerated (Middle School Only)	6th Grade Envision	7th Grade Math Accelerated	Math 1+	Math 2	Math 3	CC Precalculus	*Higher Level Mathematics
	Accelerated (High School Only)	6th Grade Envision	7th Grade Math	8th Grade Math	Math 1	Math 2 Accelerated	Math 3 Accelerated	*Higher Level Mathematics
	On Level	6th Grade Envision	7th Grade Math	8th Grade Math	Math 1	Math 2	Math 3	CC Precalculus

RUSD Mathematics Course Pathways

		Currently Enrolled	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
6th	Accelerated	6th Grade Envision	7th Grade Math Accelerated	Math 1+	Math 2 Accelerated	Math 3 Accelerated	*Higher Level Mathematics	*Higher Level Mathematics
	Accelerated (Middle School Only)	6th Grade Envision	7th Grade Math Accelerated	Math 1+	Math 2	Math 3	CC Precalculus	*Higher Level Mathematics
	Accelerated (High School Only)	6th Grade Envision	7th Grade Math	8th Grade Math	Math 1	Math 2 Accelerated	Math 3 Accelerated	*Higher Level Mathematics
	On Level	6th Grade Envision	7th Grade Math	8th Grade Math	Math 1	Math 2	Math 3	CC Precalculus

7th Grade Mathematics

Critical Areas of Study for the Course:

1. Developing understanding of and applying proportional relationships
2. Developing understanding of operations with expressions and linear equations
3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems.
4. Draw inference about population based on sample.

7th Grade Mathematics Accelerated

- Different from 7th Grade Math in that this course contains content from 8th Grade Math.
- This course demands a faster pace for instruction and learning.

Mathematics 1

Critical Areas of Study for the Course:

1. Extend understanding of numerical manipulation to algebraic manipulation
2. Synthesize understanding of functions
3. Deepen and extend understanding of linear relationships
4. Apply linear models to data that exhibit a linear trend
5. Establish criteria for congruence based on rigid motion
6. Apply the Pythagorean Theorem to the coordinate plane

Mathematics 1+

- Different from Math 1 in that this course contains content from 8th Grade Math.
- Course builds from 7th Grade Math Accelerated
- Additional content when compared to the high school course demands a faster pace for instruction and learning.

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW MIDDLE SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson_____ Date_____
Signature

Principal_____ Date_____
Signature

Secondary Education Manager T Butler Date 05/07/14
Signature

Director,
Secondary Education Cheryl a Simms Date 5-7-14
Signature

Assistant Superintendent,
Secondary Education William Carter Date 5-7-14
Signature

Education Board Subcommittee Review Date 5-7-14

Adopted by Board of Education Date _____

Title of Course 7th Grade Mathematics Course Number _____

Date _____

Name of person submitting request Theresa Butler

Position Secondary Mathematics Instructional Services Specialist School:_____

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

Middle School Course Proposal

COURSE TITLE: 7th Grade Mathematics

DEPARTMENT: Mathematics

MIDDLE SCHOOL SUBMITTING REQUEST:

DATE OF SUBMISSION: May 19, 2014

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS:

~~**HIGH SCHOOL GRADUATION CREDIT:**~~

TARGETED GRADE LEVELS: 7th grade

TARGETED STUDENT POPULATIONS: All 7th grade students

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:

Yes_____
No ____X___

Riverside Unified School District
Instructional Services
Secondary Education Department

Middle School Course Proposal

I. **Course Purpose:** The fundamental purpose of the 7th Grade Mathematics course is to extend the mathematics that students learned in previous years in the area of proportional reasoning. Also, this course is designed to introduce concepts such as linear equations and scale drawings to be formalized in the following years. This course is written aligned to California Common Core State Standards – Mathematics.

II. **Course Description:** In grade 7, instructional time should on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about population based on samples.

III. **Course Goals and/or Major Student Outcomes:**

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of rations and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operation and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of

two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Students engage in the eight Standards for Mathematical Practices (SMP) on a daily basis:
SMP.1 Make sense of problems and persevere in solving them.
SMP.2 Reason abstractly and quantitatively.
SMP.3 Construct viable arguments and critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for and make use of structure.
SMP.8 Look for and express regularity in repeated reasoning.

IV. **Course Objectives:**

Objectives	Standards (optional)
Ratios and Proportional Relationships • Analyze proportional relationships and use them to solve real-world and mathematical problems	7.RP.1 – 7.RP.3
The Number System • Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.1 – 7.NS.3
Expressions and Equations • Use properties to operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	7.EE.1 – 7.EE.4
Geometry • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	7.G.1 – 7.G.6
Statistics and Probability	7.SP.1 – 7.SP.8

• Use random sampling to draw inferences about population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.	

V. **Course Outline:**

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
- Recognize and represent proportional relationships between quantities.
    - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
    - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
    - Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.
    - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
- Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
    - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
    - Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
    - Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

    - Apply properties of operations as strategies to add and subtract rational numbers.
- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
    - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
    - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real world contexts.
    - Apply properties of operations as strategies to multiply and divide rational numbers.
    - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- Solve real-world and mathematical problems involving the four operations with rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
    - Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
    - Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Write an inequality for the number of sales you need to make, and describe the solutions.

Geometry

- Draw, construct, and describe geometrical figures and describe the relationships between them.

- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
- Draw informal comparative inferences about two populations.
- Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
- Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.
- Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
- Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

    - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
    - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
- Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
    - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
    - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
    - Design and use a simulation to generate frequencies for compound events.

VI. **Texts and Supplemental Materials:**

Text:

- *Mathematics, Course 2: Pre-Algebra,* Holt, 2008

Supplemental:

- Silicon Valley Mathematics Initiative www.svmimac.org
- Illustrative Mathematics hhttp://illustrativemathematics.org
- Inside Mathematics, Tools for Educators http://www.insidemathematics.org/index.php/tools-for-teachers
- Dan Meyer's Three-Act Math Lessons http://blog.mrmeyer.com/
- MARS http://map.mathshell.org/materials/index.php

VII. **Key Assignments**:

Topics/Units/Themes	Key Activities/Assignments (optional)
- Introduction to Data Collection - Proportional Reasoning - Operations with Rational Numbers - Expressions and Equations - Percents - 2D- and 3D- Geometry - Data - Probability	

VIII. **Instructional Methods and/or Strategies:**

Direct Instruction
Compare and Contrast
Didactic Questions
Demonstrations

Peer Partner Learning
Discussion
Laboratory Groups
Think, Pair, Share
Cooperative Learning Groups
Tutorial Groups
Inquiry
Reflective Discussion
Writing to Inform
Concept Formation
Concept Mapping
Concept Attainment

IX. **Assessment Methods and/or Tools:**
Selected Response Test
Constructed Response Task
Performance Tasks
Graphic Organizers
Self- and Peer-Evaluations
Journals and Learning Logs
Portfolios

X. **Pacing Guide:**

California Mathematics Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered
Unit 0 7.SP.1 7.SP.2	10	- Gather random samples - Use random samples to develop conclusions
Unit 1 7.RP.1 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d 7.G.1	25	- Compute unit rate - Recognize and represent proportional relationships - Solve scale drawing problems
Unit 2 7.NS.1 7.NS.1a 7.NS.1b 7.NS.1c 7.NS.1d 7.NS.2 7.NS.2a 7.NS.2b 7.NS.2c 7.NS.2d 7.NS.3	30	- Add and subtract rational numbers - Multiply and divide rational numbers - Solve real-world problems with rational numbers including all four operations

Supporting 7.SP.1		
Unit 3 7.EE.1 7.EE.2 7.EE.3 7.EE.4 7.EE.4a 7.EE.4b 7.G.5	30	- Apply properties to generate equivalent expressions. - Rewriting equivalent expressions - Solve real-world problems with rational numbers in any form - Construct and solve equations and inequalities from real-world situations. - Use angle pair relationship to construct equations and solve.
Unit 4 7.RP.3 7.EE.2 7.EE.3 *Supporting* 7.NS.2c 7.NS.2d 7.NS.3	20	- Use proportional relationships to solve ratio and percent problems. - Solve real-world problems with rational numbers in any form
Unit 5 7.G.2 7.G.3 7.G.4 7.G.6	15	- Draw/construct angles and triangles - Describe cross-section - Use formulas of circles to solve problems - Solve real-world problems using area and volume formulas
Unit 6 7.SP.1 7.SP.2 7.SP.3 7.SP.4	20	- Collect random samples and draw conclusions of data - Compare two sets of populations and draw conclusions on the data - Use the center to draw inference about two populations
Unit 7 7.SP.5 7.SP.6 7.SP.7 7.SP.8 7.SP.8a 7.SP.8b 7.SP.8c	20	- Understand probability of chance - Approximate probability of chance - Develop models and find probability - Find probability of compound events

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW MIDDLE SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson_____ Date_____
Signature

Principal_____ Date_____
Signature

Secondary Education Manager [signature] Date 05/07/14
Signature

Director,
Secondary Education Cheryl a Summers Date 5-7-14
Signature

Assistant Superintendent,
Secondary Education [signature] Date 5-7-14
Signature

Education Board Subcommittee Review Date 5-7-14

Adopted by Board of Education Date _____

Title of Course 7th Grade Mathematics Accelerated Course Number _____

Date _____

Name of person submitting request Theresa Butler

Position Secondary Mathematics Instructional Services Specialist School:_____

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

Middle School Course Proposal

COURSE TITLE: 7th Grade Mathematics Accelerated

DEPARTMENT: Mathematics

MIDDLE SCHOOL SUBMITTING REQUEST:

DATE OF SUBMISSION: May 19, 2014

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS:

~~**HIGH SCHOOL GRADUATION CREDIT:**~~

TARGETED GRADE LEVELS: 7th grade

TARGETED STUDENT POPULATIONS: 7th grade student who have the ability to acquire 7th and a portion of 8th grade content standards in one year.

RECOMMENDED PREREQUISITE: Successful completion of 6th grade mathematics.

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:

Yes_____
No ___X_____

Riverside Unified School District
Instructional Services
Secondary Education Department

Middle School Course Proposal

I. **Course Purpose:** The fundamental purpose of the 7th Grade Math Accelerated course is to build from 6th Grade content. The content difference from this course compared to the non-accelerated course is that it contains standards from 8th grade. Therefore, the accelerated course demands a faster pace for instruction and learning.

II. **Course Description:** For 7th Grade Math Accelerated course, instructional time should focus on four critical area: (1) develop understanding numbers as different representations of rational numbers; (2) use linear equations and systems of equations to solve problems; (3) comparing single and double count data distributions; (4) solving problems 2D- and 3D problems involving area.

III. **Course Goals and/or Major Student Outcomes:**

(1) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representation of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. They extend their mastery of the properties of operations to develop an understanding of integer exponents, and to work with numbers written in scientific notation.

(2) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of probability (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m_xA. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concepts of logical equivalence, they maintain the solutions of the original equations.

(3) Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

(4) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity, they reason about relationships among two-dimensional figures using scale drawings and informal geometric

constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students complete their work on volume by solving problems involving cones, cylinders, and sphere.

Students engage in the eight Standards for Mathematical Practices (SMP) on a daily basis:
SMP.1 Make sense of problems and persevere in solving them.
SMP.2 Reason abstractly and quantitatively.
SMP.3 Construct viable arguments and critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for and make use of structure.
SMP.8 Look for and express regularity in repeated reasoning.

IV. **Course Objectives:**

Objectives	Standards (optional)
Number and Quantity	
The Real Number System	
• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.1a, 7.NS.1b, 7.NS.1c, 7.NS.1d, 7.NS.2a, 7.NS.2b, 7.NS.2c, 7.NS.2d, 7.NS.3
• Know that there are numbers that are not rational, and approximate them by rational numbers	8.NS.1, 8.NS.2
• Work with radical and integer exponents.	8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4
Quantities	
• Analyze proportional relationships and use them solve real-world and mathematical problems.	7.RP.1, 7.RP.2a, 7.RP.2b, 7.RP.2c, 7.RP.2d, 7.RP.3
Algebra	
Seeing Structure in Expressions	
• Use properties of operations to	7.EE.1, 7.EE.2

generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	7.EE.3, 7.EE.4a, 7.EE.4b
Reasoning with Equations and Inequalities • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations.	8.EE.5, 8.EE.6 8.EE.7a, 8.EE7b
Geometry Congruence • Draw, construct, and describe geometrical figures and describe the relationships between them. • Understand congruence and similarity using physical models, transparencies, or geometric software.	7.G.2 8.G.1a, 8.G1b, 8.G.1c, 8.G.2, 8.G.5
Similarity, Right Triangles, and Trigonometry • Draw, construct, and describe geometrical figures and describe the relationships between them. • Understand congruence and similarity using physical models, transparencies, or geometric software.	7.G.1 8.G.3, 8.G.4, 8.G.5
Geometric Measurement and Dimension • Draw, construct, and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Solve real-world and mathematical problems involving volume of cylinders,	7.G.3 7.G.4, 7.G.5, 7.G.6 8.G.9

cones, and spheres. Statistics and Probability Making Inferences and Justifying Conclusion • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. Conditional Probability and the Rules of Probability • Investigate chance processes and develop, use, and evaluate probability models.	 7.SP.1, 7.SP.2 7.SP.3, 7.SP. 7.SP.5, 7.SP.6, 7.SP.7a, 7.SP.7b, 7.SP.8a, 7.SP.8b, 7.SP.8c

V. **Course Outline:**

Ratio and Proportional

- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
- Recognize and represent proportional relationships between quantities.
    - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
    - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
    - Represent proportional relationships by equations.
    - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
- Use proportional relationships to solve multistep ratio and percent problems.

The Number System

- Apply and extend previous understanding of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
    - Describe situations in which opposite quantities combine to make 0.
    - Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
    - Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
    - Apply properties of operations as strategies to add and subtract rational numbers.

- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
    - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
    - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real world contexts.
    - Apply properties of operations as strategies to multiply and divide rational numbers.
    - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- Solve real-world and mathematical problems involving the four operations with rational numbers.
- Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., pi^2).

Equations and Expression

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
- Solve multi-step and real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of forms as appropriate of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
    - Solve word problems leading to equations of the form px + q = r and p(x +q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
    - Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
- Know and apply the properties of integer exponents to generate equivalent numerical expressions.

- Use square root and cube roots symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that sqroot2 is irrational.
- Use numbers expressed in the form of a single digit times as integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is that the other.
- Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
- Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
- Solve linear equation in one variable.
    - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).
    - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Geometry

- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- Verify experimentally the properties of rotations, reflections, and translations:

        - Lines are taken to lines, and line segments to line segments of the same length.
        - Angles are taken to angles of the same measure.
        - Parallel lines are taken to parallel lines.
    - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations: given two congruent figures, describe a sequence that exhibits the congruence between them.
    - Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
    - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
    - Use informal arguments to establish factors about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
    - Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability

- Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
- Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
- Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
- Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
    - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
    - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

- Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
    - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
    - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
    - Design and use a simulation to generate frequencies for compound events.

