

Warner Unified School District

*P.O. Box 8, 30951 Highway 79, Warner Springs, CA 92086
Phone (760) 782-3517 - FAX (760) 782-9117*



BOARD OF TRUSTEES MEETING

REGULAR SESSION

AGENDA

TUESDAY

February 11, 2020

6:00 P.M.

LOCATION: WARNER

ELEMENTARY

MULTIPURPOSE ROOM

BOARD OF EDUCATION

JEANNEAN ROMBAL-PRESIDENT

MELISSA KROGH-VICE PRESIDENT

CAROLYN AUDIBERT-CLERK

PJ STONEBURNER-MEMBER

MELODY SEES-MEMBER

STUDENT MEMBER - Vacant

Welcome to the Monthly Board of Trustees

Meeting PUBLIC INPUT

Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to (3) minutes per topic. If you wish to speak, complete a blue card located at the sign-in desk and present it to the Secretary of the Board prior to the start of the meeting. When the Board President invites you to the podium, state your name, address, and organization before making your presentation. By law, complaints or charges against an employee are not permitted in an open meeting of the Board of Trustees.

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to the next agenda.

CONSENT AGENDA

All matters listed under Consent Agenda are those on which the Board has previously deliberated or which can be classified as routine items of business. An administrative recommendation on each item is contained in the agenda supplements. There will be no separate discussion on these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Agenda items.

CLOSED SESSION

The Board will meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations which are timely.

AMERICANS WITH DISABILITIES ACT

"In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please contact the office of the District Superintendent at (760) 782-3517. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability."

A. CLOSED SESSION – [Superintendent’s Office at 5pm]

B. CALL TO ORDER

C. ROLL CALL

D. ACCEPTANCE OF CLOSED SESSION AGENDA

E. CLOSED SESSION

1. STUDENT MATTERS – The Governing Board will recess to closed session to consider student matters pursuant to Government Code Section 54954.5 and Education Code 35146. Education Code requires closed session.
2. PERSONNEL MATTERS – The Governing Board will recess to closed session to consider personnel matters, including, but not limited to discipline, dismissals, releases, leaves, re-assignments, and resignations. Pursuant to Government Code 54957, 54957(b)(1), 54957(b) and 54957.6
3. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov. Code 54956.9)(d) (1) Ron Koenig vs. Warner Unified School District, San Diego Superior Court, Case No. 37-2015-00015380-CU-CO-TL.

F. CONVENE TO OPEN/ REGULAR SESSION [MultiPurpose Room at 6pm]

G. CALL TO ORDER

H. ROLL CALL

I. FLAG SALUTE

J. ACCEPTANCE OF OPEN AGENDA

K. REPORT OF ACTION TAKEN IN CLOSED SESSION

L. WELCOME-BOARD PRESIDENT

M. GENERAL BUSINESS

N. PUBLIC HEARINGS

O. APPROVAL OF MINUTES

1. Minutes of Regular Board Meeting, January 14, 2020

P. REPORTS

1. STUDENT BODY REPRESENTATIVE
2. ASSOCIATION OF WARNER EDUCATORS
3. CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION
4. PARENT TEACHER COMMUNITY CLUB
5. SUPERINTENDENT’S REPORT
 - i. RECOGNITION:
Student : Ozzie Main
Staff : Sabrina Finn
 - ii. DISTRICT BRIEFING
 - iii. CHARTERS
 - iv. INDIAN ADVISORY COMMITTEE
6. BUSINESS MANAGER’S REPORT
7. BOARD REPORT

Q. PUBLIC HEARINGS-HEARING OF PUBLIC ON NON-AGENDA ITEMS

Non-agenda items: No individual presentation shall be for more than three (3) minutes, and the total time for this purpose shall not exceed thirty (30) minutes. If you have comments, please

submit your request to be heard card prior to this section being discussed. No Governing Board action can be taken on items that are not on the agenda.

R. SPECIAL PRESENTATION-

1. William Shinoff - Frantz Law Group, APLC
2. Kelcy Sutton
3. Danielle Zurcher

S. ACTION ITEMS

1. Consider approval of Kimberly Venegas as our new Student Member to the Board.
2. Consider approval of an Inter-Selpa agreement with Fallbrook Union High School for the 2019-2020 school year.
3. Consider approval of Shelby Sanders to teach 6th grade with a Short Term Staff Permit.
4. Consider Personnel Action for Employee ID No. 633125 - Release from Classified Probationary Employment.
5. Consider approval of Brigitte Spinks as a substitute teacher, pending pre-employment screening.
6. Consider approval of Kristin Saatzer as a substitute teacher, pending pre-employment screening.
7. Consider approval of Peter Main as a classified substitute, pending pre-employment screening.
8. Consider approval of a new elective for the third trimester of the 2019-2020 school year; Career Exploration.
9. Consider approval of a new elective for the third trimester of the 2019-2020 school year; Hispanic Culture Through Dance.
10. Discussion and possible Action to change graduation requirements.
11. Consider approval of the proposed 2020-2021 School District Calendar.
12. Consider approval of the SchoolLink MOU.
13. Consider approval of the Compromise and Release Agreement in the matter of Koenig vs. Warner Unified School District, San Diego Superior Court, Case number 37-2015-00015380-CU-CO-TL, Court of Appeal Case No. D072463.
14. Consider approval of the MOA-ASES.
15. Consider approval of the contract with Merit J. Whitney, for transportation services, to train School Bus Drivers.
16. Consider approval to enter into a contract with Frantz Law Group, APLC, in a class-action lawsuit against JUUL.
17. Discussion and possible Action for a School Bond Measure.

T. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. Superintendent/Principal recommends approval of all Consent Agenda Items.

1. Warrant Register
2. Purchase Orders

U. FIRST READING OF GOVERNING BOARD POLICIES, NEW ADMINISTRATIVE REGULATIONS, AND

EXHIBITS.

V. INFORMATION ITEMS AND DISCUSSION

1. District Enrollment 2019-2020

Preschool	August	September	October	November	December
	14	21	21	19	20
January	February	March	April	May	June
22	22				

Class	August	September	October	November	December
Elementary	117	111	109	109	117
Middle School	33	30	31	32	32
High School	56	56	59	61	63
Total		197	199	202	212

Class	January	February	March	April	May
Elementary	116	119			
Middle School	32	32			
High School	62	58			
Total	210	209			

Class	June
Elementary	
Middle School	
High School	
Total	

2. Inter-District Attendance Permits

- i. New In – 0
- ii. New Out – 1
- iii. Renew In – 0
- iv. Renew out - 0

3. Williams Complaints None

4. Activities Calendar

W. BOARD COMMUNICATION

X. ANNOUNCEMENT OF NEXT MEETING AND ADJOURNMENT

March 10, 2020

Minutes

January 14, 2020

WARNER UNIFIED SCHOOL DISTRICT

MINUTES OF REGULAR MEETING OF THE GOVERNING BOARD

January 14, 2020

- A. CLOSED SESSION** - [Superintendent's Office at 5pm]
- B. CALL TO ORDER:** The meeting was called to order at 5:00 PM by Jeannean Rombal, President of the Governing Board.
- C. ROLL CALL:** Members present: Krogh, Rombal and Sees.
- D. ACCEPTANCE OF CLOSED SESSION AGENDA**
- E. RECESS / ADJOURN TO CLOSED SESSION:**
 - 1. STUDENT MATTERS** - Governing Board considered student matter pursuant to Government Code Section 54954.5 and Education Code 35146.
 - 2. PERSONNEL MATTERS** - The Governing Board will recess to closed session to consider personnel matters pursuant to Government Code 54957a9(b)(1), 54957(b) and 54957.6.
 - 3. CONFERENCE WITH LEGAL COUNSEL** - EXISTING LITIGATION (Gov. Code 54956.9)(d) (1) Koenig vs. Warner Unified School District, San Diego Superior Court, Case No. 37-2015-00015380-CU-CO-TL
- F. CONVENE TO OPEN / REGULAR SESSION:** [MultiPurpose Room] 6 pm
- G. CALL TO ORDER:** Open session was called to order by Jeannean Rombal, President of the Governing Board at 6:09 pm.
- H. ROLL CALL :** Members present: Krogh, Rombal and Sees.
ABSENT: Audibert and Stoneburner.
EMPLOYEES PRESENT: MacLeod, Sissons and Hill.
VISITORS: Peter Vanderstaay, Bobbi Vanderstaay, True Dawson, Lucas Vanderstaay, Surez Hardnack, Dillan Hardnack, Hernandez, Christine Kasitz and Andrea Sissons.
- I. FLAG SALUTE**
- J. ACCEPTANCE OF OPEN AGENDA:** Motion passed by unanimous vote, (3-0).
- K. REPORT OF ACTION TAKEN IN CLOSED SESSION:** None
- L. WELCOME - BOARD PRESIDENT:** Jeannean Rombal
- M. GENERAL BUSINESS:**
- N. PUBLIC HEARINGS:** None
- O. APPROVAL OF MINUTES:**
 - 1. Minutes of the Regular Board meeting, December 10, 2019. Motion passed by unanimous vote, (3-0).
- P. REPORTS**
 - 1. Student Body Representative: Vacant - Kimberly Venegas needs to be added to the February Board Agenda as an action item.
 - 2. Association of Warner Educators:
 - 3. California School Employees Association:
 - 4. Parent Teacher Club:
 - 5. Superintendent's Report: Reported on Staff Development Day, IAC has had a good turn out as of late.
 - i. **RECOGNITION:** Lucas Vanderstaay was Student of the Month and Diana Ramirez was Employee of the Month. Ms. Ramirez - absent.
 - ii. **DISTRICT BRIEFING:**
 - iii. **CHARTERS:** Superintendent MacLeod told the Board that All Tribes was given a cure and correct letter and is working hard to correct some problems.
Christine Kasitz, Director of San Diego Mission Academy spoke to the Board about recent graduates, seeking WASC accreditation.
 - iv. **INDIAN ADVISORY COMMITTEE:** Members are more confident; having a positive experience.
 - 6. Business Manager's Report: Andrea gave a simple overview of the audit which had no findings.
 - 7. Board Report:
- Q. PUBLIC HEARINGS-HEARING OF PUBLIC ON NON - AGENDA ITEMS:** None
- R. SPECIAL PRESENTATION:** None
- S. ACTION ITEMS**

1. Consider approval to adjust the rate of income for Susan Conrad. Motion passed by unanimous vote, (3-0).

2. Consider approval of Michael Voss as a substitute teacher, pending pre-employment screening.

Motion passed by unanimous vote, (3-0).