VI. **Texts and Supplemental Materials:**

Text:

- *Mathematics, Course 2: Pre-Algebra,* Holt, 2008

Supplemental:

- Silicon Valley Mathematics Initiative www.svmimac.org
- Illustrative Mathematics hhttp://illustrativemathematics.org
- Inside Mathematics, Tools for Educators http://www.insidemathematics.org/index.php/tools-for-teachers
- Dan Meyer's Three-Act Math Lessons http://blog.mrmeyer.com/
- MARS http://map.mathshell.org/materials/index.php

VII. **Key Assignments**:

Topics/Units/Themes	Key Activities/Assignments (optional)
- Rational Numbers and Exponents - Proportionality and Linear Relationships - Introduction to Sampling and Interference - Creating, Comparing, and Analyzing Geometric Figures	

VIII. **Instructional Methods and/or Strategies:**

Direct Instruction
Compare and Contrast
Didactic Questions
Demonstrations
Peer Partner Learning
Discussion
Laboratory Groups
Think, Pair, Share
Cooperative Learning Groups
Tutorial Groups

Inquiry
Reflective Discussion
Writing to Inform
Concept Formation
Concept Mapping
Concept Attainment

IX. **Assessment Methods and/or Tools:**
Selected Response Test
Constructed Response Task
Performance Tasks
Graphic Organizers
Self- and Peer-Evaluations
Journals and Learning Logs
Portfolios

X. **Pacing Guide:**

California Mathematics Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered
Unit 1 7.NS.1 7.NS.1a 7.NS.1b 7.NS.1c 7.NS.1d 7.NS.2 7.NS.2a 7.NS.2b 7.NS.2c 7.NS.2d 7.NS.3 8.NS.1 8.NS.2 8.EE.1 8.EE.2 8.EE.3 8.EE.4	45	- Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. - Know that there are numbers that are not rational, and approximate them by rational numbers. - Work with radical and integer exponents.
Unit 2 7.RP.1 7.RP.2 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d 7.RP.3 7.EE.1 7.EE.2	45	- Analyze proportional relationships and use them to solve real-world and mathematical problems. - Use properties of operations to generate equivalent expressions. - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.3 7.EE.4 7.EE.4a 7.EE4b 8.EE.5 8.EE.7		- Understand the connections between proportional relationships, lines, and linear equations. - Analyze and solve linear equations and pairs of simultaneous linear equations.
Unit 3 7.SP.1 7.SP.2 7.SP.3 7.SP.4 7.SP.5 7.SP. 6 7.SP.7 7.SP.8	45	- Use random sampling to draw inferences about a population. - Draw informal comparative inferences about two populations. - Investigate chance processes and develop, use, and evaluate probability models.
Unit 4 7.G.1 7.G.2 7.G.3 7.G.4 7.G.5 7.G.6 8.G.1 8.G2 8.G.3 8.G.4 8.G.5 8.G.9	45	- Draw, construct and describe geometrical figures and describe the relationships between them. - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. - Understand congruence and similarity using physical models, transparencies, or geometry software. - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW MIDDLE SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson_____ Date_____
Signature

Principal_____ Date_____
Signature

Secondary Education Manager T Butler Date 05/07/14
Signature

Director,
Secondary Education Cheryl A Simmons Date 5-7-14
Signature

Assistant Superintendent,
Secondary Education William Ermert Date 5-7-14
Signature

Education Board Subcommittee Review Date 5-7-14

Adopted by Board of Education Date _____

Title of Course Mathematics 1+. Course Number _____

Date _____

Name of person submitting request Theresa Butler

Position Secondary Mathematics Instructional Services Specialist School:_____

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

Middle School Course Proposal

COURSE TITLE: Mathematics 1+

DEPARTMENT: Mathematics

MIDDLE SCHOOL SUBMITTING REQUEST:

DATE OF SUBMISSION: May 19, 2014

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10 credits

HIGH SCHOOL GRADUATION CREDIT: 10 credits

TARGETED GRADE LEVELS: 8th grade

TARGETED STUDENT POPULATIONS: 8th grade students who have the ability to acquire Math 1 and a portion of 8th grade math standards in one year.

RECOMMENDED PREREQUISITE: 8th grade students that earned a "C" or better in Grade 7 Mathematics Accelerated

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:

Yes X

No _____

Riverside Unified School District
Instructional Services
Secondary Education Department

Middle School Course Proposal

I. **Course Purpose:** The fundamental purpose of Mathematics 1+ is to formalize and extend the mathematics that students learned through the end of seventh grade. This course differs from Mathematics 1 in that it contains content from 8th grade. While coherence is retained, in that it logically builds from Grade 7 Mathematics Accelerated, the additional content when compared to the high school course demands a faster pace for instruction and learning.

II. **Course Description:** For the Mathematics 1+ course, instructional time should focus on six critical areas. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Mathematics 1 M includes an exploration of the role rigid motions in congruence and similarity. The Pythagorean Theorem is introduced and students examine volume relationships of cones, cylinders, and spheres. Mathematics 1 uses properties and theorem involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Standards for Mathematical Practices apply throughout each course and together with the content standards, prescribe that students experience mathematical as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

III. **Course Goals and/or Major Student Outcomes:**

(1) Work with quantities and rates, including simple linear expressions and equations forms the foundation for this unit. Students use units to represent problems algebraically and graphically, and to guide the solution of problems. Students experience with quantity provides a foundation for the study of expressions, equations, and functions.

(2) Building on earlier work with linear relationships, students learn function notation and language for describing characteristics of functions, including the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integral exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

(3) This unit builds on earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of

equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions.

(4) The unit builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

(5) In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

(6) Building on their work with the Pythagorean Theorem to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

Students engage in the eight Standards for Mathematical Practices (SMP) on a daily basis:
SMP.1 Make sense of problems and persevere in solving them.
SMP.2 Reason abstractly and quantitatively.
SMP.3 Construct viable arguments and critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for and make use of structure.
SMP.8 Look for and express regularity in repeated reasoning.

IV. **Course Objectives:**

Objectives	Standards (optional)
Number and Quantity Quantities • Reason quantitatively and use units to solve problems.	N.Q.1, N.Q.2, N.Q.3
Algebra Seeing Structure in Expressions • Use properties of operations to generate equivalent expressions • Solve real-life and mathematical problems using numerical and	7.EE.1, 7.EE.2 7.EE.3, 7.EE.4a, 7.EE.4b

algebraic expressions and equations.	
Creating Equations	
• Create equations that describe numbers or relationships.	A.CED.1, A.CED.2, A.CED.3, A.CED.4
Reasoning with Equations and Inequalities	
• Understand solving equations as a process of reasoning and explain the reasoning.	A.REI.1
• Solve equations and inequalities in one variable.	A.REI.3
• Analyze and solve linear equations and pairs of simultaneous linear equations	8.EE.8a, 8.EE.8b, 8.EE.8c
• Solve systems of equations.	A.REI.5, A.REI.6
• Represent and solve equations and inequalities graphically.	A.REI.10, A.REI.11, A.REI.12
Functions	
Interpreting Functions	
• Define, evaluate, and compare functions.	8.F.1, 8.F.2, 8.F.3
• Understand the concept of a function and function notation.	F.IF.1, F.IF.2, F.IF.3
• Use functions to model relationships between quantities.	8.F.4, 8.F.5
• Interpret functions that arise in applications in terms of a context.	F.IF.4, F.IF.5, F.IF.6
• Analyze functions using different representations.	F.IF.7a, F.IF.7e, F.IF.9
Building Functions	
• Build a function that models a relationship between two quantities.	F.BF.1a, F.BF.1b, F.BF.2
• Build new functions from existing functions.	F.BF.3
Linear, Quadratic, and Exponential Models	
• Construct and compare linear, quadratics, and exponential models and solve problems.	F.LE.1a, F.LE.1b, F.LE.1c, F.LE.2, F.LE.3
• Interpret expressions for functions in terms of the situation they model.	F.LE.5
Geometry	

Congruence • Experiment with transformations in the plane. • Understand congruence in terms of rigid motions. • Make geometric constructions. Expressing Geometric Properties with Equations • Use coordinates to prove simple geometric theorems algebraically. Geometric Measurement and Dimension • Understand and apply Pythagorean Theorem. Statistics and Probability Interpreting Categorical and Quantitative Data • Summarize, represent, and interpret data on single count or measurement variable. • Investigate patterns of association in bivariate data. • Summarize, represent, and interpret data on two categorical and quantitative variables. • Interpret linear models.	G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.5 G.CO.6, G.CO.7, G.CO.8 G.CO.12, G.CO.13 G.GPE.4, G.GPE.5, G.GPE.7 8.G.6, 8.G.7, 8.G.8 S.ID.1, S.ID.2, S.ID.3 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4 S.ID.5, S.ID.6a, S.ID.6b, S.ID.6c S.ID.7, S.ID.8, S.ID.9

V. **<u>Course Outline</u>:**

Number and Quantity

- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- Define appropriate quantities for the purpose of descriptive modeling.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Algebra

- Interpret expressions that represent a quantity in terms of its context.
    - Interpret parts of an expression, such as terms, factors, and coefficients.
    - Interpret complicated expressions by viewing one or more of their parts as a since entity.
- Create equations and inequalities in one variable **including ones with absolute value** and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems and equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
- Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- Analyze and solve pairs of simultaneous linear equations.
    - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their grades, because points of intersection satisfy both equations simultaneously.
    - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspections.
    - Solve real-world and mathematical problems leading to two linear equations in two variables.
- Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solution.
- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational absolute value, exponential, and logarithmic functions.
- Graph the solutions to a linear inequality in two variable as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variable as the intersection of the corresponding half-planes.

Functions

- Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set or ordered pairs consisting of an input and the corresponding output.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of *f.*
- Use function notation, evaluate functions for inputs in their domains, and interpret statements that use functions notations in terms of a context.
- Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
- Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: *intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
    - Graph linear and quadratic functions and show intercepts, maxima, and minima.
    - Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- Write a function that describes a relationship between two quantities.
    - Determine an explicit expression, a recursive process, or steps for calculation from a context.
    - Combine standard functions types using arithmetic operations.
- Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
- Identify the effect on the graph of replacing *f(x) + k, kf(x), f(kx),* and *f(x + k)* for specific values of k (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
- Distinguish between situations that can be modeled with linear functions and with exponential functions.

    - Prove that linear functions grow by equal differences over equal intervals, and that exponential functions graph by equal factors over equal intervals.
    - Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
    - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial functions.
- Interpret the parameters in a linear or exponential function in terms of a context.

Geometry

- Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.
- Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- Use geometric descriptions of rigid motion on a given figure; given two figures; use the definitions of congruence in terms of rigid motions to decide if they are congruent.
- Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- Explain how the criteria for triangle congruence (ASA, SAS and SSS) follow from the definition of congruence in terms of rigid motions.
- Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
- Use coordinates to prove simple geometric theorems algebraically.
- Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

- Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
- Explain a proof of the Pythagorean Theorem and its converse.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Statistics and Probability

- Represent data with plots on the real number line (dot plots, histograms, and boxplots.)
- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- Interpret difference in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear associate, and nonlinear association.
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of that data points to the line.
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
- Understand that pattern of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subject. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies.) Recognize possible associations and trends in the data.
- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
    - Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use a given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
    - Informally assess the fit of a function by plotting and analyzing residuals.
    - Fit a linear function for a scatter plot that suggests a linear association.
- Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- Compute (using technology) and interpret the correlation coefficient of a linear fit.
- Distinguish between correlation and causation.

VI. **<u>Texts and Supplemental Materials</u>:**

Text:

- *Algebra 1*, Holt, 2008
- *Geometry*, Holt, 2008

Supplemental:

- Silicon Valley Mathematics Initiative www.svmimac.org
- Illustrative Mathematics hhttp://illustrativemathematics.org
- Inside Mathematics, Tools for Educators http://www.insidemathematics.org/index.php/tools-for-teachers
- Dan Meyer's Three-Act Math Lessons http://blog.mrmeyer.com/
- MARS http://map.mathshell.org/materials/index.php

VII. **Key Assignments**:

Topics/Units/Themes	Key Activities/Assignments (optional)
- Relationships Between Quantities - Linear and Exponential Relationships - Reasoning with Equations - Descriptive Statistics - Congruence, Proof, and Constructions - Connecting Algebra and Geometry through Coordinates	

VIII. **Instructional Methods and/or Strategies:**

Direct Instruction
Compare and Contrast
Didactic Questions
Demonstrations
Peer Partner Learning
Discussion
Laboratory Groups
Think, Pair, Share
Cooperative Learning Groups
Tutorial Groups
Inquiry
Reflective Discussion
Writing to Inform
Concept Formation
Concept Mapping
Concept Attainment

IX. **Assessment Methods and/or Tools:**

Selected Response Test
Constructed Response Task
Performance Tasks

Graphic Organizers
Self- and Peer-Evaluations
Journals and Learning Logs
Portfolios

X. **Pacing Guide:**

California Mathematics Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered
Unit 1 N.Q.1 N.Q.2 N.Q.3 A.SSE.1 A.SSE.1a A.SSE.1b A.CED.1 A.CED.2 A.CED.3 A.CED.4	30	- Reason quantitatively and use units to solve problems. - Interpret the structure of expressions. - Create equations that describe numbers or relationships.
Unit 2 A.REI.10 A.REI.11 A.REI.12 8.F.1 8.F.2 8.F.3 F.IF.1 F.IF.2 F.IF.3 8.F.4 8.F.5 F.IF.4 F.IF.5 F.IF.6 F.IF.7 F.IF.7a F.IF.7e F.IF.9 F.BF.1 F.BF.2 F.BF.3 F.LE.1 F.LE.1a F.LE.1b F.LE.1c F.LE.2 F.LE.3	30	- Represent and solve equation and inequalities graphically. - Define, evaluate, and compare functions. - Understand the concept of a function and use function notation. - Use functions to model relationship between quantities. - Interpret functions that arise in application in terms of a context. - Analyze functions using different representations. - Build a function that models a relationship between two quantities. - Build new functions from existing functions. - Construct and compare linear, quadratic, and exponential models and solve problems. - Interpret expression for functions in terms of the situation they model.

F.LE.5		
Unit 3 A.REI.1 A.REI.3 8.EE.8 8.EE.8a 8.EE.8b 8.EE.8c A.REI.5 A.REI.6	30	- Understand solving equations as a process of reasoning and explain the reasoning. - Solve equations and inequalities in one variable. - Analyze and solve linear equations and pairs of simultaneous linear equations. - Solve systems of equations.
Unit 4 S.ID.1 S.ID.2 S.ID.3 8.SP.1 8.SP.2 8.SP.3 8.SP.4 S.ID.5 S.ID.6 S.ID.7 S.ID.8 S.ID.9	30	- Summarize, represent, and interpret data on a single count or measurement variable. - Investigate patterns of association in bivariate data. - Summarize, represent, and interpret data on two categorical and quantitative variables. - Interpret linear models.
Unit 5 G.CO.1 G.CO.2 G.CO.3 G.CO.4 G.CO.5 G.CO.6 G.CO.7 G.CO.8 G.CO.12 G.CO.13 8.G.6 8.G.7 8.G.8	30	- Experiment and transformations in the plane. - Understand congruence in terms of rigid motions. - Make geometric constructions. - Understand and apply the Pythagorean Theorem.
Unit 6 G.GPE.4 G.GPE.5 G.GPE.7	30	- Use coordinates to prove simple geometric theorems algebraically.

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson_____ Date_____
Signature

Principal_____ Date_____
Signature

Secondary Education Manager [signature] Date 05/07/14
Signature

Director,
Secondary Education Cheryl A Summers Date 5-7-14
Signature

Assistant Superintendent,
Secondary Education [signature] Date 5-7-14
Signature

Education Board Subcommittee Review Date 5-7-14

Adopted by Board of Education Date _____

Title of Course Mathematics 1 Course Number _____

Date _____

Name of person submitting request Theresa Butler

Position Secondary Mathematics Instructional Services Specialist School:_____

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Mathematics 1

DEPARTMENT: Mathematics

HIGH SCHOOL SUBMITTING REQUEST:

DATE OF SUBMISSION: May 19, 2014

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10

HIGH SCHOOL GRADUATION CREDIT: 10

TARGETED GRADE LEVELS: 9th grade – 12th grade

TARGETED STUDENT POPULATIONS: 9th grade students

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:

Yes X

No _____

High School Course Proposal

I. **Course Purpose:** The fundamental purpose of the Mathematics 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Numbers and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

II. **Course Description:** For the Mathematics 1 course, instructional time should focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of functions; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

III. **Course Goals and/or Major Student Outcomes:**

(1) In previous grades, students had a variety of experiences working with expressions and creating equations. Students become competent in algebraic manipulation in much the same way that they are with numerical manipulation. Algebraic facility includes rearranging and collecting terms, factoring, identifying and canceling common factors in rational expressions, and applying properties of exponents. Students continue this work by using quantities to model and analyze situations, to interpret expressions, and to create equations to describe situations.

(2) In earlier grades, students define, evaluate, and compare functions, and use them to model relationships among quantities. Students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; interpret functions given graphically, numerically, symbolically, and verbally; translate between representations; and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

(3) In previous grades, students learned to solve linear equation in one variable and applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Building on their earlier experiences, students analyze and explain the process of solving an equation and justify the process used in solving a system of equations. Students develop fluency in writing, interpreting, and

translating among various forms of linear equations and inequalities and use them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solution. All of this work is grounded on understanding quantities and on relationships among them.

(4) Students' prior experiences with data are the basis for the more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships among quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

(5) In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions (translations, reflections, and rotations) and have used these experiences to develop notions about what it means for two objects to be congruent. Students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

(6) Building on their work with the Pythagorean Theorem in eighth grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

Students engage in the eight Standards for Mathematical Practices (SMP) on a daily basis:
SMP.1 Make sense of problems and persevere in solving them.
SMP.2 Reason abstractly and quantitatively.
SMP.3 Construct viable arguments and critique the reasoning of others.
SMP.4 Model with mathematics.
SMP.5 Use appropriate tools strategically.
SMP.6 Attend to precision.
SMP.7 Look for and make use of structure.
SMP.8 Look for and express regularity in repeated reasoning.

IV. **Course Objectives:**

Objectives	Standards (optional)
Number and Quantity Quantities • Reason quantitatively and use units to solve problems.	N.Q.1 –N.Q.3
Algebra Seeing Structure in Expressions • Interpret the structure of expressions.	A.SEE.1
Creating Equations	A.CED.1 – A.CED.4

• Create equations that describe numbers or relationships. Reasoning with Equations and Inequalities • Understanding solving equations as a process of reasoning and explain the reasoning. • Solve equations and inequalities in one variable. • Solve systems of equations. • Represent and solve equations and inequalities graphically.	A.REI.1, A.REI .3, A.REI .5, A.REI .6, A.REI .10 - A.REI.12
Functions Interpreting Functions • Understand the concept of a function and use function notation. • Interpret functions that arise in applications in terms of the context. • Analyze functions using different representations.	F.IF.1 – F.IF.7, F.IF.9
Building Functions • Build a function that models a relationship between two quantities. • Build new functions from existing functions.	F.BF.1 – F.BF.3
Linear, Quadratic, and Exponential Models • Construct and compare linear, quadratic, and exponential models and solve problems. • Interpret expressions for functions in terms of the situation they model.	F.LE.1 – F.LE.3, F.LE.5
Geometry Congruence • Experiment with transformation in the plane. • Understand congruence in terms of rigid motion.	G.CO.1 – G.CO.8, G.CO.12 – G.CO.13
• Make geometric constructions. Expressing Geometric Properties with Equation • Use coordinates to prove simple geometric theorems algebraically.	G.GPE.4, G.GPE.5, G.GPE.7
Statistics and Probability Interpreting Categorical and Quantitative Data • Summarize, represent, and interpret	S.ID.1 – S.ID.3, S.ID.5 – S.ID.9

data on a single count or measurement variable. • Summarize, represent, and interpret data on two categorical and quantitative variables. • Interpret linear models.	

V. **Course Outline:**

Number and Quantity

Quantities

- Reason quantitatively and use units to solve problems. [Foundation for work with expressions, equations, and functions]
- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- Define appropriate quantities for the purpose of descriptive modeling.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Algebra

Seeing Structure in Expressions

- Interpret the structure of expressions. [Linear expressions and exponential expressions with integer exponents]
- Interpret expressions that represent a quantity in terms of its context. A.SSE.1a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - Interpret complicated expressions by viewing one or more of their parts as a since entity.

Creating Equations

- Create equations that describe numbers or relationships. [Linear and exponential (integer inputs only); for A.CED.3, linear only]
- Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems and equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning. [Master linear; learn as general principle.]
- Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Solve equations and inequalities in one variable.

- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [Linear inequalities; literal equations that are linear in the variable being solved for; exponential of a form , such as 2^x=1/16.]
    - Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context.
- Solve systems of equations. [Linear systems]
- Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solution.
- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- Represent and solve equations and inequalities graphically. [Linear and exponential; learn as general principle.]
- Understand that the graph of an equation in two variable is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational absolute value, exponential, and logarithmic functions.
- Graph the solutions to a linear inequality in two variable as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variable as the intersection of the corresponding half-planes.

Interpreting Functions

- Understand the concepts of a function and use function notation. [Learn as general principle. Focus on learn and exponential (integer domain) and on arithmetic and geometric sequences.]
- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f
- Use function notation, evaluate functions for inputs in their domains, and interpret statements that use functions notations in terms of a context.
- Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
- Interpret functions that arise in applications in terms of the context. [Linear and exponential (linear domain)]
- For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

- Analyze functions using different representations. [Linear and exponential]
- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
    - Graph linear and quadratic functions and show intercepts, maxima, and minima.
    - Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Building Functions

- Build a function that models a relationship between two quantities. [For F.BF.1, 2, linear and exponential (integer inputs)]
- Write a function that describes a relationship between two quantities.
    - Determine an explicit expression, a recursive process, or steps for calculation from a context.
    - Combine standard functions types using arithmetic operations.
- Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
- Build new functions from existing functions. [Linear and exponential; focus on vertical translations for exponential.]
- Identify the effect on the graph of replacing f(x) + k, kf(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems. [Linear and exponential]
- Distinguish between situations that can be modeled with linear functions and with exponential functions.
    - Prove that linear functions grow by equal differences over equal intervals, and that exponential functions graph by equal factors over equal intervals.
    - Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
    - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial functions.
- Interpret expressions for functions in terms of the situation they model. [Linear and exponential of form f(x) = b^x + k
- Interpret the parameters in a linear or exponential function in terms of a context.

Geometry

Congruence

- Experiment with transformation in the plane.

- Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc
- Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.
- Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- Understand congruence in terms of rigid motions. [Build on rigid motions as a familiar starting point for development of concept of geometric proof.]
- Use geometric descriptions of rigid motion on a given figure; given two figures; use the definitions of congruence in terms of rigid motions to decide if they are congruent.
- Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- Explain how the criteria for triangle congruence (ASA, SAS and SSS) follow from the definition of congruence in terms of rigid motions.
- Make geometric constructions. [Formalize and explain processes.]
- Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Expressing Geometric Properties with Equations

- Use coordinates to prove simple geometric theorems algebraically. [Include distance formula; relate to Pythagorean Theorem.]
- Use coordinates to prove simple geometric theorems algebraically.
- Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Statistics and Probability

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable.
- Represent data with plots on the real number line (dot plots, histograms, and boxplots.)

- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- Interpret difference in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]
- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies.) Recognize possible associations and trends in the data.
- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
    - Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
    - Informally assess the fit of a function by plotting and analyzing residuals.
    - Fit a linear function for a scatter plot that suggests a linear association.
- Interpret line models.
- Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- Compute (using technology) and interpret the correlation coefficient of a linear fit.
- Distinguish between correlation and causation

VI. **Texts and Supplemental Materials**:

Text:

- *Algebra 1,* Holt, 2008
- *Geometry,* Holt, 2008

Supplemental:

- Silicon Valley Mathematics Initiative www.svmimac.org
- Illustrative Mathematics hhttp://illustrativemathematics.org
- Inside Mathematics, Tools for Educators http://www.insidemathematics.org/index.php/tools-for-teachers
- Dan Meyer's Three-Act Math Lessons http://blog.mrmeyer.com/
- MARS http://map.mathshell.org/materials/index.php

VII. **Key Assignments**:

Topics/Units/Themes	Key Activities/Assignments (optional)
- Single Count Data - Manipulating and Creating Expressions - Rigid Motion/Parallel and Perpendicular Lines - Functions and Modeling Equations - Double Count Statistics	

- Solving Strategies for Linear Equations and Inequalities - Exponential Equations and Absolute Value - Modeling and Interpreting Systems of Equations and Inequalities - Congruence (Distance and Pythagorean Theorem)	

VIII. **Instructional Methods and/or Strategies:**

Direct Instruction
Compare and Contrast
Didactic Questions
Demonstrations
Peer Partner Learning
Discussion
Laboratory Groups
Think, Pair, Share
Cooperative Learning Groups
Tutorial Groups
Inquiry
Reflective Discussion
Writing to Inform
Concept Formation
Concept Mapping
Concept Attainment

IX. **Assessment Methods and/or Tools:**

Selected Response Test
Constructed Response Task
Performance Tasks
Graphic Organizers
Self- and Peer-Evaluations
Journals and Learning Logs
Portfolios

X. **Pacing Guide:**

California Mathematics Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered
Unit 1 S.ID.1 S.ID.2 S.ID.3 N.Q.1 *Supporting*	10	- Plotting Data - Computing Data - Comparing and Interpreting two single count data sets

N.Q.2 N.Q.3		
Unit 2 A.SSE.1ab A.CED.1 A.CED.2 A.CED.3 F.LE	15	- Interpret and create expressions and equations (literal and modeling) - Comparing & contrasting different types of relations/functions (linear, exponential, absolute value)
Unit 3 G.CO.1 G.CO.2 G.CO.3 G.CO.4 G.CO.5 G.GPE.5 F.IF.6 S.ID.7	20	- Transformational Geometry - Introduce vocabulary of Geometry - Introduce rate of change (slope) through transformational geometry - Define and prove parallel and perpendicular lines through slope and transformations
Unit 4 F.BF.1ab F.BF.2 F.IF.1 F.IF.2 F.IF.3 F.LE.2 A.SSE.1 *Supporting* A.CED.1 A.CED.2 A.CED.3 A.CED.4	15	- Defining patterns of a function in terms of a geometric and arithmetic relationship - Build, create, analyze, interpret and evaluate functions. - Function notation
Unit 5 A.REI.10 F.IF.4 F.IF.5 F.IF.6 F.IF.7 F.IF.9 F.LE.1 F.LE.2 F.LE.3 F.LE.5 F.BF.1 F.BF.2 F.BF.3	25	- Sketch a graph by a table - Slope - Compare two functions - Linear and exponential transformations
Unit 6 S.ID.5 S.ID.6 S.ID.7 S.ID.8	15	- Statistics comparing and plotting two sets of data (double count) - Determining line of best fit

S.ID.9 *Supporting* F.IF.4 F.BF.1 N.Q.2 N.Q.3 A.CED.2 A.CED.3		
Unit 7 A.REI.1 A.REI.3 A.REI.12 A.CED.1 A.CED.3 A.CED.4 F.LE.5 *Supporting* A.SSE.1a N.Q.1 N.Q.2	20	- Solving and graphing linear equations and inequalities (all forms of a linear equation) - Modeling
Unit 8 A.REI.3 A.REI.3.1 A.REI.12 F.BF.1ab A.CED.1 F.LE.1c F.LE.2 F.LE.5 *Supporting* A.SSE.1a N.Q.1 N.Q.2	10	- Solving, graphing and transforming exponential, absolute value equations**,** inequalities - Modeling
Unit 9 A.REI.5 A.REI.6 A.REI.10 A.REI.11 A.REI.12 F.BF.1 A.CED.3 G.GPE.5 *Supporting* A.REI.1 A.CED.4 A.SSE.1a N.Q.1 N.Q.2	20	- Solving and graphing systems (two equations) - Modeling - Write equation of a line parallel/perpendicular to another line
Unit 10 F.BF.3	20	- Proving congruency (Note: we

G.GPE.4 G.GPE.7 G.CO.6 G.CO.7 G.CO.8 G.CO.12 G.CO.13 *Supporting* G.CO.1 N.Q.1 N.Q.2 N.Q.3 F.LE.1b		are not including HL and AAS as they create counterexamples) on coordinate plane through transformations, distance formula, Pythagorean Theorem

Physics
Using Robotics
and Engineering

Why Physics Using Robotics and Engineering ?

Students need to:

- **Learn in a real world context.**
- **Read and write technical, informational text.**
- **Solve math problems never seen before.**
- **Apply technology and science research .**
- **Interact and work as an adult.**

Physics Using Robotics and Engineering

Students apply physics and math knowledge when designing, making and using robots and other engineering projects.

Students read and write engineering and science literature and communicate with other students and adults.