3. Consider approval of the contract with Howard E. Nyhart Company, INC. for OPEB Actuarial Report.

Motion passed by unanimous vote, (3-0).

4. Consider approval of the contract with Document Tracking Services; one year, beginning January 15, 2020. Motion passed by unanimous vote, (3-0).

- 5. Consider approval to accept the 2018-2019 Audit. Motion passed by unanimous vote, (3-0).

6. Consider approval of the Agreement with Leader Service for the 2019-2020 school year. Motion passed by unanimous vote, (3-0).

7. Discussion and possible action regarding the "School Board Resolution in Support of Proposition 13". Died for lack of motion.

T. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. Superintendent/Principal recommends approval of all Consent Agenda items. Motion passed by unanimous vote (3-0).

1. Warrant Register
2. Commercial Warrants
3. Purchase Orders

U. FIRST READING OF GOVERNING BOARD POLICIES, NEW ADMINISTRATIVE REGULATIONS, AND EXHIBITS.

V. INFORMATION ITEMS AND DISCUSSION:

1. DISTRICT ENROLLMENT 2019 – 2020 : Discussed.

Class	August	September	October	November	December
Preschool	14	21	21	19	20
Elementary	117	111	109	109	117
Middle School	33	30	31	32	32
High School	56	56	59	61	63
Total	206	197	199	202	212

Class	January	February	March	April	May
Preschool	22				
Elementary	116				
Middle School	32				
High School	62				
Total	210				

2. Inter-District Attendance Permits: Viewed

- i. New-out-1
- ii. New-in-0
- iii. Renew-in-0
- iv. Renew-out-0

3. Williams Complaints: None

4. Activities Calendar: Viewed

W. BOARD COMMUNICATION: Melody Sees congratulated Board Members who were elected the month prior. Vice President Krogh is interested in an agenda software, but acknowledges it is pricey at \$2,500./year. President Rombal and Vice President Krogh attended an FFA conference. They are both interested in an additional Biology requirement for High School graduation; they want to re-evaluate graduation requirements in general, including community service. Finally, Board Members discussed the possibility of holding workshops and additional meetings to revisit ideas they have for the School District. Admin. suggested they request discussion/action items on the monthly agenda instead.

X. ANNOUNCEMENT OF NEXT MEETING AND ADJOURNMENT: Next meeting, February 11, 2020 at 6:00 PM. This meeting adjourned at 7:28 pm.

Secretary of the Governing Board

Clerk

ACTION ITEM

1

TOPIC: Consider approval of Kimberly Venegas as our new Student Member to the Board.

DESCRIPTION: Student representative on the School Board.

FISCAL IMPACT: None

RECOMMENDATION: Recommend approval.

ACTION ITEM

2

TOPIC: Consider approval of an Inter-SELPA Agreement with Fallbrook Union High School for the 2019-2020 school year.

DESCRIPTION: Student Special Education placement for the 2019-2020 school year.

FISCAL IMPACT: \$31,500.00

RECOMMENDATION: Recommend approval.

ACTION ITEM

3

TOPIC: Consider approval of Shelby Sanders to teach 6th grade with a Short Term Staff Permit.

DESCRIPTION: To teach 6th grade for the remainder of the 2019-2020 school year.

FISCAL IMPACT: Substitute rate of \$150.00/day.

RECOMMENDATION: Recommend approval.

ACTION ITEM

4

TOPIC: Consider Personnel Action for Employee ID
no. 633125 - Release from Classified
Probationary Employment.

DESCRIPTION: Release employee from their classified position
which is still probationary.

FISCAL IMPACT: \$34,000.00

RECOMMENDATION: Recommend approval.

ACTION ITEM

5

TOPIC: Consider approval of Brigette Spinks as a Substitute teacher, pending pre-employment screening.

DESCRIPTION: To work as a certificated, substitute teacher.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

ACTION ITEM

6

TOPIC: Consider approval of Kristin Saatzer as a Substitute teacher, pending pre-employment screening.

DESCRIPTION: To work as a certificated, substitute teacher.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

ACTION ITEM

7

TOPIC: Consider approval of Peter Main as a classified substitute, pending pre-employment screening.

DESCRIPTION: To work as a classified substitute.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

ACTION ITEM

8

TOPIC: Consider a new elective for the third trimester of the 2019-2020 school year; Career Exploration.

DESCRIPTION: Taught by Mrs. Dimitrov and Mrs. Sutton during sixth period, and offered one trimester in the 2020-2021 school year as well.

FISCAL IMPACT: No additional purchases are needed for the curriculum.

RECOMMENDATION: Recommend approval

21st Century Career Exploration

Academy of Medical Arts at Carson High (054618)

Basic Course Information

Title:	21st Century Career Exploration
Transcript abbreviations:	CAREER EXPLOR 21ST CEN / 420411
Length of course:	Half Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	English (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

The purpose of this semester long course is to expose students to research-based employability skills for the 21st century. Students will explore self-awareness, enhance research skills, and develop personal goal setting.

Students will compose an explanatory essay based on their career and learning assessment information, which identifies at least 3 potential suitable and reasonable careers. Career selections will be based on notes taken on job zone organizer.

Course content:**Unit 4: Preparing for Adulthood****Essential Questions:**

1. What skills are necessary to thrive in the 21st Century job market?
2. What is the appropriate use of social media in both personal and professional contexts?
3. How can you successfully adapt and integrate into social situations in the 21st century workplace?
4. How can you successfully differentiate between professional and social behavior?

In Unit 4, students will:

- Distinguish between negative and positive social interactions in the work place.
- Interview an employer/guest speaker and determine what makes a good employee and support their claims evidence supplied by employer/guest speaker
- Evaluate work scenarios and determine appropriate problem solving skills through reasoning evidence and rhetoric
- Gather relevant information from multiple authoritative print, digital sources as well as guest speakers to effectively assess how to complete a job application and what to expect at an interview.
- Identify a correctly completed application
- Understand the job interview process
- Understand how appearance on the job affects employer impressions
- Identify process for completing work permit
- Understand basic networking strategies

Key Assignment/Assessment:

Students will compile a portfolio which includes: (a) a sample cover letter, (b) a completed job application, (c) resume, (d) mission-statement, (e) results of mock interview evaluations, (f) the research paper on a selected university or trade school, and (g) appropriate work samples demonstrating success with aligned job responsibilities.

Formative Assessments:

Create a mission statement for success in school, career and adult life. Create a resource map of community service agencies* (*for students with disabilities, prioritize by services needed)

Propose solutions to hypothetical school and work problems in challenging, authentic scenarios.

Participate in a mock job interview with either a guest or student panel

Compose a resume

Compose a cover letter

Role play basic job interview questions

Participate in a mock interview with guest speakers and/or a student panel

Reflect on learning and growth that occurred during the course

Evaluate overall personal experience and performance in the course

Review progress toward short-and long-term goals drafted during the course and update/revise as needed

Students develop and maintain a digital journal of reflections and short responses to daily successes and challenges.

Gather letters of recommendation

Unit 3: Goal Setting and Planning

Essential Questions:

1. What is financial literacy and why is it important?
2. How do I develop and maintain a budget?
3. What are the skills needed to succeed in the job market?

In Unit 3, students will:

- Understand differences and benefits of resume, letter of intent, letter of recommendation, job applications, and cover letter
- Identify goals based on SMART characteristics (Specific, Measurable, Attainable, Relevant, Time-based)
- Compare and contrast advantages of short-term and long-term goals
- Students are able to organize their claim with supported evidence
- The relationship between learning and academic success
- Identify and personalize with a specific mission statement style
- Interpret a high school transcript
- Create a four-year high school action plan
- Define common acronyms and terminology associated with post-secondary academics and degrees
- Understand differences between standardized tests (PSAT, PLAN, SAT and ACT)
- Explain how to maximize on services available to support post-secondary academic success

Key Assignment/Assessment:

Students will conduct a short research project investigating admission requirements and program(s) offered aligned to their selected occupation for either: (a) a trade/technical school, (b) community college, or (c) four-year university, which includes a cost benefit analysis. It will include relevant connections to any one of the "7 habits" identified in the book "7 Habits of Highly Effective Teens" which will be included in the portfolio.

Students develop and maintain a digital journal of reflections and short responses to daily successes and challenges.

Formative Assessments:

- Research and analyze differences in vocabulary/writing style and purpose of resume, letter of intent, letter of recommendation, job application, and cover letter
- Develop and maintain a digital journal on successes, short/long term goals, and challenges
- Multi-media presentation on how punctuality and attendance affect school/employment performance, image, an employer, a business' success
- Select a mission statement style of their
- Multi-media or essay analysis on their short- and long term goals related to: the course, the school year, post-secondary education/training, and adult-life (to be included in portfolio).
- Research and create a four-year career action plan based on career choice and analyze benefits of standardized tests
- Prepare 2-column Cornell Notes on an academic success plan presentation

Unit 2: Career Exploration & Research

Essential Questions:

1. How do I incorporate my personality assessment and Marzano's findings to further research my career pathway?
2. How can best utilize career resources to achieve my personal goals?

3. What are the qualities of a successful entrepreneur, professional, or service provider?

In Unit 2, students will:

- Analyze the experience of a professional that matches career of interest (interview/ print and/or multimedia)
- Evaluate informative/explanatory texts, including career development documents and apply to a career of interest
- Analyze the credibility of websites and effective online research
- Demonstrate how to properly cite sources
- Create an effective digital media presentation
- Explore 3 realistic careers within their field of interest
- Compare and contrast between careers that require college degrees and those that require only professional or specialized training/certifications
- Research the salary range associated with their desired career
- Identify common expenditures in a monthly budget
- Summarize meaning of personal finance terminology
- Collaborate and create interview questions for guest speakers
- Analyze various types of Mission Statements
- Identify successful qualities of entrepreneurship
- Practice Cornell notetaking strategies

Key Assignment/Assessment:

Students create a PPT presentation on a career field of interest and selected occupation aligned to their interests and goals, which includes key responsibilities, job outlook, salary, requirements and key recommendations from a related successful professional.

It will include relevant connections to any one of the "7 habits" identified in the book "7 Habits of Highly Effective Teens" which will be included in the portfolio.

Students develop and maintain a digital journal of reflections and short responses to daily successes and challenges.

Formative Assessments:

- Students develop and maintain a digital journal of reflections of their goals and daily successes and challenges.
- Multi-digital presentation on 3 careers of Interest (benefits and challenges) sources must be properly cited.

Unit 1: Self Awareness

Essential Questions:

1. What are my personal strengths?
2. How can i capitalize on my learning styles?
3. What are my personal values and how do they impact my career choice?
4. How will I plan the remainder of my time in high school to ensure that I achieve my long term goals?