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson John Gifford (Signature) Date 5/7/14

Principal _____ (Signature) Date _____

Secondary Education Manager _____ (Signature) Date 5/7/14

Director, Secondary Education Cheryl A. Simmons (Signature) Date 5-7-14

Assistant Superintendent, Secondary Education William Ernest (Signature) Date 5-7-14

Education Board Subcommittee Review Date 5-7-14

Adopted by Board of Education Date _____

Title of Course Physics Using Robots and Engineering

Course Number _____

Date 4/10/14

Name of person submitting request John Gifford

Position Science teacher School: Riverside Polytechnic High School

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Physics Using Robots and Engineering

DEPARTMENT: Science

HIGH SCHOOL SUBMITTING REQUEST:
Riverside Polytechnic High School

DATE OF SUBMISSION:

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10 credits

HIGH SCHOOL GRADUATION CREDIT: 10 credits

TARGETED GRADE LEVELS: 10-12

TARGETED STUDENT POPULATIONS:

RECOMMENDED PREREQUISITE: Algebra I , or Math 2

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:

Yes X

No _____

High School Course Proposal

I. Course Purpose:

Physics Using Robots and Engineering is a rigorous and engaging integrated Physics and CTE Engineering course with an overarching focus on design, robotics and engineering. Utilizing a combination of traditional and project-based instructional methods, students engage in extensive laboratory-based scientific inquiry and in iterative engineering design process that begin to prepare them for careers in science, technology, robotics, engineering and programming research. In this course, students experience a spiraling curriculum that provides multiple entry points to develop a deep understanding of physics concepts (motion, kinematics, forces, torque, energy, efficiency, thermodynamics, electricity, electromagnetism, waves and light) as well as scientific skills (experimental design, data collection and analysis, written and oral communication of experimental results.) In addition, the integrated approach allows students to develop competence in a host of Engineering Design concepts and skills including the iterative design cycle, technical drawing, use of CAD, prototyping, safe use of hand and power tools, material selection, manufacturing, and career exploration. Last, by encapsulating learning opportunities within the context of robotics competition, students will be exposed to careers within robotics and manufacturing -- a significantly growing industry sector.

II. Course Description:

Physics Using Robotics and Engineering—Science, Technology, Engineering and Mathematics (PURE STEM) offers students a way to integrate the learning of physics with the application of their knowledge using robots. Students will learn the traditional topics of physics: kinematics, electricity and magnetism, heat, light, and waves. They will apply their knowledge by designing and experimenting with robots and other product making projects. Their experiences will enhance their knowledge of physics by requiring them to solve engineering problems, evaluate their results and learn from the successes of others.

Students will be better prepared for the demands of physics and engineering at the college level than they have been in traditionally taught physics courses because they will apply their knowledge and understandings as they are learning the various topics. Students, working individually and in teams, participate in a series of hands‐on experimental projects such as building, programming and experimenting with robots. The projects provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences students hone critical thinking, communication, collaboration, creativity and Career Technical Education skills while learning key physics, engineering, and design concepts.

This year long UC-approved D - lab science course combines elements of physics, engineering and green technology to prepare students for success in college science

and engineering as well as careers that can contribute to a greener environment for us all.

III. **Course Goals and/or Major Student Outcomes:**

In Physics Using Robotics and Engineering, students are developing their physics knowledge by applying their knowledge designing and engineering robots and other projects. As scientists and engineers in the work world, they work together, use tools, test ideas, evaluate performances, and testing their projects against other teams. By the end of the course and the end of their work with our robotics teams, students will be able to study a problem from an engineering viewpoint, experiment following the scientific method to enhance their science knowledge, develop basic business plans, enhance and evaluate programming language, learn some of the basics of mechanics, kinematics, electricity and light waves. They will see the need to enhance and utilize their English and math common core skills. They will have made at 4 robots during the year, have the opportunities to compete in at least two robotic competitions, and have multiple opportunities to support robotic education throughout the community.

IV. **Course Outline:**

Unit 1: Introduction to Physics and Engineering and Heat

Essential Question: What are the essential tools and procedures we will need to use throughout the course?

Supporting Question(s):

How are science notebooks and engineering journals organized?
What kinds of processes do we follow in a STEM course?
What are the basics for science and engineering?
How is heat transferred from one material to another?

Description:

This first unit is used as an introduction to the course by defining the critical steps of the scientific process and engineering design. Moreover, norms for teamwork, collegial cooperation, and professional communication are introduced. Through research and analysis, students, working in small teams, are introduced to physics concepts, apply math skills to develop their knowledge of technology and engineering.

The basics steps of the scientific method as described in the Next Generation Science Standards include the following: Students plan and carry out investigations. They constructing explanations and designing solutions.
Of course, they must observe, develop hypotheses, gather and organize data and after evaluating, they communicating what they have learned. In the same document, the engineering processes are described as follows: Students evaluate and develop and understanding of the problem to determine the most efficient design to solve a problem. They compare different designs using physical models (prototypes) that undergo the same tests to determine the best performance. Students also perform tests on modified models to determine the best performance. Students combine characteristics of

different solutions to derive a better solution that combines relevant scientific principles and the needs to solve the problem. Students communicate information about a proposed solution to a problem, including relevant scientific principles, how the design was developed, how it meets the criteria and constraints of the problem, and how it reduces the potential for negative consequences for society and the natural environment.

Students review measurements, metric conversions, scientific notation, and significant figures. They begin the first steps of a science fair project and they draw the basic structure of a mechanical device.

As an example introduction to physics and engineering, students study various aspects of heat. They investigate heat transfer, heat involved with phase and temperature change. As a culminating activity for this unit they design and make a container out of natural materials, without metal or plastic, that retains the temperature of 100 mL of warm water for a 20 minute time period. Students need to predict the temperature at any intervening time period.

Note: In each unit, labs addressing research and construction of models emphasize the physics and CTE concepts involved, while alerting students to the environmental impact and possible solutions to green needs. Students maintain an Engineering Journal throughout the course to record all research, results, data acquired, team activities, and building projects.

Unit 2: Mechanics

Supporting question(s):

What are the basics motions, forces and energy involved in robots as they do their work?

What are the questions and procedures we should follow in solving engineering problems?

Description:

Students distinguish between distance and displacement, and speed and velocity. They use LEGO robots to explore these concepts as well as acceleration, forces and the laws of motion. Students construct and evaluate different simple machines and their ideal and actual mechanical advantages. Students use robots to explore vectors, motion in two dimensions, momentum, work and energy.

Students explore these topics with several projects. They plan, develop, construct, evaluate and compare static devices to hold weights efficiently. They develop mousetrap vehicles and gravity vehicles to test the transference of force to motion. They make catapult launching devices as well as gliders or propeller flying vehicles.

The students' key assignment project for unit: to develop a robot that competes in a robotics competition.

Students document their work in their engineering journals, and teams of students report orally and with papers their small group results to their class and teacher.

Unit 3: Electricity and Magnetism

Supporting question(s):

How is electricity and magnetism involved as motors work?

What are the questions and procedures we should follow in solving engineering problems?

Description:

Students investigate static electricity and electric fields, current electricity and series and parallel circuits. They investigate magnetic fields, electric/magnetic induction and electric and magnetic fields.

Students explore these topics with several projects. They make their own electrostatic measuring device. They explore different circuits and devices that perform various functions. They develop a Mag Lev transportation system.

Students document their work in their engineering journals, and teams of students report orally and with papers their small group results to their class and teacher.

Unit 4: Waves, Light and Sound

Supporting question(s):

How can sound and light information be transferred across space?

What are the questions and procedures we should follow in solving engineering problems?

Description:

Students also study various features about waves and see how these features apply with sound and light.

Students explore these topics with several projects. The culminating project for this unit is a choice for teams of students to make electric guitars.

Students document their work in their engineering journals, and teams of students report orally and with papers their small group results to their class and teacher.

Laboratory Activities:

Because this course is a project-based exploration of the fundamental concepts of Engineering and Physics, all units incorporate hands-on activities. Students often

receive theory-based instruction during the first half of class, moving into a laboratory environment for the application of acquired knowledge and principles for the second half. Each unit involves scientific inquiry and observation, application of principles, collection and analysis of the data, modification and re-application, synthesis of the results, final evaluation and presentation of findings to the class. Critical thinking and problem solving skills and team building exercises are incorporated throughout the course. Examples of lab activities that are consistent to each unit are:

- Safety fundamentals reinforcement with specific safety skills enhancement.
- Hand, bench and machine tool operation fundamentals and terminology.
- Accurate reading of working and assembly drawings.
- Team brainstorming activities with application of fundamental principles.
- Experimental design to isolate and test individual variables.
- Testing, modifying, re-designing unit project as necessary.
- Recording of results, analysis of data, synthesis and reporting of findings.

Many labs that are performed in traditional physics courses will be done at the discretion of the teacher and based upon the needs of the students.

Unit I: Heat capacity of water: Students mix 2 samples of 100 mL of water at different temperatures in a styrofoam cup. They calculate the heat lost by the warm water and the heat gained by the cool water and the percentage of heat lost in the energy exchange.

Students mix different volumes of water at different temperatures, predict the final common temperature and calculate the percentage difference between the predicted and actual temperature on the Kelvin scale.

Heat of fusion of ice: Students mix ice and water in a styrofoam cup can calculate the heat of fusion of ice.

Heat capacity of metals: Students place know metal masses in boiling water and then place the metals in water in a styrofoam cup to calculate and compare the specific heats of the metals as well as the specific heats of different masses of the same metals.

Culminating activity: Working in teams of 2, students apply their science knowledge and experience to design an insulating box—maximum size 1 ft x1ft x1ft, made of out natural materials, no plastics except for tape or metals, to retain heat in a given quantity of water paced in a 250 mL beaker over a 20 min. period of time. They will predict the temperature after 5 and 10 minutes.

Unit 2: Using Lego robots, teams of 2 students design, make and program a robot that travels different distances. Students vary the velocity, and measure the distance and time required at each velocity, and calculate the velocity.

Students make a Lego robot without the motor and measure the distance, time and velocities at it rolls down an inclined plane. They calculate the acceleration. They repeat the experiment as the plane is inclined at a greater angle. They compare the acceleration with the angle of inclination.

Teams of students design, build and program a robot that competes in a drag race. They measure the distance traveled, the velocity and acceleration of a drag racing Lego robot. They evaluate the different designs and consider the optimal design that would give the best performance.

Using rulers, rubber bands as springs and different mass weights, students compare masses with the length of stretch of the rubber bands. They calculate the spring constants for the rubber bands.

Using rubber bands and rulers, students calculate forces as rubber bands pull against each other. Using a number of rubber bands, rulers and protractors, students compare the vector addition of the force of two rubber bands with the force of the third.

Teams of 4 students design, build and test a tower that holds up to 15 kg mass. The tower must be at least 40 cm tall, and span a gap of 20 cm by 20 cm. The tower is built out of wood and held together with glue only. The most efficiently built tower gets the highest grade; efficiency is measured by dividing the mass held by the tower in grams by the mass of the tower in grams.

Teams of 2 students use Lego robots to determine how friction changes with different weights on a pulled object. They calculate the coefficient of friction. Students use an inclined plane with Lego robots to determine the coefficient of friction.

Students make a pendulum with a stopper and string, measure the period, and calculate the acceleration due to gravity.

Students place a ball on a ramp next to a white board. They calculate the potential and kinetic energies of the ball as it rolls down the ramp. Using newspaper, they predict the trajectory of the ball as it rolls off the ramp, off the pen tray and into a container students place on the floor. Taping the paper to the wall and the container on the floor, students evaluate the accuracy of their predictions.

Using metric rulers, string, weights, and scales, students make the following simple machines and compare their ideal mechanical advantage with their actual mechanical advantage. They will build all three types of levers, several pulley systems, a wheel and axle system, a ramp or inclined plane. They find an example wedge and screw and measure their ideal mechanical advantage.

Students develop gear trains to determine mechanical advantage and relate them to gear ratio.

The class will divide into two sets of working groups of 4. One set of students build a mousetrap vehicle that employs one mousetrap, and moves a car across a 5 m distance. The best car moves the distance with the most accuracy in the least amount of time. The other set of students build a ramp launching area and a vehicle that moves across a 5 m distance in the least amount of time and stops with the greatest accuracy.

Students compare gear trains and relate them to speed using the angle sensors in a LEGO robot.

Students use Lego robots to transfer momentum to different cars holding different masses. Students compare the velocities with the masses of the cars.

The culminating project for this unit is for students to design a launching device that launches a glider with a 1 foot wingspan (also designed and made by the students) with an elastic band. The glider that stays in the air the longest has the highest score.

Unit 3: Using metal bars, Ehrlenmeyer flasks, stoppers and aluminum foil, students make electroscopes. They then investigate static charge, induced charge and electric fields, and discharge.

Students make parallel and series circuits using wires, flashlight batteries, and batteries. They investigate voltage changes, resistance and current.

Using LEGO motors students will convert mechanical energy into electrical energy. Students dissect an electric motor from any discarded device, like a vacuum cleaner.

Students make a simple electric motor from a battery, coil of wire, paper clips and a magnet. They investigate the relation between magnets, number of coils, voltage of battery and the speed of rotation of the coil of wire.

Students investigate the relation between a moving magnet with a coil of wire, and a moving coil of wire with a static magnet to evaluate the relation between the motions and current.

The culminating project for this unit will be for students to make a device and track in which the device will be suspended above a series of magnets in the track and using a student-designed electric fan, the device will move down a 6 foot track.

Unit 4: Using slinkies, students investigate different features about different kinds of waves, including wavelength and frequencies, speeds of waves (and relation to tension), addition of waves, reflection and refraction.

Using musical instruments, students examine how different instrument types generate different pitches, vary volume, how they are tuned.

Using Lego robots, teams of students program their robots to respond to sound and light. They can examine the sensitivities of the robots to sound and light.

Using lenses and mirrors, students will compete with each other to target a laser beam to hit a target. The set up that uses the most lenses and mirrors achieves the highest score.

The culminating project for this unit is a choice for teams of students to make electric guitars.

V. **Texts and Supplemental Materials**

- Foundations of Physics, 1st edition, CPO Science, c2004

- CK-12 Engineering: An Introduction for High School , D. Baker, T. Ganesh, A. Ganesh, S. Krause, C. Roberts, J. White-Taylor, CK-12.org, c2009
  URL Resource(s): http://www.ck12.org/flexbook/book/736

Supplemental Instructional Materials:

A useful resource for teachers:

Title: Physics with Robotics An NXT and RCX Activity Guide for Secondary and College Physics
Edition
Publication Date: 2009
Publisher: College House Enterprises, LLC, 5713 Glen Cove Dr., Knoxville, TN 37919
Authors(s): William Church, Tony Ford, and Natasha Perova
URL Resource(s): http://jwd@collegehousebooks.com
Usage: Secondary Text (Physics labs and Engineering)

VI. **Key Assignments**:

Topics/Units/Themes	Key Activities/Assignments

Students spend time during each unit completing project work. These key assignments will use physics and engineering as they work in teams to solve the problems given. Their notebooks include a documentation of their work, including the problem, brainstorming strategies to solve the problem, timelines, lists of required materials to complete the problem, and team assignments. Their written and oral reports also documents the technical drawings, the tests given to the materials, the prototypes developed, the final product and an evaluation of their product with a comparison of their competing teams' works as well. This is a science and engineering course, so that the key assignments are associated with science and engineering. These are not tests or assessments, but they serve as a realistic test of the students' knowledge as they put what they have learned into practice.