In Unit 1, students will:

- Summarize key life experiences and milestones up to this point in their lives/
- Collaborate to establish ground rules, classroom behaviors and expectations; how these correlate to life in the world of work

- Compare and contrast the characteristics their learning style
- Evaluate perceptions and assumptions about his or her future and that of others
- Utilize digital calendar in order to, prioritize and monitor all assignments, projects and work hours (if applicable) in a calendar
- Maintain personal materials organized and readily accessible
- Use academic language in reading, writing, listening, speaking, and digital media
- Understand the process and techniques for creating resumes and cover letters, and job applications
- Analyze informative/explanatory then integrate and discuss findings of supportive evidence into an essay

Key Assignment/Assessment:

Students will compose an explanatory essay based on their career and learning assessment information, and relevant connections to any one of the "7 habits" identified in the book "7 Habits of Highly Effective Teens," which identifies a reasonable career field evidenced with support and integrating key sources. It will be included in the portfolio.

Opening Assignment:

- Use life experiences to describe their personal strengths, goals, gifts, and talents with the understanding that they build upon each other

Formative assessments:

- Write a personal definition of success to be included as the first component of a college and career preparatory portfolio that students will develop throughout the course and through senior year

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Habits of th Highly Effective Teens	Covey	MindPerk	1987	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
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Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Curriculum created by Gap Inc. & Pearson Foundation	GAP INC	GAP INC	http://www.whatsyourplana.com/
Career Zones assessment	[empty]	American Job Center Network ONet	http://www.mynextmove.org/
ONET Department of Labor, Employment and Training) Bright Outlook Careers Website:	[empty]	Department of Labor	http://www.onetonline.org/find/bright
Additional financial literacy skills: Money Math: Lessons for Life (2008) University of Missouri;	[empty]	University of Missouri	http://www.treasurydirect.gov/indiv/tools/tools_moneymath.pdf
Visa's Financial Literacy Website:	[empty]	VISA International	www.practicalmoneyskills.com
Department of Education	[empty]	Student Aid .org	https://studentaid.ed.gov/
Department of Education	[empty]	Department of Education Student loans	www.studentloans.gov

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium or Publication
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Title	Author	Director	Name of video series	Date	Website	Medium of Publicatio
elf-determination resources including ideos on disability and employment:	[empty]	[empty]	[empty]	[empty]	http://ngsd.org/professionals	PDF

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California

TOPIC: Consider approval of a new elective for the third trimester of the 2019-2020 school year; Hispanic Culture Through Dance.

DESCRIPTION: Course will be taught by Mrs. Martinez during the third trimester of the 2019-2020 school year. It will also be offered in the 2020-2021 school year.

FISCAL IMPACT: No additional purchases are needed for the curriculum.

RECOMMENDATION: Recommend approval.

Hispanic Culture Through Dance

University Preparatory High School (054458)

Basic Course Information

Title:	Hispanic Culture Through Dance
Transcript abbreviations:	HisCultDan B / 5601 , HisCultDan A / 5600
Length of course:	Full Year
Subject area:	Visual & Performing Arts (F) / Dance
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

This fine arts course teaches students Mexican Folk Dance from several different regions of Mexico. Students are taught the basic techniques of ballet and flamenco, which are beneficial in mastering the different styles of Mexican dance. Emphasis is on producing a high level of dancers, and to provide students with opportunities to learn about Mexican culture. Artistic

perception, creative expression, historical and cultural context, and aesthetic valuing will be taught through dance, observation and written analysis. This course requires considerable time outside of class for rehearsals and behind the scene preparations and performances.

This fine arts course teaches students Mexican Folk Dance from several different regions of Mexico. Students are taught the basic techniques of ballet and flamenco, which are beneficial in mastering the different styles of Mexican dance. Emphasis is on producing a high level of dancers, and to allow students to learn about the Mexican culture. Artistic perception, creative expression, historical and cultural context, and aesthetic valuing will be taught through dance, observation and written analysis. The course requires considerable time outside of class for rehearsals, behind the scene preparations and performances.

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current A-G course criteria and guidelines when completing your course submission form.

1. It is in the nature of the body of work for Hispanic Culture Through Dance that students have multiple opportunities to communicate meaning through dance. For example, the quietly romantic and flirtatious dances of the Chotis has a quite different artistic intent than the aggressive and demonstrative styles of Vera Cruz Flamenco styles. Students learn to express this intent through facial awareness, body language, posture, rhythm and personal energy in dance.
2. There are many instances in Hispanic Culture Through Dance in which students collaborate with peers to develop choreography that faithfully and accurately expresses the intent of the particular folkloric dance they have mastered.
3. Each of the various folkloric styles of this class offers ample opportunity to learn, develop and master dances that use a variety of rhythms, meter, tempos, and artistic intent.

It

1. Through written analytical papers, Power Point presentations, and public performances, students in Hispanic Culture Through Dance demonstrate and perform folk dances and traditional Hispanic dances in a way that stylistically preserves their meaning and expresses the nuance of the cultural context from which they were originated.
2. Each of the dances that students learn and master in this class springs from a social context at a particular time in Mexican history. Whether it be the exciting and gentle Polkas that came from Germany and Czechoslovakia, the elation and pure celebratory joy that typifies the Jalisco region, or the proud, celebratory message of the Adelitas during the Mexican Revolution, each genre and subset of dances has a historical, social and political context. Students learn about that context and thereby increase their knowledge and critical thinking skills through exposure to an art form that is multifaceted and multilayered in meaning.

1. Students in Hispanic Culture Through Dance learn that many of the habits successfully learning artistic dance translate to other aspects of life and to lifelong learning: physical conditioning; artistic valuing; working on personal goals; working within a group towards a common goal.
2. This class offers opportunities to attend and perform at cultural events. Students are thereby provided with multiple experiences that support understanding that careers are available to them in this very field, as well as in related artistic fields.

1. Hispanic Culture Through Dance offers daily and repeated opportunities for students to demonstrate physical coordination and elegant dance movement.
2. Over the course of the class, students consistently have opportunities to memorize and perform classic folkloric dances, thereby demonstrating technical accuracy and artistic intent. Each of the dances has its own artistic intent, and it is a key factor in performance that students understand and represent that intent.
3. Students in Hispanic Culture Through Dance are introduced to and perform in multiple genres, from the Polkas of the Tamaulipas region to the fast-moving and demanding flamenco styles of Vera Cruz.

1. Students in Hispanic Culture Through Dance will view a wide variety of films depicting classic Mexican Folkloric dance. Additionally, they will perform on special occasions and attend the Danzantes Unidos Workshop. In each of these cases, they have many opportunities to observe, participate, analyze and assess the work of great masters of this art form. Additionally, they have these opportunities to analyze and assess their own work.

Initial Instruction

1. Through live dance demonstration and films, students are introduced to the concepts of artistic perception as it relates to dance. They must view, practice and implement the following concepts: physical coordination; alignment of the spine and upper body to create a self-monitored sense of balance; agility. Their first assignment is to produce a balanced, integrated series of simple dance steps, while maintaining appropriate body posture and body articulation that reflects the balance, focus, and articulation of the body that was evident in the live demonstration they have viewed.
2. Initially, students are introduced to the different genres of dance, including ballet, modern dance, jazz, flamenco and ballroom dancing. Their initial assignment is to recognize and explain in writing the artistic elements common to each of these forms.

3.?? Time signatures:?? students must listen to, observe and then reproduce the time signatures of characteristic Hispanic Folk Dance.?? They must learn to correctly identify and properly count time signatures such as 4/4, 3/4, 6/8/ and 2/4, which are those most commonly used for folkloric dance.?????

4. ?? Students will memorize and perform a series of beginning dance steps common to all Hispanic Folk Dance.?? Particular emphasis is place on the accuracy of footwork.?? Students must perform the dance steps from memory, while creating the rhythmic sounds with their feet that characteristically maintain the time sequence of the presentation and maintain proper time signature.??

??5.?? Students are given the assignment of researching and identifying the dress, food, and culture of the Tamaulipas region.?? Students produce a Powerpoint presentation that identifies and describes an aspect of the region and explains how the traditional dances of Tamaulipas have preserved those traditions.?? In their presentation, they must exhibit critical thinking rather than simply deliver basic knowledge.?? Students must sythensize what they have learned about the Tamaulipas region, relate it to other regions and other artistic genres, and evaluate it artistically.?? They must identify and evaluate the cultural context from which this traditional dance sprang.??

6.?? Students??must learn to dance the folkloric Polka. ??They are given the assignment of accurately counting and reproducing the 3/4 time with their rhythmic foot taps in a manner that authentically reproduces this key time signature.??

7.?? Students begin the work of moving from individual performance to group performance.?? The first Tamaulipas complete dance assignment is a Polka, which students must perform as a group, from beginning to end.??

8.?? When the Polka is mastered, students move on to study the Redova.?? The Redova requires a gliding movement, which is subtle and difficult to master.?? By direct instruction, students are taught how to reproduce the Redova.?? They learn to perform the Redova basic steps and then are introduced to the cooperative movements required between male and female dance partners.?? This dance requires particular attention to body movement.?? Students are instructed to work cooperatively with their partners and achieve a unity of performance that lends this dance its beautiful and subtle interplay between partners.??

9.?? Students are introduced to the Chotis, which involves coordinated and highly integrated body and hand movements.??

After the Polka, the Redova and the Chotis are mastered, students are given the following dance assignments in order;?? El Zapato y La Rana; El Circo; Santa Rita; Arreanda La Mula.?? Each of these are introduced, practiced, and mastered for a culminating performance on the Tamaulipas folkloric style.??

10. Jalisco:?? Through direct instruction, demonstration, and film videos, students are introduced to the lively dance forms of Jalisco and are given the assignment of comparing and contrasting this style to Tamaulipas.?? What are the artistic differences??? What are the artiscistic similarities?????How does the emotional tone and intent differ between these two regions??? Why does this region seem to generate music that is enthralling and preoccupied with celebration and joy??? From what cultural source does this artistic approach spring??? What are the themes and elements of Mariachi??? What influences did Chinese migration have on this artistic style????? El Jarabe Tapatio is the official national dance of Mexico, and yet one of its elements is that it portrays the "China Poblana" history of the Chinese in Mexico.?? What is the connection between this history of Chinese immigration and the national dance of Mexico??? Although the El Jarabe Tapatio is the official dance of Mexico, the unofficial dance of Mexico, and one that is more popular throughout the country is "La Negra."?? Why is this song even more popular than the official national dance???What are the cultural, social, and geographic connections to the following dances:?? La Charreada; Los Machetes; El Tranchete; La Negra; and El Jarabe Tapatio.?? Write a short research paper (four to five pages) that analyzes each of these folkloric dances and discusses their social and historic significance to the Jalisco region.

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11.?? Student-composed choreography:?? students are given a dance situation, such as a prearranged configuration of dancers that form a perfect square.?? Their assignment is to find a Jalisco-style dance that creates a beginning, middle and end that eventually works them back into their original formation of a square.??

12.?? Danzantes Unidos Workshop:?? Students attend this state wide folkloric workshop in Fresno, California.?? Students observe performances by masters of Hispanic Folkloric dance and have their own performances evaluated by these great professionals.??

13.?? Vera Cruz:?? Students investigate the cultural and human geography of this region in the east coast of Mexico.??How was this area historically influenced by cultures as disparate as African slaves, Spanish Conquistadors, and Totonaca Indians???

14.?? Students investigate the Spanish roots of the Flamenco musical/dance style.?? What are its variations and how has it influenced the musical and cultural heritage of the Vera Cruz region?

15.?? Students are introduced to and then learn and perform the following Vera Cruz dances:?? Zapateado Veracruzano; Tilingo Lingo; El Coco; and La Bamba.??

La Revolucion

16.?? In order to learn the origins and cultural significance of the dance of the Adelitas, students are introduced to the history of Emiliano Zapata and Francisco Villa, their lives, personal biographies, and their place the Mexican Revolution.?? Students investigate the role of women who served during the Mexican Revolution.?? Students do brief group presentations on key aspects of the Revolution, focusing on the role of women and their connection to the political philosophies of Zapata and Villa.??

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??Hispanic Culture Through Dance

Tamaulipas

1. Region

1. Culture and Society: Students will study the geographical aspects of this region. They will analyze this area of northeastern Mexico in terms of human, population and cultural geography.

Students will actively learn through lectures, film and research about the Czechoslovakian, Polish and German cultural influences in this region of Mexico.

Through lectures, films, and original student inquiry, students will learn that this area was highly impacted by immigration from both western and Eastern Europe following the American Civil War.

-By comparing original compositions from both of these countries as well indigenous music in Tamaulipas, students will appreciate the blended style of music, dress, food, and culture that make this a vibrant artistic area in the present.

1. Students actively research the music, food, and culture of the Tamaulipas region of Mexico and do group presentations on what they have learned.

- Students investigate weather patterns of this region and demonstrate how it affects traditional dress.

-Via lecture, photos and films, students actively learn about traditional indigenous dress in this region as well as dress from Czechoslovakia, Poland and Germany.

- Through the use of modern and archived musical recordings, students are introduced the musical influences that were brought to this region from Poland, Czechoslovakia and Germany, as well as indigenous musical styles.

1. Folkloric Dances

1. Polka: Using both modern and archived recording, students are introduced to traditional German polkas. Next, students study recordings that demonstrate melodic and rhythmic elements of music that is indigenous to the Tamaulipas region. Finally, students analyze the modern Tamaulipas polkas that represent the modern synthesis of these forms.

- Flirtatious style: Through discussion and viewing films and recordings of modern music from this region, students discover how the element of flirting between the genders came to be an important artistic element that is represented in traditional dances.
- Strong, quick footwork: masculinity, strength, hard work, muscularity and sensitivity, are all elements of traditional Tamaulipas folkloric traditions. Students observe videos of masters at this style, and through group discussion and demonstrations come to perceive and appreciate how these values came to be represented in folkloric styles from this region.
- Hip and leg gestures: These are highly related to coordination among and between dancers, so that an integration of intent and emotion occurs between dance partners. Special care is taken to reproduce the visual style that is best known from this region. Through demonstration, practice, self-observation in a mirror, students are guided through the process of acquiring the exact style this region is known for. Students are tested occasionally to be sure they are reproducing the correct styles and inflections.

1. Redova: Redova, based on a 4/4 time signature, is smoother, more elegant, and more reserved than the Polka.

- By viewing videos and then practicing steps to contemporary Redovas, students learn this softer, more elegant style.
- Students learn the gliding nature of the Redova steps by practicing both individually and in groups. Equally important, they learn the cooperative movement between male and female dancers, and the coordinated hand and foot movement that is required to correctly reproduce the Redova. They learn that this dance requires more attention to body movement than to footwork.

1. Chotis: The Chotis is rhythmically located between the Polka and the Redova. Mastered correctly it has elements of both. Not as quick as a Polka and not as slow as a Redova, this dance requires twisting of the body and integration of hands between individualized couples in order to create the flirtatious and energized style that is sought.

- Students work with their paired partner and master the basic steps by slowly learning them and committing them to memory. Once the basic steps are mastered, students work with their partner in order to coordinate their movements together. What is sought is a presentation of elegance and well-defined footwork.

1. Performance Dances

1. El Zapo Y La Rana: This traditional Polka in?? time is a very quick, yet soft dance. It encompasses a great deal of hand and foot coordination.
2. El Circo:?? This fast, flirtatious Polka is very energetic. It is often used as a competition between young ladies and men. It symbolizes life in this northern region of Mexico.
3. Santa Rita: This Redova in 4/4 time is a subtle, elegant dance between partners.
4. Arreanda La Mula: This is a highly energized Polka, with extremely strong footwork. It is a more modern dance, and one that is influenced by the culture in modern day Texas.

5. Body Awareness

1. Through both film and demonstration, students are introduced to ways to become more aware of their body as a performance instrument. The element of safety is primary. Students often do not realize that they can be injured by slipping, falling, or twisting an ankle.
2. Every class includes a warm-up exercise consisting of the elements of stretching, the basics of ballet, and posture. Over time they learn to become conscious of their back, their shoulders, their arms and legs, and how all of these together create performance posture.

3. Emotional tone: students learn the elements of poise and they way it can inflect emotion. They learn to correlate their body with the emotional content of the music in a way that creates a harmonious performance.
4. Dramatic intent: Students learn that every song has a dramatic focus, be it light-hearted or serious. Through modeling, observing, and studying, students learn to coordinate their emotional performance with the music that supports the performance.
5. Artistic style: The students learn to identify the cultural aspect of the dance and portray that cultural element on stage. It might be a style of flirtation, of bravado, or even pure joy and happiness, but it is their job as a performer to embody and personify this emotional content in an artistic manner. Particular attention is given to the eyes, the smile, and body movements.

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Jalisco

1. Region: Students will study this colorful and vibrant region of Mexico from the point of view of Mexican culture. Known as the ambassador to the world, this region of Mexico is known as the Land of the Mariachi, the Charros, and China Polblanas. The dances from this region are very similar to one another and share the same lively, colorful performances.
 1. Students will learn the Mexican National Dance, the *Jarabe Tapatio*, as well as the ever-popular dance, *La Negra*.
 2. Students will learn that the music from this region reflects its preoccupation with celebration, high spirits, pure joy, and fiesta.
 3. Students will study and master dances that include the *Floreador de Soga*, or dancing rope, and will connect it to the Jalisco heritage of Charros (Mexican cowboys).??
 4. ??Performance Dances
 1. La Charreada:?? ????Students will learn that this dance depicts horsemanship and the Mexican Rodeo.
 2. Los Machetes:?? Mainly a boys??? dance, this stylized dance demonstrates how machetes were used to work the land and fields.????
 3. El Tranchete:?? Performed by women, this dance incorporates skirt and body movement that lends itself to graceful, flowing choreography.??
 4. La Negra:?? this is a fiesta song, designed to enliven any occasion.??
 5. El Jarabe Tapatio:?? The Mexican national dance portrays the ???China Poblana??? history of Chinese in Mexico.??
 6. ??Dance Elements
 1. Spatial ideas/choreography:?? Jalisco folkloric has a great many Flamenco elements.?? It has strong footwork and energetic choreography.??
 2. The dress in Jalisco is very colorful.??
 3. The artistic interpretation of this music calls for a very lively and flirtatious approach.??
 4. Students are evaluated on the clarity and well-defined nature of their footwork, and well it is timed with the music.??
 5. ??Final Evaluations:?? These are done at a culminating event, usually a national or school-related event.??
 1. ??Footwork
 2. Skirt movement
 3. Posture
 4. Body awareness
 5. Choreography
 6. Interpretation
 7. Dance sequence.

Student-composed Choreography.

1. Students are encouraged to create their own choreography.
 1. Students are given a dance situation, e.g., the students find themselves in a circle, and the question is posed, How can we work our way, through dance, into an attractive formation, leading to a full dance composition?
 2. Students are graded on the creativity they employ, the quality of footwork, the transitions between movements, artistic expression, style, esthetic value, and use of all folkloric elements in their composition.
 3. Students are guided through a self-evaluation of their original dance composition.

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Danzantes Unidos Workshop:?? This is a state wide folkloric workshop that is held every year in Fresno, California.??

Students are introduced to a variety of teaching/learning techniques from across the state.?? It gives them a new understanding of how far-reaching the world of folkloric dance is in our state.??

1. Participation:?? students are given the opportunity to participate in various forms, dances, and workshops.
2. Observation:?? students??? work is observed by professional folkloric teachers from across the state of California.?? They have the opportunity to observe the work of both master teachers and local

performers.??

1. Evaluation:?? Students are evaluated on the level of their participation.?? Additionally, they write a reflective paper expressing what they have learned from these cultural performances.?? Of particular importance is what conclusions students may draw from being a participant in the preservation of one of the great folk arts of history and of our contemporary society.??

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Vera Cruz

1. ??Region:?? students study the human and cultural geography of this region in the east coast of Mexico, also known as Jarocho.?? Students learn that this tropical area has been greatly influenced by Spain.?? Therefore it reflects many Flamenco elements in both the music and the dance.?? Footwork is fast-paced and energetic.?? The traditional dress associated with Vera Cruz folkloric dancing is light cotton, which goes with the tropical climate.
2. Jarocho:?? This is the word for the people of Vera Cruz.?? The dances are lively based on Flamenco footwork, with Requinto and Mexican Harp for accompaniment.??
3. Influences of Vera Cruz:?? Students learn that this area was influenced by African slaves, Spanish conquerors, and Totonaca Indians.?? Together, these influences have created the native Vera Cruz culture, with its highly stylized folkloric dances.??
4. Performance Dances:?? ????
 1. Zapateado Veracruzano:?? This is a very fast, rhythmically strong dance, featuring lots of movement.?? This dance has a high level of difficulty.?? Students are taught each step incrementally.??
 2. Tilingo Lingo:?? This soft song, delivered in a quiet, subtle manner is designed to be performed with a partner.??
 3. El Coco:?? derives its meaning from the coconut.?? It is performed with one couple dancing, while the other boys on stage give their hats as a sign of the coco palm.?? A lively dance, El Coco is designed to create an upbeat atmosphere.
 4. La Bamba: The most popular song of Vera Cruz, this wedding dance is very popular in Vera Cruz.?? Participants use their feet to take a ribbon, which is tied into a wedding bow.??