Units 1-4: One project that will be done individually will be the science fair/ engineering project that is graded according to the standards of the school and the district. Students will include a purpose and hypothesis, a list of materials and procedures, data, background knowledge, and an annotated bibliography. Students examine their data and search for ways to improve their experiments or device. Students describe the next steps in their research. Much of the writing in the project are essays.

During this course students design, build, program and test a robot for a competition for Vex or for FIRST, either FIRST Tech Challenge or FIRST Robotics Competition. Students in the class work together to build and test the robot. The work on the robot is jigsawed, where teams of students work on different components of the project and the work is assembled for the success of the final project. In addition to the robot, students develop and revise a business plan, write award and grant applications, update and maintain a webpage describing and documenting their work, and issue a newsletter. The writing varies in size from two or three paragraphs to an essay sized document. Writing will occur throughout the year for this project, but each student will contribute to the newsletter and webpage at different times of the year, and the grant and award applications are assigned to all the students, with a final effort to combine the best of the work for a final team presentation. The class operates as an engineering business and work to maintain and grow its business presence on the school community and the wider stakeholder community.

As part of the engineering process, students combine characteristics of different solutions to derive a better solution that combines relevant scientific principles and the needs to solve the problem. Students communicate information about a proposed solution to a problem, including relevant scientific principles, how the design was developed, how it meets the criteria and constraints of the problem, and how it reduces the potential for negative consequences for society and the natural environment. These steps are involved in the culminating projects for units 1-3. The final class project combines the best of the features described in the assignment and their performance is compared to the projects submitted by teams of students.

VII. **Instructional Methods and/or Strategies:**

Standard Strategies for the entire course:
Although lectures, quizzes, and homework assignments will be utilized, students spend time during each unit completing project work. Students use hand tools, power tools, analog and digital measuring devices, CAD, probe-ware, data analysis software, online

resources and simulations as they engage in a variety of activities that balance direct instruction with laboratory and project work. Methods of instruction will include, but are not limited to those listed below.

Direct Instruction:
For some physics and engineering concept and skill development, instructional methods will include structured overviews, interactive lectures and practice. Teacher-facilitated discussions generated by teacher-formulated, open-ended questions to help students develop the analytical thinking skills to question and pose solutions for real world business problems. Teacher modeling of problem solving techniques and data analysis, coupled with guided practice will help students develop innovative ways to manipulate, represent, analyze and draw conclusions regarding experimental data.

- Interactive Lectures and Demonstrations
- Guided practice
- Homework and Independent Practice
- Teacher modeling

Inquiry/Exploratory Labs
Prior to presenting students with science concepts, students investigate a phenomenon via a student-led lab. There will be minimal guidance from the teacher other than low- to high-level Bloom's questions to help guide student learning.

Student Led Discussions
Wrapping up activities and/or labs will often wrap up in the form of student-led discussions. Students present, discuss, argue, and/or agree on each group's evidence-based conclusions. Students ask each other questions regarding their experiment or conclusions using academic language. The teacher will facilitate discussions, but will not evaluate students' responses. The teacher may rephrase unclear questions while making sure the reiteration of the question was the intended one.

Lab Work and Data Analysis
Labs provide an authentic opportunity to collect and analyze data using the appropriate tools of science. Thus, students are expected to design their own lab procedures, given only the materials provided to them, including coming up with their own questions and hypotheses. Students are responsible for collecting, creating a visual representation, and analyzing data. In some cases, the procedures will be provided. In these cases, students will be asked questions to guide their representation and interpretation of the data gathered.

Project Work:
In the course of completing projects, students engage in many of the instructional strategies mentioned above. However, they will also be completing assignments that pertain to creating a final product that is the culmination of their project work. This may include the production of an artifact (technical drawing, model, prototype, device, or report), or it may involve preparing for and delivering a presentation to the class, teacher, or a panel of relevant guests and experts. Preparation of artifacts and presentations represents a synthesis of many of the concepts and skills developed within the context of the earlier scaffold assignments.

Using the constructivist 5 E model (engage, explore, explain, elaborate and evaluate) the teacher guides the students as:

- Students, in teams, research, design, build and test a mousetrap vehicle and investigate its physical properties using an iterative design process and inquiry cycle. Students work cooperatively in teams, and discover the properties of velocity, acceleration, force, and torque through experiments.
- Students work in teams, present oral reports, and lead discussions regarding their design decision using appropriate academic language.

VIII. **Assessment Methods and/or Tools:**

End of the year assessments: Our school and district, like most across the nation, are interested in student performance on "standards" based tests. This course is based upon the Next Generation Science Standards as well as the current California Science Standards, so our students have to meet the needs of the future as well as the present. We are also seeking to see if our students are better prepared for a potential AP Physics course they may take in the future as well as physics courses in college. But we do have more topical assessments to judge student performance.

Coursewide Assessments

- Students maintain an engineering journal of the work done in their team, demonstrating the elements learned and used. The journal is evaluated for completion, clarity, and critical thinking on a regular basis using a teacher-developed rubric.
- Textbook driven homework assignments will be evaluated on completion (work ethic) and correctness (curricular literacy).
- Periodic quizzes and tests will be used to assess curricular literacy in relevant physics content.

Unit 1: Students design, perform and make a science fair display demonstrating original research. They research background information, document their work in a journal, repeat their experiment, analyze their data, and display their work to share their information with others.

Unit 2-4: During the remaining units, students make devices and evaluate them as engineering projects as described in Laboratory Activities and Key Assignments. Their work will be demonstrated in their engineering journals, they will also make oral and written reports to explain and evaluate their work as well as their classmates. The class works together to complete their robots for the robotics competition. Students also perform more traditional lab activities that will be evaluated using a teacher constructed rubric.

IX. **Pacing Guide:**

California Physics Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text

Heat	10	Heat Specific heat, heat involved in phase changes	—design and make an insulating box
Mechanics--kinematics	80	Distance, displacement, forces, energy, work, Velocity, acceleration, mechanical advantage, trajectories, rotational motion	Making robots for experiments and competition Service learning – supporting competitions and training Computer aided drafting, programming in labview
Electricity Light and waves	45 45	Electric, magnetic fields, voltage, current, resistance, series, parallel circuits Focal points, magnification, lens law	Wiring robots to do various projects

Career Technical Education

Course Proposal
Instructional Sub Committee
May 07, 2014

Courses Proposed

- **First Responder**
- **Medical Terminology**

Submitted by Ramona HS Erika Zuvia, course author

Common to Both Courses

- From ROP to RUSD
- CTE Alignment
- Aligned College & Career Readiness
- 21st Century skills through Career Partnership Academies
- Enhance existing academy options to provide student opportunities after high school

Advantages to students

- Career focus emphasizes future opportunities and encourages students to make strong post-secondary plans
- Increased rigor through practical application and analysis
- Course can be taught at any of our RUSD campuses providing students more options when applying to specialized programs

First Responder

Pre-requisite: None

Will offer students

- Knowledge in providing immediate care to an ill or injured person and assist emergency medical services (EMS) providers
- Preparation to be a First Responder
  - Airway, Breathing, and Circulation
  - Patient Assessment
  - Illness and Injuries
  - Childbirth, Pediatrics, and Geriatrics

Medical Terminology

Recommended Pre-requisite: None

Will offer students

- Ability to define the meaning of medical terminology word roots, suffixes, and prefixes
- Recognize and understand basic medical terms for each body system
- Identify and decipher medical abbreviations
- Spell and pronounce basic medical terminology for each body system
- Analyze unfamiliar terms using the knowledge of word roots, suffixes and prefixes gained in the course

Courses Proposed

- First Responder
- Medical Terminology

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson _____ Date 4/21/14
Signature

Principal _____ Date 4/21/14
Signature

Secondary Education Manager _____ Date 5/7/14
Signature

Director,
Secondary Education Cheryl A Simmons Date 5-7-14
Signature

Assistant Superintendent,
Secondary Education _____ Date 5-7-14
Signature

Education Board Subcommittee Review Date 5-7-14

Adopted by Board of Education Date _____

Title of Course First Responder Course Number _____

Date _____

Name of person submitting request _____

Position _____ School: _____

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: First Responder

DEPARTMENT: Science/Health & Bioscience Academy

HIGH SCHOOL SUBMITTING REQUEST: Ramona High School

DATE OF SUBMISSION: May 7, 2014 (Subcommittee)

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10 credits

HIGH SCHOOL GRADUATION CREDIT: 10 elective credits

TARGETED GRADE LEVELS: 9th - 12th grades

TARGETED STUDENT POPULATIONS:

RECOMMENDED PREREQUISITE:

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS: **Yes___**
No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course will teach students to provide immediate care to an ill or injured person and train them to assist emergency medical services (EMS) providers.

II. Course Description:

Instructional content area skills include the history of health care, EMS overview, CPR and first aid skills, patient assessment, legal and ethical issues, and triage and emergency responsibilities.

III. Course Goals and/or Major Student Outcomes:

Students will have the knowledge and basic life support skills in the following areas: Orientation to First Responder, Law and Ethics, Preventing Disease Transmission, Human Body System, Cardiac Emergencies/CPR, Breathing Emergencies, Patient Assessment, Medical and Behavioral Emergencies, Bleeding and Shock, Specific Injuries, Muscle and Bone Injuries, Poisoning, Environmental Emergencies, and Anaphylaxis, Childbirth, Infants and Children, Ems Support and Operations, and Lifting and Moving.

IV. Course Objectives:

Preparing to be a First Responder: Introduction to the EMS System, The Well-Being of the First Responder, Medical, Legal, and Ethical Issues, The Human Body, and Lifting and Moving Patients
Airway, Breathing, and Circulation: Airway Management, Cardiac Emergencies, and CPR/AED and Heimlich Maneuver
Patient Assessment: Patient Assessments and Communications/Documentation
Illness and Injuries: Medical Emergencies, Poisoning and Substance Abuse, Behavioral Emergencies, Bleeding, Shock, and Soft Tissue Injuries, and Injuries to Muscles and Bones
Childbirth, Pediatrics, and Geriatrics: Childbirth, Pediatric Emergencies, and Geriatric Emergencies
EMS Operations: EMS Operations and Terrorism Awareness
Enrichment: Special Rescues and Supplemental Skills

V. Course Outline:

ORIENTATION TO FIRST RESPONDER

A. Identifies the expectations, qualifications, and responsibilities of a first responder.
B. Defines the components of the Emergency Medical Services (EMS) system.
C. Differentiates between the roles and responsibilities of the first responder and those of other pre-hospital care providers.
D. Recognizes the specific statutes and regulations governing the EMS system in California.
E. Recalls the history of the emergency medical industry.
F. Uses EMS industry terminology.
G. Identifies various equipment used by EMS Personnel.
H. Discuss various treatments for direct patient care.

LAWS AND ETHICS

A. States the scope of practice for first responders.
B. Defines competence.
C. Discusses the parameters for advance directives/do not resuscitate orders.
D. Defines the types of consent and describes the methods of obtaining them.
E. Explains the implications when a victim refuses treatment or transport.

F. Discusses signs of assault, abandonment, negligence, and battery, and their implications.
G. Defines death and dying.
H. Describes the steps the first responder can take when approaching the family of a dead or dying person.
I. Discusses the importance of confidentiality in the medical field.
J. Performs the fundamental components of documentation and communication.

PREVENTING DISEASE TRANSMISSION

A. Describes how the immune system works.
B. Describes the conditions that must be present for disease transmission.
C. Lists the protective equipment necessary for specific emergencies encountered, and explains the importance of this equipment.
D. Demonstrates the proper technique for placing and removing personal protective equipment.
E. Describes the procedure that must be taken for disinfecting equipment, work surfaces, clothing, and leather items.
F. Demonstrates skills in procedures to prevent transmission of diseases and disposal of infectious materials adhering to universal precautions imposed by OSHA and CDC.
G. Performs accurate documentation of an exposure to a communicable disease and accurately documents the post-exposure follow-up care.

HUMAN BODY SYSTEM

A. Describes the major functions of the musculoskeletal system.
B. Describes the major functions of the respiratory system.
C. Describes the major functions of the circulatory system.
D. Describes the major functions of the nervous system.
E. Describes the major function of the gastrointestinal system.
F. Describes the major functions of the reproductive system.

CARDIAC EMERGENCIES/CPR

A. Lists the risk factors, signs, symptoms, and treatment of a heart attack.
B. Discusses common cardiac emergencies.
C. Describes the components of cardiopulmonary resuscitation (CPR).
D. Explains when it is appropriate to stop CPR.
E. Passes the CPR Skill test for adults following AHA 2010 guidelines.
F. Passes the CPR Skill test for infants/children following AHA 2010 guidelines.
G. Identifies the general steps for use of an AED.
H. Demonstrates how to use an AED.

BREATHING EMERGENCIES

A. Describes how to care for a victim in respiratory distress.
B. Describes how to properly open an airway.
C. Explains why basic airway management and rescue breathing skills take priority over most other basic life-support skills.
D. Describes how to clear an airway obstruction.
E. Demonstrates how to open the airway using the head-tilt/chin-lift and the jaw-thrust maneuver.
F. Demonstrate how to give rescue breathing for an adult, child, and infant.
G. Demonstrates how to clear an airway obstruction in a conscious and unconscious adult, child, and infant.
H. Describes how to measure and insert an airway adjunct.
I. States the importance and technique for suctioning an airway.
J. Describes the importance and method for using a barrier device.
K. Describes the difference between the need for ventilation and the need for supplemental oxygen.
L. Demonstrates how to measure and insert both the oral and nasal airway adjunct devices.
M. Demonstrates the techniques of suctioning.

N. Demonstrates how to ventilate a victim with a resuscitation mask and bag-valve mask.
O. Demonstrates how to prepare the equipment, and administer supplemental oxygen to a breathing and non-breathing victim.