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La Revolucion

1. ??Students study the history of Emiliano Zapata and Francisco Villa, who struggled on behalf of the peasants of Mexico and engaged in political and military movements towards the goal of more just land distribution.??

2. The ???Adelitas??? were women soldiers whose valorous services in the revolution are represented by the dance known by the same name.??
3. Soldaderas:?? Women who served during the Mexican Revolution as soldiers and assistants.??
4. Political struggles:??
5. The impact of class on dance:?? These are cultural dances that reflect the folk values of the people who originated them.?? They celebrate themes of struggle, everyday life, joy, harvest, courtship, and survival.??????

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1.Â Assessment of written papers:Â The intent of written papers and essays is for the student to demonstrate historical, social, and artistic understanding of the folkloric styles being learned.Â Written assignments will be assessed for content, style, development and support of a unifying thesis, and the degree to which the work ultimately moves through Bloom's Taxonomy, from basic knowledge through evaluation.Â Students will be instructed that basic knowledge alone is not sufficient in an analytical paper.

2.Â Assessment of Power Point presentation:Â The purpose of Power point presentations is for students to have the opportunity to engage in discovery learning and then share what they have learned with the class as a whole.Â Like written assignments, students are expected to do more than just provide basic knowledge about the historic dance or historical period they are investigating.Â They must discuss a thesis, synthesize information about the topic from multiple sources, and ultimately make an informed evaluation of the historic event or dance that they have learned about.Â

3.Â Individual assessments:Â Students will be evaluated on the basis of how well they master basic, intermediate, and advanced dance moves that they are taught.Â Elements of dance that will be evaluated include:Â footwork; skirt movement; posture; body awareness; choreography; interpretation and dance sequence.Â

4.Â Group assessments:Â Students will be evaluated on how well they integrate their dance movements, steps, and footworkÂ with partners and the group as a whole.Â

5.Â Performance assessments:Â At certain times during the semester students will participateculminating performances.Â These provide an opportunity for students to integrate all that they have learned and demonstrate their basic and advanced techniques, style, and interpretation of these classic folkloric dances.Â They will be graded on style, technique, energy, professionalism, and how well they reproduce the intricate steps and gliding movements of each dance.Â

Course Materials

Course materials have been added to this course.

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ACTION ITEM

10

TOPIC: Discussion and possible action to change graduation requirements.

DESCRIPTION: To add/change course work in the sciences and to consider requiring volunteer hours.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

UCCI Course Description

Courses Catalog > Advanced Interdisciplinary Science for Sustainable Agriculture

Advanced Interdisciplinary Science for Sustainable Agriculture

[Overview](#) [Course Content](#) [Course Materials](#) [Related Resources](#)

Length of Course	Full Year (2 semesters; 3 trimesters; 4 quarters)
Subject Area - Discipline	Science (D) - Interdisciplinary Sciences
UC Honors Designation	Honors
CTE Sector	Agriculture and Natural Resources
CTE Pathway	Agriscience
Grade Level(s)	10 - 12
Prerequisites	Algebra 1 or IM 1

Overview

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Course Content

5 Units
[Collapse All](#)

Unit 1 : Research Methods in Agriscience

▼ Unit 1 Description

The final unit will culminate in an agriscience experimental research project. Students will identify a problem related to the aspects of agriculture explored in this course (plant science, animal science, natural resources, and food science). After completing studies in

plant science, animal science, natural resources, and food science, students will develop an agriculture problem to be solved using the scientific method. Such examples of problems identified by the student may include the effects of estrus synchronization of ovulation, a comparison of the germination rates of GMO and conventional seeds, or an investigation of perceptions of community members towards alternative agriculture practices. The research problem should be current and relevant, and may be applicable on a local, regional, national, or global level. Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration.

In this first unit, students will practice research skills in agriscience that will give them the skills needed to successfully complete the unit labs and capstone project.

▼ Unit 1 Key Assignments

Background Scholarly Research In this assignment, students begin the work of investigation into their project. Students will read and deconstruct scholarly journal articles to identify the key components of agriscience research. The manner in which this assignment is completed can be determined by the individual teacher. Examples of student outcomes of the journal assignment could be: graphic organizer, abstract, oral presentation, visual aids, etc.

This assignment models the expected outcomes of all projects in the coming units.

Unit 2 : Plant Systems

▼ Unit 2 Description

Students will examine the chemical and biological principles that govern plant science and crop production, using prior knowledge of plant pathology, taxonomy and biological principles to inform the unit's activities. Plant pests are present in all plant systems. Pest populations must be managed to prevent economic losses. Integrated pest management strategies are used to achieve desired results while using cost-effective and environmentally-friendly practices. Students will collect primary and secondary research regarding plant production models, chemical or biological control methods for pest management and agricultural yield expectations. Specifically in this unit, students will examine chemical irradiation methods, botanical extracts, microbial control, predator use, synthetic pesticides, etc. Through this unit, students will gather information regarding the risks and benefits of each method in regard to plant production, agricultural yields and environmental sustainability.

▼ Unit 2 Key Assignments

1. GMO's/Organic vs. Conventional Farming Debate and TED talk

To further their understanding of accepted, conventional farming practices as well as alternative methods of production, students will distinguish between each practice, the characteristics of production that define each, and the concerns raised by society, then report their findings through visual media (TED). Genetic engineering is known as one of the great advancements of our times, but is also one of the most controversial. Often conventional farming methods and agriculture corporations are highly criticized for their creation of GMO (genetically modified organisms) products and use of chemicals. This assignment will help students understand the technologies and practices used in conventional and organic farming and be able to defend a practice or a product and support their position with scientific evidence. After instruction in conventional and organic farming, students will engage in secondary research to investigate differences between the two, the use of biotechnology and GMO's, by preparing and executing a yield differential lab that synthesizes their knowledge of biological and chemical principles. Specifically, students will calculate levels of chemical inputs and forecast environmental impacts of anticipated chemical reactions between a GMO crop, a traditional crop and an organic crop. After the conclusion of that process, students will engage in primary research with a yield differential lab. The lab will ask students to prepare a soil sample that works for a locally-relevant crop and to plant and grow that crop in both GMO and organic forms, comparing yields at the conclusion of the lab.

Upon conclusion of their primary research, students will prepare a presentation that will highlight the results both of their secondary and primary research. The presentation should focus on the relationship between chemical use and anticipated chemical reactions in various production scenarios and expected yields from the same scenarios, with students presenting recommendations to peers or industry guests. The desired goal is for students to inform their decision with a research validated analysis of the tradeoffs associated with each production method.

For activity enhancement: Students review biased documents/media (e.g. Food Inc.) to review and discuss their inaccuracies, contrasting the results of their lab with their media review. The conclusion of this assignment will ask students to present their comparative analysis to their peers and engage in a peer review process.

Additionally, students can research scientific journal articles, laws, regulations, case studies or other scientific evidence that supports or refutes claims, then produce and submit a 4-5 minute TED talk to be reviewed by their peers. Students will select the two TED talks produced by their classmates that they feel are the most fair, balanced, and scientifically based. They will discuss their selection in an individual class blog posting.

2. Categorizing Agriculture Pests

In this activity, students will categorize pests based on biological and physical characteristics. One of the key components of an IPM plan is being able to correctly identify a pest, which is then used to determine an appropriate control method. Students will collect a weed sample (eg from home, ag dept, school), and utilizing the UC IPM website, they will learn the difference between broadleaf, sedge, grass and aquatic weeds. They will then determine what type of weed their sample is and mount it. Examples of scientific sampling methods that may be used to collect weeds include; Random Sampling, Systematic Sampling or Stratified Sampling. Students will use taxonomic classification principles in order to label the identifying characteristics that distinguish it from other weed types. Being able to identify the type of weed will assist in determining what an appropriate control is and will be utilized to create their comprehensive crop production plan. Students will then conduct a laboratory experiment using a selected chemical or biological control and report their findings via a podcast, paper or blog post.

Students will continue their study of pests by examining vertebrate and invertebrate pests, pest damage (instructor will provide samples of common pest/damage for the region) and make predictions about which pest caused the damage. Students will be able to match crop damage to the pest that caused it using indicators like mouthparts, digging and pecking. Students will be able to identify pest using mouth parts, body segments, excrement, etc. Students will create a biological dichotomous key for the identification of vertebrate and invertebrate pests. Students will research and then create a handbook that assists in identifying nematode and plant disease damage. The dichotomous key will be added to the handbook. The knowledge gained in creating this handbook will be used as part of the IPM plan in the unit project.

3. Controlling Pests Through Integrated Pest Management

Students will demonstrate the integration of pest management techniques by designing and conducting an experiment where they compare the four methods of pest management (biological, cultural, mechanical/physical, and chemical) on a specific pest and crop, for example, snails in citrus trees or vegetables. After the conclusion of this experiment, students will construct an explanation on the effects of pest management techniques on biodiversity, ecosystem balance and agricultural productivity and include that information in their lab report. Suggested areas for experimentation might include chemical controls (soap and water), use of beneficial predators (avians or various invertebrates), cultural (tilling soil), and mechanical/cultural (physically removing the pest). One method must include a chemical control, with students describing the relationship between specific elements in the chemical control and the elements and reaction processes that facilitated the management of the pest.

4. Crop Production Plan

Based on prior knowledge and activities, students will create a comprehensive crop production calendar for a specific crop (eg row crops, trees, vines, greenhouses), organic or conventional farming methods and a specific location. The calendar will include various cultural practices, time frames on pest controls and monitoring, analysis of neighboring field plantings, fertilization, post harvest procedure, soil amendments, days to re-entry, and harvest and land preparation. In addition, students will include a solution for reducing the impacts of human activities on the environment and biodiversity through crop production practices. Students will utilize descriptions of the soil's chemical and physical profiles, chemical profiles for all soil amendments and genetic planning procedures for all plants used in the production scheme.

Related Research and Forming a Hypothesis

As they begin work on their year-long research project, students use skills in research and forming hypotheses developed in the plant systems unit to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

Unit 3 : Animal Systems

▼ Unit 3 Description

Each livestock species has a series of parasites or diseases that can be managed to help produce healthier livestock. This unit builds on the basic format for research methods developed through activities in Unit One and Unit Two to help students understand how animals are affected by parasites and other infectious diseases. Students will review basic livestock anatomy and physiology, livestock production systems, and the goals and objectives associated with the production of livestock as a food and fiber source.

In order to achieve production goals, the management of the livestock herd must include an understanding of how diseases and parasites can impact livestock production in terms of growth efficiency and outcome of an animal. Students will research the basic cycles of the parasites and their prevention and how they are treated. The students will conduct experiments with pathogens, disease and infections related to livestock herds and examine information about the mode of infection and chemistry of the illness as well as the immune response of the species to the parasite or illness. Furthermore, students will propose methods for breaking the cycle of parasite and disease resistance by utilizing alternative

management options outside of the traditional pharmacological treatments as part of the Parasite and Disease Management Plan (unit culminating activity).

▼ Unit 3 Key Assignments

1. Facility Visits – In order to understand the interaction of parasite life cycles with livestock production, students will be taken to livestock production facilities to discover which type of facilities and feeding systems may have an impact on parasite infections. Additionally, students will collect fecal samples from the site to determine the presence of common pathogens and parasites in an upcoming lab. Interviews on site with producers and handlers will provide insight as to how housing and facilities will impact diseases and parasites, thereby dictating the management plans on their farms. Students will then develop a written or live recommendation to the producer regarding the management protocols and handling needs to mitigate the parasites or pathogens found a result of the experiments.

2. Survey – To foster professional contacts, students will complete a formal research survey (possibly using a Google Form Survey) which will require students to contact a variety of local facilities, producers, and veterinarians. Students will begin by engaging in secondary research to investigate major livestock conditions, diseases and parasites, with focus on the inherent biological and chemical conditions that precede or enhance the condition. Students will then use this background knowledge to develop the questions in order to examine the professional's role in diagnosing and resolving infections or conditions that may occur frequently in the local community. Students will synthesize and analyze their data to determine best practices gleaned from the survey responses. Students will select a research topic related to the results of their survey. Students will include the final results of this survey in their parasite management plan along with their research.

3. Technical Reading and Research – Taking direction from the results of their survey, students will analyze journal research and published studies and merge their survey data to create an infographic to be included in their final parasite management plan. An example of a topic could include; the use of crossbreeding in livestock to help a livestock producer achieve greater natural resistance to some parasites, the natural selection and parasite resistance to medicines or specific veterinary applications of remedies.

4. Lab Experiment 1 – Fecal Egg Counts-Practice

Providing practical, agriscience research skills, students will use the Modified McMaster's Fecal Egg Counting Protocol to perform a fecal egg count on livestock. In this pathogen experimentation the fecal egg counts will be compared to demonstrate how management affects internal parasite populations in livestock. Students will incorporate the scientific skills learned in the first unit in this laboratory experiment. A hypothesis will be

McMaster's fecal egg counting slide will allow students to quantify parasite infection through the egg counting and recording process. Students will produce a formal lab report and conclusion document which includes some suggested topics for further experimentation. These suggested topics will inform the selection of the Experimental Design Topic.

5. Lab Experiment 2 – Experimental Design

Using their experiences from the first experiment, students will design and conduct a related experiment in which they investigate a parasite topic of their choice related to the final capstone project.

Examples of variables that may be tested could include:

- Livestock that have been dewormed versus those that haven't.
- Livestock that have been dry lotted after having been dewormed versus livestock that are returned immediately to graze on pasture.
- Livestock that are crossbred with breeds known to exhibit parasite resistance.
- A comparison of the effectiveness of various anthelmintics (dewormers) available to producers or commonly used on local production facilities.

A statistical analysis may be conducted to help the student determine the likelihood that the results are due to the applied variable, rather than chance. Students will revisit the original hypothesis as they draw conclusions based upon the data. A discussion of limitations to the research and further studies will be included. A formal lab report will be written and will include all parts of this study, therefore reinforcing the empirical method of scientific research. Any citations and resources should be made using APA format.

6. Final Product: Parasite/Disease Management Plan for Livestock – Components:

Using their research, surveys, and information from their visits and interviews, students will create a parasite management plan. The final product of this unit will be a written, research-based report which identifies a livestock species of interest and the disease or parasite that is affecting the livestock species of interest. After the best practices management plan is developed, students will present their portfolios to their peers and/or to local industry professionals at a formal symposium. All products should include qualitative and quantitative data recorded from the first five assignments of this unit.

Includes:

- Parasite/disease identified including biological/microbiological profile of the pest as well as a physiological analysis of the effect of the pest on the host.

- Vaccine/medication/anthelmintic- type and dosage to be administered, method of administration, withdrawal/recovery period, possible rotational schedule to prevent resistance. A chemical profile of the medication should also be included, with students specifically examining the presence of heavy metals, toxic elements and potential reactivity that require specific withdrawal periods when applied to food animals.
- Annual calendar or plan for vaccination and treatment of the animals in production.
- Facilities Design and Plan - livestock handling, pens/restraints, holding, equipment, pasture management/rotation. Specific considerations should be made for animal psychology, species-specific physiology and pest management through quality design.
- Human and Animal Safety considerations to be made. Specifically in relation to chemicals being used in the pest management protocol, which have hazardous reactions with humans and must be stored, managed and disposed of in particular manners?
- Labor requirements
- Alternative control methods that may be considered to help prevent or diminish the impact of the parasite/disease. Which holistic or homeopathic methods are effective in managing pests for alternative agricultural production models? What are the chemical profiles and potential reaction processes of alternative medicines that could be used to manage pests?
- Industry professional to mentor any part of the development of the management plan. For example, a veterinarian may be consulted on dosage and administration or a pharmaceutical representative may be asked to provide guidance on new medications. To develop a continued connection to agricultural careers, who locally could be potentially consulted in the implementation of this plan?
- Prevention plan to deter future infestations and disease or parasite resistance. What biological, physical and chemical elements can be put into a management protocol that would enhance prevention methods?

Experimental design and conducting experimentation

Students continue work on their year-long agriscience project by constructing an experimental design to test the hypothesis they developed in this unit. Students will draw on the experimental design and experimentation lessons learned during both fecal egg count laboratory activities. A written experimental design should be constructed consistent with scientific protocol using a systematic

approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts, agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how.

Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, a study could be conducted to determine if administering an injection of selenium is more effective than simply providing selenium salts in the diet in an effort to prevent selenium deficiency and white muscle disease in a sheep herd. Raw data should be recorded using a field book or electronic device.

Unit 4 : Natural Resources

▼ Unit 4 Description

Natural resources can be defined as items found on earth that are of use to humans such as fuel, food, shelter, or a source of wealth. It is what humans do with these resources and the management practices that will determine if these will be available to future generations.

In this unit, students will conduct primary research to draw conclusions regarding the impacts of plant and animal systems (units 2 and 3) on natural resources.

Students will create model environmental impact reports that include secondary research backing, industry needs, primary research analysis and sustainability recommendations in watersheds located in agricultural regions. Students will identify local agriculture production areas and their relationships between land characteristics, water quality, and habitat growth and maintenance. Referencing local environments and agriculture practices, students will analyze possible sources of pollution and erosion and determine the impact of animal and plant systems, wildlife interactions, and beneficial and detrimental production practices. Students will use their knowledge to make recommendations on ecological friendly solutions on improving watersheds. Students evaluate the importance of soil and water conservation, the effects of animals, erosion, pollution, and urban sprawl on watersheds, and human impact on the environment and natural resources.

▼ Unit 4 Key Assignments

1. Water Quality

In order to understand that natural resources like water are affected by the environment, students will locate and retrieve a sample of untreated water from local sources that have agricultural runoff, if none are nearby instructors may include local creeks, lakes, watersheds, or reservoirs, one from a source near an agriculture producing facility and one away from an agriculture producing facility. Using a standard water testing kit, the

water samples will be analyzed for the various particulates and contaminants. They will record pH, lead, nitrates, presence of pesticide residue, and coliform bacteria as well as sediment levels. They will use this information to determine which pollution factors are affecting local watersheds and their source, including an analysis of possible erosion sources, chemical contaminants and biological inputs (wildlife, livestock, etc.). Following their data collection and analysis, they will use problem solving skills to make recommendations for pollutant elimination, the reporting format will be determined by the instructor (example: oral presentation, visual aide, lab write up, etc).

2. Agriculture Practices, Natural Resource Conservation, and Case Studies

Now that students have an understanding of factors that affect water quality they will be exposed to agencies that regulate the use of these resources. Local directors of the United States Department of Agriculture (USDA), Natural Resources Conservation Service (NRCS), the Resource Conservation District (RCD), or any other pertinent industry professionals will present students with information about practical applications of water conservation, limiting pollutants, and practices that reduce environmental impacts of agriculture practices.

Local agriculture producers will also be invited to come and discuss their practices and how they are limiting their negative impacts on the natural resources available to them. Students will read and evaluate case studies of agriculture producing farms implementing sustainable practices. Case studies could include cover crops, owl boxes, crop rotation, and water runoff. The outcome of the visit(s) and case study will result in a reference included and cited in the future irrigation plan or environmental impact report that will be generated at the end of this unit. Both the irrigation plan or the environmental impact report should reference the data collected from assignment one.

3. Water Flow, Irrigation Plan, and Efficiency Model

Using the information and data collected in assignments one and two, students will create a plan to analyze irrigation practices and efficiency in order to identify an appropriate irrigation system. Students will also gather knowledge of adhesion, cohesion and chemical bonding principles that govern water management through analysis of industry articles and scientific texts. Through the practice of building a water flow and efficiency model, students will identify innovative conservation approaches and irrigation methods such as scheduling irrigation rotations depending upon soil moisture, crop growing periods, availability of water, and methods of irrigation such as tape, drip, micro sprinklers, pressurized sprinklers, furrow, and flood. Sources of surface water and groundwater will be identified. Student irrigation plans will be based on a selected crop and data will be collected, analyzed, and interpreted, to form conclusions based on:

- acreage farmed
- types of crops
- methods of irrigation (to include a model demonstrating water flow and efficiency, see

information below)

- sources of water
- acre feet of water for crops grown
- programs available for irrigation implementation funding or conservation
- cost effectiveness of farming versus selling water
- runoff and contamination
- environmental impact report culmination

Water flow and efficiency model:

Students will break into groups to demonstrate methods of irrigation. They are to create a "farm" of their choice (garden beds, farm plots, container created plots, etc.). Each group will be provided a set amount of water to demonstrate their method of irrigation (each group should choose different methods such as furrow, drip, micro-sprinkler, etc.). They shall record the amount of water used, soil moisture, and runoff. At the conclusion of the lab, students will be able to justify best practices of irrigation for crops grown and the impact on environment and water resources. Students will utilize knowledge of capillary action in soil, plant physiology as well as chemical bonding in water to inform their laboratory experiment. Students will present their best practices in a format to be determined by the instructor (example: oral presentation, visual aide, lab write up, etc)

Analyzing data, interpreting data and forming conclusions.