PATIENT ASSESSMENT

A. Identifies the components of a scene size-up in patient assessment.
B. Describes methods for assessing whether a victim is breathing, as well as distinguishing between adequate and inadequate breathing.
C. Describes the methods for assessing whether a victim has a pulse.
D. Explains the importance of obtaining an accurate set of vital signs.
E. Explains the components of the initial assessment.
F. Explains the components of the SAMPLE history and focused assessment.
G. Identifies the components of the ongoing assessment.
H. Demonstrates how to assess mental status.
I. Demonstrates how to assess airway, breathing, and circulation.
J. Demonstrates how to assess for severe external bleeding.
K. Demonstrates how to assess skin color, temperature and moisture, and capillary refill.
L. Demonstrates how to use the SAMPLE format to question a victim.
M. Demonstrates how to perform a physical exam and an ongoing assessment.
N. Demonstrates how to measure blood pressure by auscultation and palpation methods.
O. Identify between a critical and non-critical patient.

MEDICAL AND BEHAVIORAL EMERGENCIES

A. Identifies and describes the treatment for the general medical complaint.
B. Identifies and describes the treatment for the patient with an altered level of consciousness.
C. Identifies behaviors that suggest a victim is experiencing a behavioral emergency.
D. Makes appropriate decisions about care when given an example of an emergency in which someone has suddenly become ill.
E. Makes appropriate decisions about care when given an example of an emergency in which someone is experiencing a behavioral emergency.

BLEEDING AND SHOCK

A. Describes the components of blood.
B. Differentiates among arterial venous and capillary bleeding, including care and treatment for all.
C. Lists the signs and symptoms for internal bleeding.
D. Lists the signs, symptoms, and treatment for shock.
E. Makes appropriate decisions about care when given an example of an emergency in which a person is bleeding.
F. Makes appropriate decisions about care when given an example of an emergency in which shock is likely to occur.
G. Describes different types of shock.

SPECIFIC INJURIES

A. Lists the types and treatments of soft tissue injuries.
B. Describes and identifies different types of classifications for burns.
C. Describes the signs, symptoms, and treatment for environmental emergencies.
D. Demonstrates the steps in the emergency medical care for open soft tissue injuries, open chest wounds, abdominal wounds, embedded objects and amputations.
E. Demonstrates techniques for controlling severe bleeding.
F. Makes appropriate decisions about care when given an example of an emergency involving soft tissue injury.

MUSCLE AND BONE INJURIES

A. Describes the signs, symptoms, and treatment for various musculoskeletal injuries.

B. Lists the principles of splinting.
C. Demonstrates the emergency medical care for a victim who has painful, swollen, or deformed extremities.
D. Demonstrates the application of a traction splint.
E. Relates the mechanism of injury to specific head, neck, and spinal injuries.
F. Lists the signs and symptoms for head, neck, and spinal injuries, and describes the general care.
G. Explains the importance of minimizing movement of a victim with a possible head, neck, or spinal injury.
H. Discusses various ways of preventing head, neck, and spinal injuries.

POISONING, ENVIRONMENTAL EMERGENCIES, AND ANAPHYLAXIS

A. Identifies the means by which poisons can enter your body.
B. Lists the signs, symptoms, and treatment for the poisoned patient.
C. Identifies the signs, symptoms, and treatment for the commonly used or abused narcotic substances.
D. Describes the signs, symptoms, and treatment for anaphylaxis.
E. Makes appropriate decisions about care when given an example of an emergency in which someone may have been poisoned.
F. States the role of the first responder at the scene of a hazardous materials incident.
G. Identifies signs, symptoms, and treatments of heat and cold emergencies.

CHILDBIRTH

A. Identifies the structures involved in emergency childbirth.
B. States the indications for imminent delivery.
C. States the steps in emergency childbirth.
D. Describes the care of the newborn.
E. Lists the steps in the post-delivery care for the mother.
F. Describes the possible complications of emergency childbirth.
G. Demonstrates the steps to assist in a normal head-first delivery.
H. Demonstrates the necessary care of the baby as the head appears.
I. Demonstrates the post-delivery care of the mother and newborn.

INFANTS AND CHILDREN

A. Discusses the developmental characteristics of infants and children.
B. Describes the differences in anatomy between adults and children.
C. Summarizes the emergency medical care for respiratory distress and arrest in infants and children.
D. Lists common causes of seizures in infants and children.
E. Describes the emergency medical care for the infant or child trauma victim.
F. Summarizes the signs and symptoms of apparent child abuse.
G. Describes the medical and legal responsibilities of the first responder who suspects child abuse or neglect.
H. Lists the treatment protocol for an apparent SIDS victim.
I. Demonstrates how to assess a child and an infant.

EMS SUPPORT AND OPERATIONS

A. Describes the medical and non-medical equipment needed for an emergency response.
B. Describes the information required for the transfer of core report.
C. Describes the role of the first responder in an MCI.
D. Summarize the components of basic triage.
E. Lists the various methods of gaining access and extricating victims that are trapped in a restricted space.
F. Uses the START triage system to triage victims, given a scenario of a multiple casualty incident.
G. Demonstrates proper methods of rescuing a near-drowning victim.
H. Lifting of at least 50 lbs. may be required.

LIFTING AND MOVING

A. Defines body mechanics and safety precautions when lifting and moving a patient.
B. Describes the conditions that indicate an emergency move.
C. Describes the indications for assisting in non-emergency moves.
D. Describes the various types of equipment that will assist the rescuer in lifting and moving patients.

VI. **Texts and Supplemental Materials:**

Jones & Bartlett "First Responder, Your First Response in Emergency Care"; 4th edition Textbook and Workbook

VII. **Key Assignments**:

See key assignments below within the pacing guide.

VIII. **Instructional Methods and/or Strategies:**

PPT Lectures
Class Discussions - teacher and student/group led
Demonstrations
Presentations
Student Written and Oral Reports
Individual and Group Activities
Textbook/Workbook Assignments
Scientific and Internet Article Readings
Vocabulary Drills
Flashcards
Educational Films and Videos
Guest Speakers and Interviews
Study Tours
Flowcharts and Graphic Organizers
Pre and Post Tests
Laboratory Experiments
Skills Practice and Exams
Tutorials with College Tutors and Peers

IX. **Assessment Methods and/or Tools:**

Reading & Workbook Activities
Videos & Visual Aids
Tests & Quizzes
Computer Activities & Research Assignments
Attendance & Participation
Notebooks
Skills Demonstration & Labs
American Heart Association CPR/AED Certification
First Aid Certification

X. **Pacing Guide:**

Unit 1 **Pathway Orientation** 1) Policy and procedures 2) Classroom & lab settings 3) Attendance and grading policy	1. Students read and complete the appropriate forms for each part of the syllabus, using good sentence structure, accurate spelling and legible writing. 2. Students learn about the forms that need to be signed by parents.	1. Student's grade on the syllabus forms. 2. Students hand in parent signed forms.
Unit 2 **First Responder Orientation** 1) Introduction to emergency medical services (EMS) system 2) Roles and responsibilities of a first responder 3) California statutes and regulations 4) History of EMS 5) The well-being of the first responder 6) EMS equipment and personal protective equipment (PPE's)	1. Students define the components of the EMS system on their graphic organizer. 2. Students identify the expectations, qualifications, and responsibilities of a first responder in class discussions and lecture notes. 3. Students differentiate between the roles and responsibilities of the first responder and those of other pre-hospital care providers in class discussions and lecture notes. 4. Students listen to a paramedic guest speaker discuss the importance of the EMS system and assisting other pre-hospital care providers. 5. Students recognize the specific statutes and regulations governing the EMS system in California their worksheet. 6. Students recall the history of the emergency medical industry on their graphic organizer. 7. Students develop flashcards and use EMS industry terminology. 8. Working in groups of 3-4, students identify various EMS equipment using trauma kits and a checklist. 9. Students learn about proper personal protective equipment (PPE's) and complete their worksheet to demonstrate knowledge. 10. Students learn how to properly remove contaminated gloves and wash their hands. 11. Students participate in class discussions about various treatments for direct patient care. 12. Students participate in class discussions about the emotional aspects of emergency medical care.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the statutes and regulations worksheet. 4. Student's grade on EMS industry terminology flash cards. 5. Observation of the student's understandings of EMS equipment and checklist. 6. Student's grade on the PPE's worksheet. 7. Observation of the student's ability to remove contaminated gloves and wash their hands. 8. Student's grade on the Unit 2 written exam.
Unit 3 **Law and Ethics** 1) Scope of practice and California law 2) Duty to Act 3) Medical ethics 4) Types of consent 5) Advanced directives and DNR's 6) HIPAA Regulations 7) Good Samaritan Laws **Communications and Documentation** 1) Communication systems and	1. Students define the scope of practice for first responders and competency on their graphic organizer. 2. Students define the types of consent and describe the methods of obtaining them on their worksheet. 3. Students explain the implications when a victim refuses treatment or transport during a class discussion. 4. Students discuss the parameters for advance directives and "do not resuscitate" (DNR's) orders.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the types of consent worksheet. 4. Student's grade on the assault, abandonment, negligence, and battery worksheet.

equipment 2) Documentation	5. Students discuss signs of assault, abandonment, negligence, and battery, and their implications on their worksheet. 6. Students define death and dying on their graphic organizer. 7. Students describe the steps the first responder can take when approaching the family of a dead or dying person on their graphic organizer. 8. Students discuss the importance of confidentiality in the medical field during a class discussion. 9. Students read the Federal Regulations and develop scenarios of how HIPAA is used in EMS to protect the patient's right to privacy. 10. Students perform the fundamental components of documentation and communication on sample patient care reports (PCRs). 11. In groups of 3, students role play based on various medical scenarios to practice effective communication skills.	5. Student's grade on the scenarios of how HIPAA is used in EMS to protect the patient's right to privacy. 6. Student's grade on the patient care reports (PCRs). 7. Student's grade on the communication role playing activity. 8. Student's grade on the Unit 3 written exam.
Unit 4 **Preventing Disease Transmission** 1) Immune System 2) Infectious disease and body substance isolation (BSI) 3) Disinfecting equipment, surfaces, and clothing 4) Communicable diseases 5) Disease transmission 6) Disposal of infectious materials 7) Documentation	1. Students describe how the immune system works on their graphic organizer and worksheet. 2. Students describe the conditions that must be present for disease transmission on their graphic organizer and during a class discussion. 3. Students list the protective equipment necessary for specific emergencies encountered, and explain the importance of this equipment on a quiz. 4. Students demonstrate the proper technique for placing and removing personal protective equipment (PPEs) during a skills lab. 5. Students describe the procedures that must be taken for disinfecting equipment, work surfaces, clothing, and leather items on a worksheet. 6. Students demonstrate skills in procedures to prevent transmission of diseases and disposal of infectious materials adhering to universal precautions imposed by OSHA and CDC during a class discussion. 7. Students perform accurate documentation of an exposure to a communicable disease and accurately document the post-exposure follow-up care. 8. Students participate in a cross-curricular communicable disease project, including: a disease brochure, case studies, history of their chosen disease, and class presentations.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the immune system worksheet. 4. Student's grade on the protective equipment quiz. 5. Student's grade on the PPEs skills lab. 6. Student's grade on the disinfecting worksheet. 7. Students grade on the exposure to a communicable disease documentation. 8. Students grade on the disease brochure, case studies, history of their chosen disease, and class presentations. 9. Student's grade on the Unit 4 written exam.
Unit 5 **Human Body System** 1) Topographic anatomy 2) Musculoskeletal System 3) Respiratory System 4) Cardiovascular System 5) Nervous System 6) Digestive System 7) Reproductive System	1. Students define topographic anatomy terms on their graphic organizer. 2. Students work in partners to describe injuries using topographic anatomy, including anatomical position and directional terms on a scenario worksheet. 3. Students identify all of the major parts of the musculoskeletal system on the anatomical	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on topographic anatomy/scenario worksheet.

	mannequins. 4. Students describe the major functions of the musculoskeletal system on their graphic organizer. 5. Students identify all of the major parts of the respiratory system on the anatomical mannequins. 6. Students describe the major functions of the respiratory system on their graphic organizer. 7. Students identify all of the major parts of the cardiovascular system on the anatomical mannequins. 8. Students describe the major functions of the cardiovascular system on their graphic organizer. 9. Students identify all of the major parts of the nervous system on the anatomical mannequins. 10. Students describe the major functions of the nervous system on their graphic organizer. 11. Students identify all of the major parts of the digestive system on the anatomical mannequins. 12. Students describe the major function of the digestive system on their graphic organizer. 13. Students identify all of the major parts of the reproductive system on the anatomical mannequins. 14. Students describe the major functions of the reproductive system on their graphic organizer.	4. Observation of students identifying all of the major structures within each system using the anatomical mannequins. 5. Student's grade on the Unit 5 written exam.
Unit 6 **Cardiac Emergencies / CPR** 1) Types of cardiac emergencies 2) Chain of Survival 3) Adult CPR 4) Child CPR 5) Infant CPR 6) AED	1. Students list the risk factors, signs, symptoms, and treatment of a heart attack on their graphic organizer. 2. Students discuss common cardiac emergencies during lecture and class discussion. 3. Students describe the components of cardiopulmonary resuscitation (CPR) in their AHA CPR workbook. 4. Students explain when it is appropriate to stop CPR. 5. Students practice adult/child/infant CPR on mannequins while watching the AHA CPR training video. 6. Students pass the CPR skills test for adults following AHA 2010 guidelines. 7. Students pass the CPR skills test for infants/children following AHA 2010 guidelines. 8. Students identify the general steps for use of an AED. 9. Students demonstrate how to properly use an AED.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Observation of student's ability to properly perform adult/child/infant CPR and AED during classroom practice and training. 4. Students pass or fail on adult/child/infant CPR and AED skills exams.
Unit 7 **Breathing Emergencies** 1) Types of breathing emergencies 2) Basic airway management	1. Students describe how to care for a victim in respiratory distress on their graphic organizer. 2. Students demonstrate how to properly open an airway using mannequins.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during