Students will determine the best methods for organizing their data using tables. The skills in analyzing and interpreting data used during the water flow and efficiency model during the Natural Resource unit will be applied to the final agriscience research project. Specifically students were asked to determine the most efficient irrigation application method during the water flow and efficiency model. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

The purpose of this unit is to use prior knowledge of chemical and biological principles and apply them to end-stage agricultural practices in food safety and food preservation. Utilizing research skills and technical plant, animal and pest knowledge from earlier units, students will create a consumer-focused and locally-relevant food product (examples: jerky, jam, pickles). They will utilize scientifically proven food safety and preservation methods and will create a comprehensive food safety plan including a food label following FDA guidelines for presentation to be judged by industry professionals. As part of the comprehensive food safety plan students will investigate the importance of implementing Hazardous Analysis Critical Control Point (HACCP) plans in the prevention of foodborne illness. HACCP plans will identify areas of potential contamination in the food chain for a specific product's production from the raw commodities, preparation, packaging and through storage by the consumer.

▼ Unit 5 Key Assignments

1. Foodborne Disease and Its Role in Food Safety

To begin the convergence of scientific principles and food safety, students will research a specific foodborne illness, and their findings in this research will be linked to laboratory investigations where they will determine the types of disease causing agents they collected on food samples and from the food preparation areas and tools. They will use knowledge from prior units to identify the type of disease causing agent (fungal, bacterial, viral, parasitic, noninfectious), transmission, treatment, and prevention in addition to reviewing production practices responsible for a specific outbreak of that disease. In their review of the outbreak, they will propose recommendations for prevention of future outbreaks of that type. Students will create and present a PowerPoint including their research findings; upon the conclusion of the presentations students will submit their project to a shared document to be used as a class resource in developing a comprehensive food safety and marketing plan.

2. Osmosis in Food Preparation

After learning appropriate food-handling protocols to reduce incidents of illness, students will engage in a series of chemistry-based exercises to learn the methods for preserving consumer food products safely. In particular this activity promotes student understanding of how jamming, dehydrating, and drying with salt or sugar are effective forms of food preservation, as they remove the water and change the chemical composition of food and delay the growth of microorganisms from harmful bacteria rendering the food safe for consumption. Groups of students will read a technical document on food preservation methods (e.g. smoking, canning, jamming). Students will create a graphic organizer to compare methods. Students will then conduct an experiment where they dissolve the shell of an egg and place it in various solutions over the course of a week to determine how osmosis and concentrations of solutions impacts movement through the cell membrane. Students will then

apply their understanding of osmosis from this lab to a given commodity, and will be able to create a written recommendation for appropriate food preservation methods based on HACCP protocol. They will later apply these findings to the creation of their safe food product at the end of the unit.

3. Identifying Components to HACCP

Students will create a visual display that identifies the seven principles of a HACCP plan, which is a systematic approach to the identification, evaluation, and control of food safety hazards based on the following seven principles: Principle 1: Conduct a hazard analysis, Principle 2: Determine the critical control points (CCPs), Principle 3: Establish critical limits. Principle 4: Establish monitoring procedures, Principle 5: Establish corrective actions, Principle 6: Establish verification procedures, and Principle 7: Establish record-keeping and documentation procedures. Consequently each of these principles will be researched and applied through experimentation throughout the unit, to create a comprehensive food safety plan for the food product students design for their final unit project.

4. Swabbing Hazards

After learning basic HACCP procedures, students will visit a commercial food production facility (school cafeteria, restaurant, processing site) and conduct a hazard analysis (as a basis for learning to investigate Principle 1 & 5 of a HACCP plan), swab samples of various surfaces (including but not limited to hands, door handles, tables, cutting surfaces, food preparation tools), and prepare and grow culture plates. After a period of growth, students will determine if potential disease-causing agents are present, and if so, identify the specific pathogen. Students will record their findings in a written report. As a result students will determine the critical control points for that location (Principle 2 of the HACCP plan) based on the data generated from the swabs. Students will apply this skill in the development of their product and food safety plan.

5. Chemical Properties in Preservation

Given the top 5 seasonally available commodities in a growing region, as well as common ingredients (granulated sugar, lemon, etc.) for preservation of those commodities, students will determine chemical properties of those commodities through their prior knowledge of pH, brix and water content. They will collect and record their data in a chart they design. Students will study the effects of pH on cut apple preservation (as a basis for learning to investigate Principle 3 & 4 of a HACCP plan). Each group will make a selection of a test solution based on scientific research. Students will gather data on bacterial colony counts that develop on swabs they take of samples from the cut apples. As a result groups will report to the class their findings and groups will evaluate the data. Groups will also brainstorm and determine other possible critical control limits for the sliced apple product. Students can employ several different possible methods of reporting their findings. (examples of reports include: oral presentation, visual aide, lab write up, etc)

6. Implementing Procedures and Practices

Students will begin by reviewing a locally obtained HACCP plan (as a basis for learning to investigate Principle 6 of a HACCP plan). From the plan students will annotate and 1) identify areas of critical control 2) identify scientific evidence used as expert advice to validate HACCP protocols 3) identify specific procedures and practices to implement protocol in the plant. Student findings will be recorded using a graphic organizer that will be included in their final food safety plan (examples include: Three Circle Venn Diagram, Comparison Chart, Cause and Effect, Factors in the Cause or Sorting Organizer). Upon gathering that information, students will conduct a primary research investigation to test the HACCP principles in a controlled environment using radiation and chemical methods. Though much of the scientific research they will have read shows that appropriate temperature and time kills microorganisms, there is also a significant body of evidence that dramatic pH alterations can inhibit microorganism growth. As such, students will conduct a second research protocol within the HACCP protocol that contrasts the radiation and chemical methods of microorganism prevention in order to determine the relative efficacy of each method. Students will combine their graphic organizer with their research conclusion and present their findings in a lab report, which will also be added to their final food safety plan.

7. Food Labeling

Students will wrap up their unit by developing an infographic that highlights food allergens and their role in food labeling. Students will research to prepare the infographic, which will include symptoms, major food allergens, treatment/when to seek treatment, the relationship of livestock antibiotic withdrawal periods and what must be included in origin labeling. An analysis of several different allergen-causing foods should occur, with investigations conducted regarding the elemental makeup of each food and the chemical reactions that cause the allergic reaction, specifically drawing a relationship between the interactions of the chemical world and the microbiology of the human body. The final infographic should showcase their findings using technical nomenclature, pictures, and supporting statistics.

8. Food Safety Product and Plan

The final project for the unit will ask student to develop a physical food product such as a fruit jam, dried vegetable product, oil, herb or seasoning mix, citrus juice, etc. and create a comprehensive food safety plan for the product that includes the HACCP and labeling standards. Students will choose a commodity from their growing region and utilizing food safety principles preserve it following scientifically proven preservation methods. Students will also engage in industry-standard testing protocols to assess the chemical profile of the food product (pH level, potential toxicity, etc.) as well as engage in a multi-interval microorganism testing protocol. Students will follow FDA guidelines and use prior unit knowledge to develop an appropriate label for their food that follows

legal standards as well as agricultural marketing practices. They will prepare a written and 3-5 minute visual presentation (students will choose the media) for a panel of industry professionals.

Agriscience Research Paper and Display

Throughout all units, students will gather knowledge through laboratory exercises to further develop and enhance their Agriscience Research programs. At the conclusion of the course, students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

Course Materials

- Agriscience Fundamentals and Applications. 6th Edition. L.DeVere Burton.
- Environmental Science. 7th Edition. Bernard J. Nebel and Richard T. Wright.
- Introduction to Biotechnology: An Agricultural Revolution. Ray V. Herren.
- FDA HACCP
- National Center for Home Canning
- Ball Canning
- Centers for Disease Control-Food Safety/ Foodborne Illness
- Food Allergense Guidance Documetns & Regulatory Information
- Modern Livestock and Poultry 8th Edition, Gillespie and Flanders
- How to Write a Scientific Paper by Robert A. Day
- Statistics for Veterinary and Animal Science by Aviva Petrie and Paul Watson
- Environmental Protection Agency - Crop Production
- National FFA Research Report Template

Course Resources

Access lesson planning materials made by teachers teaching the course. From here, you can copy any document (or download the entire Google Folder) to modify the curriculum for your students and your teaching style.

These materials were initially compiled/developed at the UCCI Teacher Exchange in Pleasant Grove on August 3-4, 2015.

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Student Affairs

Current	2020-2021	2021-2022	2022-2023	2023-2024
Grades 9- Agriculture Earth Science (intro course) (physical science requirement) (2 trimesters)	Grades 9- Sustainable Agriculture Biology (intro course) (life science requirement) (2 trimesters)	Grades 9- Sustainable Agriculture Biology (intro course) (life science requirement) (2 trimesters)	Grades 9- Sustainable Agriculture Biology (intro course) (life science requirement) (2 trimesters)	Grades 9- Sustainable Agriculture Biology (intro course) (life science requirement) (2 trimesters)
Grades 10- Sustainable Agriculture Biology (concentrator course) (life science requirement) (2 trimesters)	Grades 10- Sustainable Agriculture Biology (concentrator course) (life science requirement) (2 trimesters)	Grades 10- Chemistry and Agriscience (concentrator course) (physical science requirement (2 trimesters)	Grades 10- Chemistry and Agriscience (concentrator course) (physical science requirement (2 trimesters)	Grades 10- Chemistry and Agriscience (concentrator course) (physical science requirement (2 trimesters)
Grades 11/12- Agriculture Environmental Science or Chemistry and Agriscience (capstone courses) (2 trimesters)	Grades 11/12- Chemistry and Agriscience (capstone course) (2 trimesters)	Grades 11/12- Advanced Interdisciplinary Science for Sustainable Agriculture (capstone course) (2 trimesters)	Grades 11/12- Elective Science (probably Agriculture Environmental Science) (can be capstone course) (2 trimesters)	Grades 11/12- Advanced Interdisciplinary Science for Sustainable Agriculture (capstone course) (2 trimesters)

Transition year

New Pathway Set

All classes will meet NGSS standards in Earth/Life/Chemistry/Physical.