3) Foreign body airway obstruction 4) Rescue breathing for adult/child/infants 5) Airway adjuncts 6) Barrier devices 7) Supplemental oxygen 8) Suctioning 9) Recovery position	3. Students explain why basic airway management and rescue breathing skills take priority over most other basic life-support skills during class discussion. 4. Students describe how to clear an airway obstruction during a class discussion. 5. Students demonstrate how to open the airway using the head-tilt/chin-lift and the jaw-thrust maneuver on mannequins. 6. Students demonstrate how to give rescue breathing for an adult, child, and infant using mannequins. 7. Students demonstrate how to clear an airway obstruction in a conscious and unconscious adult, child, and infant using mannequins. 8. Students describe how to measure and insert an airway adjunct on their graphic organizer. 9. Students state the importance and technique for suctioning an airway and demonstrate using the suction devices. 10. Students describe the importance and methods for using a barrier device and demonstrate using the various devices. 11. Students describe the difference between the need for ventilation and the need for supplemental oxygen on their graphic organizer. 12. Students demonstrate how to measure and insert both the oral and nasal airway adjunct devices. 13. Students demonstrate the techniques of suctioning using mannequins and the suction devices. 14. Students demonstrate how to ventilate a victim with a resuscitation mask and bag-valve mask. 15. Students demonstrate how to prepare the equipment, and administer supplemental oxygen to a breathing and non-breathing victim. 16. Students work in partners to demonstrate how to properly place a victim in recovery position.	entire unit. 3. Observation of student's ability to properly open an airway and insert appropriate adjuncts during classroom practice and training. 4. Observation of student's ability to properly perform adult/child/infant rescue breathing during classroom practice and training. 5. Observation of student's ability to properly perform adult/child/infant Heimlich maneuver and finger sweeps during classroom practice and training. 6. Observation of student's ability to properly use the suction devices during classroom practice and training. 7. Observation of student's ability to use the various barrier devices during classroom practice and training. 8. Observation of student's ability to properly ventilate victims and use supplemental oxygen during classroom practice and training. 9. Observation of student's ability to properly place their peer in recovery position. 10. Student's grade on the Unit 7 written exam.
Unit 8 **Patient Assessment** 1) Scene size-up 2) Body substance isolation 3) Initial patient assessment 4) Physical examination 5) Patient medical history 6) Ongoing assessment 7) "Hand Off" report	1. Students identify the components of a scene size-up in patient assessment on their graphic organizer. 2. Students describe methods for assessing whether a victim is breathing, as well as distinguishing between adequate and inadequate breathing during a class discussion. 3. Students describe the methods for assessing whether a victim has a pulse and demonstrate pulse checks on their peers. 4. Students explain the importance of obtaining an accurate set of vital signs during a class discussion. 5. Students explain the components of the initial assessment on their graphic organizer.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on his/her skills lab demonstrating a proper scene size-up, body substance isolation, initial patient assessment, physical examination, ongoing assessment, and a "hand off" report. 4. Student's grade on his/her skills lab demonstrating proper ABC assessment/skills and accurate vital

	6. Students explain the components of the SAMPLE history and focused assessment on their graphic organizer. 7. Students identify the components of the ongoing assessment on their graphic organizer. 8. Students demonstrate how to assess mental status of a victim during a class discussion. 9. Students demonstrate how to assess airway, breathing, and circulation (ABC's) during a skills lab. 10. Students demonstrate how to assess for severe external bleeding during a skills lab. 11. Students demonstrate how to assess skin color, temperature and moisture, and capillary refill during a skills lab. 12. Students demonstrate how to use the SAMPLE format to question a victim during a class discussion. 13. Students demonstrate how to perform a physical exam and an ongoing assessment during a skills lab. 14. Students demonstrate how to measure blood pressure by auscultation and palpation methods during a skills lab. 15. Students identify between a critical and non-critical patient on their graphic organizer and during a class discussion.	signs. 5. Student's grade on the Unit 8 written exam.
Unit 9 **Medical and Behavioral Emergencies** 1) General medical conditions 2) Altered mental status 3) Specific medical conditions 4) Behavioral crisis 5) Role of the first responder	1. Students identify and describe the treatment for the general medical complaint on their graphic organizer. 2. Students identify and describe the treatment for the patient with an altered level of consciousness on their graphic organizer. 3. Students identify behaviors that suggest a victim is experiencing a behavioral emergency on a quiz. 4. Students make appropriate decisions about care when given an example of an emergency in which someone has suddenly become ill during class scenarios. 5. Students make appropriate decisions about care when given an example of an emergency in which someone is experiencing a behavioral emergency during class scenarios.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the behavioral emergency quiz. 4. Student's grade during medical and behavioral class scenarios. 5. Student's grade on the Unit 9 written exam.
Unit 10 **Bleeding and Shock** 1) Cardiovascular System review 2) Recognition of internal bleeding 3) Types of shock 4) Treatment for shock	1. Students describe the components of blood on a cardiovascular system worksheet. 2. Students differentiate among arterial venous and capillary bleeding, including care and treatment for all on their graphic organizer. 3. Students list the signs and symptoms for internal bleeding on their graphic organizer and on a quiz. 4. Students list the signs, symptoms, and treatment for	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the cardiovascular system worksheet. 4. Student's grade on the internal bleeding

	shock on their graphic organizer and on a quiz. 5. Students make appropriate decisions about care when given an example of an emergency in which a person is bleeding during class scenarios. 6. Students make appropriate decisions about care when given an example of an emergency in which shock is likely to occur during class scenarios. 7. Students describe different types of shock on their graphic organizer.	quiz. 5. Student's grade on the shock quiz. 6. Student's grade during bleeding and shock class scenarios. 7. Student's grade on the Unit 10 written exam.
Unit 11 **Specific Injuries** 1) Soft tissue injuries 2) Burns 3) Environmental emergencies 4) Open soft tissue injuries 5) Open chest wounds 6) Abdominal wounds 7) Embedded objects 8) Amputations	1. Students list the types and treatments of soft tissue injuries on their graphic organizer. 2. Students describe and identify different types of classifications for burns on their graphic organizer and quiz. 3. Students describe the signs, symptoms, and treatment for environmental emergencies on a worksheet. 4. Students demonstrate the steps in the emergency medical care for open soft tissue injuries, open chest wounds, abdominal wounds, embedded objects and amputations during a skills lab. 5. Students demonstrate techniques for controlling severe bleeding during a skills lab. 6. Students make appropriate decisions about care when given an example of an emergency involving soft tissue injury during class scenarios.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the burn quiz. 4. Student's grade on the environmental worksheet. 8. Student's grade on the open soft tissue injuries, open chest wounds, abdominal wounds, embedded objects and amputation skills lab. 9. Student's grade during soft tissue injury class scenarios. 10. Student's grade on the Unit 11 written exam.
Unit 12 **Muscle and Bone Injuries** 1) Musculoskeletal System review 2) Mechanism of Injury (MOI) 3) Types of injuries 4) General principles of splinting 5) Head, neck, and spinal injuries	1. Students describe the signs, symptoms, and treatment for various musculoskeletal injuries on their graphic organizer. 2. Students list the principles of splinting on their graphic organizer. 3. Students demonstrate the emergency medical care for a victim who has painful, swollen, or deformed extremities during a skills lab. 4. Students demonstrate the application of a traction splint on their peers during a skills lab. 5. Students relate the mechanism of injury (MOI) to specific head, neck, and spinal injuries on a quiz. 6. Students list the signs and symptoms for head, neck, and spinal injuries, and describe the general care on a quiz. 7. Students explain the importance of minimizing movement of a victim with a possible head, neck, or spinal injury on a quiz. 8. Students demonstrate how to properly stabilize the cervical spine and immobilize a victim to a backboard during a skills lab. 9. Students discuss various ways of preventing head, neck, and spinal injuries on their graphic organizer.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the extremities skills lab. 4. Student's grade on properly applying a traction splint. 5. Student's grade on the head, neck, and spinal injuries quiz. 6. Student's grade on the cervical spine and immobilization skills lab. 7. Student's grade on the Unit 12 written exam.

Unit 13 **Poisoning, Environmental Emergencies, and Anaphylaxis** 1) Ingested poisons 2) Inhaled poisons 3) Injected poisons 4) Absorbed poisons 5) Anaphylaxis 6) Epinephrine Pen 7) Substance abuse 8) Exposure to heat and cold	1. Students identify the means by which poisons can enter your body on their graphic organizer. 2. Students list the signs, symptoms, and treatment for the poisoned patient on their graphic organizer. 3. Students identify the signs, symptoms, and treatment for the commonly used or abused narcotic substances on their graphic organizer. 4. Students describe the signs, symptoms, and treatment for anaphylaxis on their graphic organizer. 5. Students demonstrate how to properly administer an epinephrine pen during anaphylaxis. 6. Students make appropriate decisions about care when given an example of an emergency in which someone may have been poisoned during class scenarios. 7. Students state the role of the first responder at the scene of a hazardous materials incident during a class discussion. 8. Students identify signs, symptoms, and treatments of heat and cold emergencies on their graphic organizer.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade during poisoning class scenarios. 4. Observation of student's ability to administer an epinephrine pen. 5. Student's grade on the Unit 13 written exam.
Unit 14 **Childbirth** 1) Reproductive System review 2) Assessing the birth situation 3) Equipment 4) Assistance with delivery 5) Aftercare of the mother and newborn 6) Complications of childbirth	1. Students identify the structures involved in emergency childbirth on their graphic organizer and childbirth mannequins. 2. Students state the indications for imminent delivery on their graphic organizer and during their skills practice. 3. Students state the steps in emergency childbirth on their graphic organizer during their skills practice. 4. Students describe the care of the newborn on their graphic organizer and during their skills practice. 5. Students list the steps in the post-delivery care for the mother on their graphic organizer and during their skills practice. 6. Students describe the possible complications of emergency childbirth on their graphic organizer. 7. Students demonstrate the steps to assist in a normal head-first delivery on their skills exam. 8. Students demonstrate the necessary care of the baby as the head appears on their skills exam. 9. Students demonstrate the post-delivery care of the mother and newborn on their skills exam.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Observation of student's ability to deliver a child and use equipment during classroom practice and training. 4. Student's grade on the childbirth skills exam. 5. Student's grade on the Unit 14 written exam.
Unit 15 **Infants and Children** 1) Pediatric anatomy and physiology 2) Respiratory care 3) Illness and medical emergencies 4) Pediatric trauma	1. Students discuss the developmental characteristics of infants and children on their graphic organizer. 2. Students describe the differences in anatomy between adults and children on their graphic organizer. 3. Students summarize the emergency medical care	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the child abuse/neglect worksheet.

5) Child abuse 6) Sudden Infant Death Syndrome (SIDS)	for respiratory distress and arrest in infants and children on their graphic organizer. 4. Students list common causes of seizures in infants and children on their graphic organizer. 5. Students describe the emergency medical care for the infant or child trauma victim on their graphic organizer. 6. Students summarize the signs and symptoms of apparent child abuse on a worksheet. 7. Students describe the medical and legal responsibilities of the first responder who suspects child abuse or neglect on a worksheet. 8. Students list the treatment protocol for an apparent SIDS victim. 9. Students demonstrate how to assess a child/infant using mannequins during a skills lab.	4. Student's grade on the child/infant skills assessment lab. 5. Student's grade on the Unit 15 written exam.
Unit 16 **Geriatric Emergencies** 1) Physiological changes with age 2) Hearing and visually impaired patients 3) Musculoskeletal and mobility issues 4) Medical considerations 5) Chronic-care patients 6) Mental considerations 7) Elder abuse	1. Students describe the physiological changes that occur with age on their graphic organizer. 2. Students explain how to ensure more effective communication with elderly patients who have hearing or sight impairment during a class discussion. 3. Students describe why geriatric patients are at high risk for broken bones on their graphic organizer. 4. Students explain the types of cardiovascular and respiratory diseases that are prevalent among elderly patients on their graphic organizer. 5. Students describe how to approach the assessment and treatment of chronically ill patients during a class discussion. 6. Students explain the first responder's responsibility in dealing with patients who show signs of depression or dementia during a class discussion. 7. Students describe the purpose of hospice care in a brief write-up after listening to a hospice-care guest speaker. 8. Students explain the purpose of advance directives and living wills on a worksheet. 9. Students describe the signs and symptoms of elder abuse on their graphic organizer.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the hospice care write-up. 4. Student's grade on the advance directives and living wills worksheet. 5. Student's grade on the Unit 16 written exam.
Unit 17 **EMS Support and Operations** 1) Preparing for a call 2) Response 3) Multiple-Casualty Incidents (MCI) 4) START triage system 5) Near-drowning victims and rescues 6) Physical requirements of a first responder	1. Students describe the medical and non-medical equipment needed for an emergency response on their graphic organizer. 2. Students describe the information required for the transfer of core report on their graphic organizer. 3. Students describe the role of the first responder in an MCI on their graphic organizer and during class discussions. 4. Students summarize the components of basic triage	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Student's grade on the triage quiz. 4. Student's grade using the START triage system on the MCI scenario.

	on a quiz. 5. Students list the various methods of gaining access and extricating victims that are trapped in a restricted space on their graphic organizer. 6. Students use the START triage system to triage victims, given a scenario of a multiple casualty incident. 7. Students demonstrate proper methods of rescuing a near-drowning victim using the YMCA's pool and mannequins. 8. Students understanding that lifting of at least 50 lbs. may be required as a first responder.	5. Student's grade on the observance/participation of the near-drowning activity. 6. Student's grade on the Unit 17 written exam.
Unit 18 **Lifting and Moving** 1) Review of recovery position 2) Body mechanics 3) Non-emergency movement of patients 4) Emergency movement of patients 5) Equipment	1. Students define body mechanics and safety precautions when lifting and moving a patient on their graphic organizer. 2. Students describe the conditions that indicate an emergency move during a class discussion. 3. Students describe the indications for assisting in non-emergency moves during a class discussion. 4. Students describe the various types of equipment that will assist the rescuer in lifting and moving patients on their graphic organizer. 5. Students watch short video clips depicting proper body mechanics and types of lifts and equipment for moving patients. 6. Students use proper body mechanics to perform two-person extremity carries and emergency drags on their peers during a skills lab.	1. Student's grade on his/her graphic organizer for entire unit. 2. Observation of student's understandings of class discussions and lecture during entire unit. 3. Observations of student's body mechanics during the two-person extremity carry and emergency drags skills lab. 4. Student's grade on the Unit 18 written exam.

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson _____ Signature — Date 4/21/14

Principal _____ Signature — Date 4/21/14

Secondary Education Manager _____ Signature — Date 5/7/14

Director, Secondary Education _____ Signature — Date 5-7-14

Assistant Superintendent, Secondary Education _____ Signature — Date 5-7-14

Education Board Subcommittee Review — Date 5-7-14

Adopted by Board of Education — Date _____

Title of Course Medical Terminology — Course Number _____

Date _____

Name of person submitting request _____

Position _____ School: _____

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Medical Terminology

DEPARTMENT: Science/Health & Bioscience Academy

HIGH SCHOOL SUBMITTING REQUEST: Ramona High School

DATE OF SUBMISSION: 5/7/14 Subcommittee

COURSE NUMBER:

LENGTH OF COURSE:

NUMBER OF CREDITS:

HIGH SCHOOL GRADUATION CREDIT: 5 elective credits

TARGETED GRADE LEVELS: 9th - 12th

TARGETED STUDENT POPULATIONS:

RECOMMENDED PREREQUISITE:

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:

Yes _____

No _____

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course allows students to examine the basic word structure and use of medical terms related to the anatomy & physiology and pathology of the human body. Body systems for this course include the integumentary, musculoskeletal, digestive, cardiovascular/blood, respiratory, and lymphatic/immune.

II. Course Description:

In this course, students are introduced to the language of medicine. Medical words are taught along with their relationship to the human body. Students will become familiar with vocabulary and word parts that will help them comprehend anatomy, physiology, pathology, diagnostic techniques, medical treatments and procedures. This new language will be used to facilitate communication with other health care professionals about their patients.

III. Course Goals and/or Major Student Outcomes:

Define the meaning of medical terminology word roots, suffixes, and prefixes
Recognize and understand basic medical terms for each body system
Identify and decipher medical abbreviations
Spell and pronounce basic medical terminology for each body system
Analyze unfamiliar terms using the knowledge of word roots, suffixes and prefixes gained in the course

IV. Course Objectives:

The introductory chapters provide a foundation for the study of medical terminology. They teach students to divide words into parts, recognize basic combining forms, suffixes, and prefixes, and know their meanings. In addition, students gain an understanding of the organization and complexity of the human body and become familiar with the location and function of major body organs. The remaining chapters explore the terminology of body systems' anatomy and physiology, pathology, diagnostic techniques, medical treatments and procedures.

V. Course Outline:

Lesson 1: Basic Word Structure Identify and define word parts: word roots, suffixes, prefixes; Word analysis and definitions
Lesson 2: Terms Pertaining to the Body as a Whole Structural Organization Body Cavities Anatomical Position Planes & Directional Terms
Lesson 3: Suffixes
Lesson 4: Prefixes
Lesson 5: Integumentary System
Lesson 6: Musculoskeletal System
Lesson 7: Digestive System
Lesson 8: Cardiovascular System
Lesson 9: Blood System
Lesson 10: Respiratory System
Lesson 11: Lymphatic/Immune System

VI. Texts and Supplemental Materials:

Davi-Ellen Chabner, "The Language of Medicine" 8th Edition

VII. **Key Assignments**:

See key assignments below within the pacing guide.

VIII. **Instructional Methods and/or Strategies:**

PPT Lectures
Class Discussions - teacher and student/group led
Presentations
Student Written and Oral Reports
Individual and Group Activities
Textbook/Workbook Assignments
Vocabulary Drills
Flashcards
Guest Speakers
Study Tours
Pre and Post Tests
Tutorials with College Tutors and Peers

IX. **Assessment Methods and/or Tools:**

Class Lectures
Reading & Writing Assignments
Tests & Quizzes
Medical Paper Analysis
Attendance & Participation
Notebooks & Flashcards

X. **Pacing Guide:**

Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text
11 days	Basic Word Structure • Identify basic objectives to guide your study of the medical language. • Divide medical words into their component parts, • Learn the meanings of basic combing forms, suffixes, and prefixes of the medical language. • Use these combing forms, suffixes, and prefixes to build medical words.	Chapter 1 Pages 1-29
11 days	Terms Pertaining To The Body As A Whole • Define terms that apply to the structural organization of the body • Identify the body cavities and recognize the organs contained within those cavities. • Locate and identify the anatomic and clinical divisions of the abdomen. • Become acquainted with terms that describe positions, directions, and planes of the body. • Identify the meaning for new word elements and uses them to understand medical terms.	Chapter 2 Pages 30-69

11 days	Suffixes • Define new suffixes and review those presented in previous chapter. • Gain practice in word analysis by using these suffixes with combining forms to build and understand terms. • Identify the functions of the different types of blood cells in the body.	Chapter 3 Pages 70-107
11 days	Prefixes • Define basic prefixes used in the medical language. • Analyze medical terms that combine prefixes and other word elements. • Learn about the Rh condition as an example of an antigen-antibody reaction.	Chapter 4 Pages 108-139
10 days	Skin • Name the layers of the skin and the accessory structures associated the skin • Build medical words using the combining forms that are related to the specialty of dermatology. • Identify lesions, signs and symptoms, and pathologic conditions that relate to the skin. • Describe laboratory test and clinical procedures that pertain to the skin, and recognize relevant abbreviations. • Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.	Chapter 16 Pages 648-691
10 days	Musculoskeletal System • Define terms relating to the structure and function of bones, joints, and muscles. • Describe the process of bone formation and growth. • Locate and name the major bones of the body. • Analyze the combining forms, prefixes and suffixes used to describe bones, joints, and muscles. • Explain various musculoskeletal disease conditions and terms related to bone fractures. • Describe important laboratory test and clinical procedures relating to the musculoskeletal system, and recognize relevant abbreviations. • Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records	Chapter 15 Pages 576-647
10 days	Digestive System • Name the organs of the digestive system and describe their locations and functions. • Define combining forms for organs and know the meaning of related terminology. • Describe signs, symptoms, and disease conditions affecting the digestive system.	Chapter 5 Pages 140-185
10 days	Cardiovascular System • Name the parts of the heart and associated blood vessels and their functions in the circulation of blood. • Trace the pathway of blood through the heart. • Identify and describe major pathologic conditions affecting the heart and blood vessels. • Define combing forms that relate to the cardiovascular system.	Chapter 11 Pages 396-455

	• Describe important laboratory test and clinical procedures pertaining to the cardiovascular system, and recognize relevant abbreviations. • Apply your new knowledge to understand medical terms in their proper context, such as in medical reports and records.	
10 days	Blood System • Identify terms relating to the composition, formation, and function of blood. • Differentiate among the four major blood types. • Identify terms related to blood clotting. • Build words and recognize combing forms used in blood system terminology. • Identify various pathologic conditions affecting blood. • Describe various laboratory tests and clinical procedures used with hematologic disorders, and recognize relevant abbreviations • Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.	Chapter 13 Pages 502-543
10 days	Respiratory System • Name the organs of the respiratory system and their location and function. • Identify pathologic conditions that affect the report system. • Learn medical terms that pertain the respiration. • Describe important clinical procedures related to the respiratory system, and recognize relevant abbreviations. • Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.	Chapter 12 Pages 456-501
10 days	Lymphatic And Immune Systems • Identify the structures of the lymphatic and immune systems and understand how the systems work. • Learn basic terminology, combing forms, and other word parts related to these systems. • Recognize terms describing pathologic conditions • Identify laboratory test, clinical procedures, and abbreviations. • Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.	Chapter 14 Pages 544-575

Martin Luther King High School

Increasing College and Career Readiness

Rigorous Curriculum

- Current Need
  - Provide additional rigorous year long electives and/or pair up semester electives
    - *Creative Writing*
      - Once approved by RUSD the course will be submitted for A-G
      - Pair up with our current Journalistic Writing
        - Pending submission for A-G
      - Teacher Dr. James Burnham

Introduction to Creative Writing

Purpose

- To fill a gap in the current curriculum by introducing students to techniques and tools essential for writing and editing as a professional
- To prepare students for college writing programs
- To enhance the school newspaper and yearbook programs by attracting and training strong writers
- To supplement the G.A.T.E and A.P. programs by recognizing talented writers and giving them a platform from which to develop their art

Introduction to Creative Writing

Course Description

- Introduction to Creative Writing will expose students to a variety of writing genres, such as the short-story, poetry, historical fiction, blogging, screenplay and the novel. Students will learn to read as writers in order to develop critical skills necessary to understand, analyze, imitate and produce writing specific to each genre. The writing process will be emphasized as students practice drafting, revising, critiquing, culling and publishing creative works.

Introduction to Creative Writing

Goals and Descriptions

- To teach the process of writing from conception through publishing
- To understand the written voice
- To learn how to turn writing into a career
- To apply literary devices and techniques learned in Language Arts courses
- To develop a portfolio demonstrating mastery of writing skills
- To submit three creative pieces for publication or to a writing competition

Student Support and Interventions

- Current Need
  - Bolster the current systematic support and interventions for student to be College and Career Ready
    - Pathways to Success (9th Grade)
      - Support 9th grade transitional needs from Middle School
    - Focus on Success (10th Grade)
      - Support students at risk of not graduating

Approval Requested

- Amend each of the student support and intervention classes, *Pathways to Success* and *Focus on Success* to be taken for a maximum 10 credits each.
- Approve the class *Creative Writing* as presented.

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:

Site Department Chairperson Lorrie Colvin-Danelski Date 4/10/14
Signature

Principal [signature] Date 4/10/14
Signature

Secondary Education Manager _____ Date _____
Signature

Director,
Secondary Education _____ Date _____
Signature

Assistant Superintendent,
Secondary Education _____ Date _____
Signature

Education Board Subcommittee Review Date _____

Adopted by Board of Education Date _____

Title of Course _____ Course Number _____

Date 4/9/14

Name of person submitting request JAMES BURNHAM

Position English Teacher School: King

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Introduction to Creative Writing

DEPARTMENT: English Language Arts

HIGH SCHOOL SUBMITTING REQUEST: Martin Luther King High School

DATE OF SUBMISSION: April 10, 2014

COURSE NUMBER:

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Elective

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: All

RECOMMENDED PREREQUISITE: None

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:

Yes_____
No __X_____

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. **Course Purpose:**
Introduction to Creative Writing will examine literary conventions as well as writing techniques and tools essential to writing and editing as a professional.

II. **Course Description:**
Introduction to Creative Writing is a one semester course designed for students interested in writing for publication. Assignments will expose students to a variety of writing genres, such as the short-story, poetry, historical fiction, blogging, screenplay and the novel. Students will learn to read as writers in order to develop critical skills necessary to understand, analyze, imitate and produce writing specific to each genre. The writing process will be emphasized as students practice drafting, revising, critiquing, culling and publishing creative works. Students will also study the process of publishing and learn how to submit creative works to literary agents, publishers and writing contests.

III. **Course Goals and/or Major Student Outcomes:**
Students will develop a portfolio demonstrating competency in each genre and submit three selected pieces for publication. Students will also complete a major writing project of five thousand words in their selected genre.

IV. **Course Objectives:**

Objectives	Standards (optional)
• Students will demonstrate an understanding of the differences in literary genres and writing styles through discussion and written analysis of a variety of selections from various genres and authors. • Students will demonstrate an ability to imitate a variety of literary genres and writing styles by writing imitative pieces. • Students will demonstrate an understanding of literary devices, figures of speech and sound patterns through discussion, written examination and actual use in writing. • Students will demonstrate an understanding of the conventions of the various literary genre—such as plot, setting, characterization, theme, stage direction, dialogue, dialect, introduction, conclusion, description, anecdote—through discussion, written examination and actual use in writing. • Students will demonstrate an understanding	

of the culling process and the use of portfolios. • Students will demonstrate an understanding of and ability to effectively and appropriately participate in the process of literary critique through participation in peer response groups, teacher conferences, and written self-reflections. • Students will demonstrate an understanding of the writing process by participating in writing workshops and producing multiple drafts of written work. • Students will demonstrate an understanding of the publication process by culling, editing and revising a minimum of two pieces of writing for submission to two different agents, publications, or contests. • Students will self-publish at least one piece of their writing.	

V. **Course Outline:**

Unit One

- The Writer Within – Complete online survey, discuss value of writing in your own life, hopes and fears revolving around this class, exercises to get our brains into a writing mode and to establish a sense of community
- How Reading Makes Us Writers –Discussion of what we read, why we like it, how it connects and influences our own writing, and analysis of a favorite or current selection
- Understanding audience and our purpose for writing
- Choosing relevant subject matter with publishing in mind
- Show vs. Tell, Active/Passive Voices

Unit Two

- Element Focus: Image – Use of concrete, significant, specific details to generate interest
- Figurative Language – How unexpected combinations of images can empower writing
- The Objective Correlative – Using background objects in writing to emphasize greater ideas and add depth to piece

- Development and Revision: How editing, revising, and rewriting improves your pieces
- Importance of Constructive Criticism: Overcoming the fear of rejection, how to incorporate suggestions while maintaining your vision and voice

Unit Three

- Introduction to the Portfolio
- Element Focus: Voice – Establishing your own voice in your writing
- Point of View – How point of view determines story effectiveness
- Introduction to the Narrative Arc
- Genre Exploration –Overview of the elements found in each of the following: creative nonfiction, fiction, poetry, and drama

Unit Four

- Element Focus: Character – Creating believable, relatable protagonists
- Conflict through Character – Using personalities to present tension in your story
- Stock and Flat Characters – Why background characters may be necessary to the plot
- The Short Story

Unit Five

- Element Focus: Setting – Making vivid, inspiring locations for your pieces
- Profluence – How establishing clear settings can give a story a sense of "getting somewhere"
- Writing effective dialogue to establish characterization and propelling the plot forward
- Utilizing literary elements to establish theme: irony, symbols, motifs
- Self-Publishing vs. Traditional Publishing
- Writing query letters

Unit Six

- Typical Plot Lines – Journey, Power Struggle, Connection and/or Disconnection
- Understanding modern interpretations of plot lines
- Writing the Novel- process and commitment

Unit Seven

- Writing in the technological world
- The concept of building the author platform and why this is vital to success

- Introduction to blogging and social media
- The art of the review

Unit Eight

- Introduction to Poetry
- Poetic devices and forms
- Project editing and review

Unit Nine

- Writing for the screen and stage

Unit Ten

- The Final Product: Drafting, collaborative workshopping, and revision of the final portfolio
- Final project submission and critique

VI. **Texts and Supplemental Materials**
Selected texts will come from currently adopted RUSD textbooks and novels.

VII. **Key Assignments**:

Topics/Units/Themes	Key Activities/Assignments (optional)
• Short Story: 1 flash fiction less than 1,000 words, 3 short stories 1500-3000 words • Poem: 1 haiku, 1 tanka, 1 free form, 1 sonnet, 1 prose poem, 1 ballad • Blog: 3 1,000 word entries • Query Letters: 3 letters to agents, publication houses, or contests • Drama: 1 two-character skit, 1 three character scene for television • Major Project: 5,000 word piece in selected genre	

• Daily Journals • Weekly Peer Edits and Self-critiques	

VIII. **Instructional Methods and/or Strategies:**

- Clear and high expectations for all students
- Instruction driven by standards and curriculum
- Frequent, timely, meaningful feedback of student accomplishment
- Instruction that supports multiple forms of representation (pictures, words, symbols, diagrams, tables, graphs, word walls, movement, etc.)
- Active engaging of students in class: listening, elaborating, clarifying, empathizing, and sharking self-knowledge)
- Balanced whole group, small group, and individual instruction and feedback
- Use of collaborative learning groups
- Integrating computer skills into the writing process

IX. **Assessment Methods and/or Tools:**

- Writing Rubrics
- Peer Evaluations
- Computer Analysis
- Written feedback
- Oral feedback
- Portfolio

X. **Pacing Guide:**

The introduction to creative writing course will span one high school semester. Units one through five will be covered in the first quarter. Units six through ten will be covered during the second quarter.