Class Year	9th	10th	11th	12th
2019 (graduated)	Agriculture Earth Science	Sustainable Agriculture Biology	Agriculture Environmental Science	Chemistry and Agriscience
2020 (seniors)	Agriculture Earth Science	Sustainable Agriculture Biology	Chemistry and Agriscience	Agriculture Environmental Science(19/20)
2021 (juniors)	Agriculture Earth Science	Sustainable Agriculture Biology	Agriculture Environmental Science(19/20)	Chemistry and Agriscience(20/21)
2022 (sophomores)	Agriculture Earth Science	Sustainable Agriculture Biology(19/20)	Chemistry and Agriscience(20/21)	Advanced Interdisciplinary Science for Sustainable Agriculture(21/22)
2023 (freshmen)	Agriculture Earth Science (19/20)	Sustainable Agriculture Biology(20/21)	Chemistry and Agriscience(21/22)	Elective Science(22/23)
2024 (8th graders)	Sustainable Agriculture Biology(20/21)	Chemistry and Agriscience(21/22)	Elective Science(22/23)	Advanced Interdisciplinary Science for Sustainable Agriculture(23/24)
2025 (7th graders)	Sustainable Agriculture Biology(21/22)	Chemistry and Agriscience(22/23)	Advanced Interdisciplinary Science for Sustainable Agriculture(23/24)	Elective Science
2026 (6th graders)	Sustainable Agriculture Biology(22/23)	Chemistry and Agriscience(23/24)	Elective Science	Advanced Interdisciplinary Science for Sustainable Agriculture

2019-2020 school year science classes - earth, bio, envi sci

2020-2021 school year science classes - bio, bio, chem

2021-2022 school year science classes-bio, chem, advanced

2022-2023 school year science classes-bio, chem, elective science

2023-2024 school year science classes-bio, chem, advanced

ACTION ITEM

11

TOPIC: Consider approval of the proposed 2020-2021 School Calendar.

DESCRIPTION: Approve the 2020-2021 District Calendar.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

School Month	Monday	Tuesday	Wednesday	Thursday	Friday	Holiday/Event	Date
July			1	2	3	0	
July	6	7	8	9	10	0	
July	13	14	15	16	17	0	
July	20	21	22	23	24	0	
July/August	27	28	29	30	31	0	
August	3	4	5	6	7	0	
August	10	11	12	13	14	3	Trimester 1 Begins 8/12/2020
August	17	18	19	20	21	5	
August	24	25	26	27	28	5	
September	31	1	2	3	4	5	
September	7	8	9	10	11	4	Labor Day 9/7/2020
September	14	15	16	17	18	5	
September	21	22	23	24	25	4	Native American Day 9/25/2020
Sept/October	28	29	30	1	2	5	
October	5	6	7	8	9	5	
October	12	13	14	15	16	5	
October	19	20	21	22	23	5	
Oct./Nov.	26	27	28	29	30	5	
November	2	3	4	5	6	4	Trimester 1 Ends 11/5/2020
November	9	10	11	12	13	4	Veteran's Day Ober. 11/9/2020
November	16	17	18	19	20	5	Trimester 2 Begins 11/10/2020
November	23	24	25	26	27	0	Thanksgiving Break
December	30	1	2	3	4	5	
December	7	8	9	10	11	5	
December	14	15	16	17	18	5	
December	21	22	23	24	25	0	Winter Break
Dec./January	28	29	30	31	1	0	
January	4	5	6	7	8	4	
January	11	12	13	14	15	5	
January	18	19	20	21	22	4	MLK 1/18/2021
January	25	26	27	28	29	5	
February	1	2	3	4	5	5	
February	8	9	10	11	12	5	Lincoln's Bday 2/12/2021
February	15	16	17	18	19	0	Washington's Day 2/17/2021
February	22	23	24	25	26	5	
March	1	2	3	4	5	3	Trimester 2 Ends 3/3/2021
March	8	9	10	11	12	5	Trimester 3 Begins 3/8/2021
March	15	16	17	18	19	5	
March	22	23	24	25	26	5	
April	29	30	31	1	2	5	
April	5	6	7	8	9	0	Spring Break
April	12	13	14	15	16	4	
April	19	20	21	22	23	5	
April/May	26	27	28	29	30	5	
May	3	4	5	6	7	5	
May	10	11	12	13	14	5	
June	17	18	19	20	21	4	
May	24	25	26	27	28	4	
May/June	31	1	2	3	4	4	Memorial Day 5/31/2021
June	7	8	9	10	11	4	Trimester 3 Ends 6/10/2021
June	14	15	16	17	18	0	
June	21	22	23	24	25	0	

Non Student Day
First Trimester
Second Trimester
Third Trimester
Teacher Work Day
Adverse Weather Day
No School-Classified Paid Holiday

Tri1	60
Tri2	60
Tri3	60

TOPIC: Consider approval of the SchoolLink MOU.

DESCRIPTION: To provide behavioral health services including behavioral health assessment; individual, collateral, family and group psychotherapy services; psychiatric evaluation and medication management services; case management; and rehabilitative services to students and families within the District.

FISCAL IMPACT: Reimbursement for program operation costs through a Full Service Partnership contract with the County of San Diego with funding for MediCal. The District is not responsible for the cost of SchoolLink services.

RECOMMENDATION: Recommend approval.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into and executed as of July 1, 2019 by and between **Vista Hill dba Learning Assistance Center ("VHLAC")**, and **Warner Unified School District ("District")**, with respect to the following matters:

- A. The parties to this MOU desire to provide SchoolLink behavioral health services including behavioral health assessment; individual, collateral, family and group psychotherapy services; psychiatric evaluation and medication management services; case management; and rehabilitative services to students and families within the District.
- B. VHLAC is reimbursed for program operation costs through a Full Service Partnership contract with the County of San Diego with funding for MediCal eligible children/youth, low income families who are uninsured, and low income families who are underinsured. Services are provided at no or low cost to families and no one is turned away due to an inability to pay. The District is not responsible for the cost of SchoolLink services.
- C. SchoolLink behavioral health services are provided on school campuses to help facilitate the student and family's access to behavioral health care and minimize the time away from the classroom to receive services. SchoolLink services are especially useful in addressing a student's behavioral health issues within the educational setting so that treatment can be coordinated with input of the educational team, interventions developed that address school behavior in an effective manner, and VHLAC staff work collaboratively with school staff to develop effective strategies to address student needs. Services may also be provided in the family home and in the community based on the family request.
- D. The parties desire to enter into this MOU to set forth their respective responsibilities to the delivery of SchoolLink Full Service Partnership behavioral health services.

This agreement shall be effective from July 1, 2019 through June 30th, 2020. The agreement automatically renews each year, on the 1st day of July for an additional 1 year, unless the agreement is terminated as outlined below.

NOW, THEREFORE, the parties agree as follows:

- I. Program Description. SchoolLink behavioral health services shall be provided in accordance with the following:
 - a. VHLAC shall assess and provide behavioral health services to eligible students of the District. Student eligibility includes MediCal enrolled students, low income students who are uninsured, and low income students who are underinsured. In addition, the VHLAC team confirms that the student has a mental health or substance abuse diagnosis, that the behavioral disorder is or will impair an important area of life functioning, and that the proposed services are likely to improve student health and functioning.
 - b. SchoolLink Full Service Partnership services include individual, family and group psychotherapy, treatment coordination and collateral communication, medication support, case management, and rehabilitative services, as authorized by Federal and State law and approved through the VHLAC contract with the County of San Diego Behavioral Health Services.
- II. Termination. This MOU may be terminated at any time upon the mutual agreement of the parties or upon thirty (30) days prior written notice from either party. Those authorized to receive notice for the parties are the signatories of this MOU.
- III. District Responsibilities. The District's responsibilities shall include the following:
 - a. Designation of a District staff to act as a liaison with VHLAC to assist in the planning and implementation of SchoolLink services, develop best practice strategies that adhere to the district

- policies, practices, and culture, assist in ensuring positive program implementation at District school sites, and coordinate with local school administration and staff to effectively resolve problems.
- b. Designation of consistent location(s) suitable for behavioral health services within each school or other mutually agreed upon locations to be used for SchoolLink services. Dates and times to be agreed upon by the parties including year round service location when school is not in session.
- c. Promotion of SchoolLink behavioral health services in the District schools and community.
- d. Assistance in identification and referral of eligible students to VHLAC for SchoolLink behavioral health services from all identified school locations.
- e. Facilitation and participation in cross-system training and partnership development.
- f. Facilitation of family member's access to family treatment on campus when indicated.

IV. VHLAC Responsibilities. VHLAC's responsibilities shall include the following:

- a. VHLAC shall provide a Program Manager who is an experienced licensed clinician to oversee the program, provide clinical direction and training to the VHLAC team, coordinate with the District Liaison to ensure a successful partnership, and interface with school site administration, social workers, and school staff to quickly address any concerns.
- b. VHLAC shall recruit and employ qualified staff and oversee their clinical practice ensuring that clinical services are of the highest quality and that program operation, documentation, and billing are completed as outlined in the County of San Diego Organizational Provider Operations Handbook and the contract statement of work between VHLAC and the County of San Diego Behavioral Health Services.
- c. VHLAC will work with the District and County contract monitor to approve school campus locations for SchoolLink services.
- d. VHLAC and District will develop a method, schedule, and protocol for communication regarding the status of referred students and any additional information for the coordination of care agreed upon by the parties. Reporting from VHLAC will occur monthly (minimum) or more frequently as needed.
- e. VHLAC will designate a single point of contact (assigned clinician) for each school campus to keep in close communication with the school team and meet with school site referral teams to facilitate appropriate referrals and ensure open communication between VHLAC and school site staff regarding services.
- f. VHLAC will secure a release of information with each student/family so that appropriate coordination of care and treatment progress may be shared with identified school team members.
- g. VHLAC shall comply with the school district's background check process requirements for each staff providing services on any school campus.
- h. VHLAC staff will assist and consult with the designated District administrator on student Risk Assessment protocols. VHLAC staff do not conduct or make determinations for district Risk Assessment protocols but serve as a consultant.

V. Confidentiality. The parties agree that all information and records obtained in the course of providing services pursuant to this agreement shall be subject to confidentiality and disclosure provisions of applicable Federal and State statutes and regulations including but not limited to California Welfare and Institutions Code Section 5328.

- a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District shall remain strictly confidential and shall not be disclosed without consent of the District. VHLAC agrees to notify their employees that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District
- b. VHLAC and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited

to ensuring that (1) no identification of students or their parent(s)/guardian(s) by persons other than representatives of VHLAC and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (2) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (3) no access to individual student data shall be granted by VHLAC to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except when required by law, or for sharing with other persons within the District or representatives of VHLAC, so long as those persons have a legitimate interest in the information.

VI. Insurance.

- a. VHLAC shall provide and maintain: (1) commercial general liability insurance acceptable to the District in the minimum amount of \$1,000,000 per occurrence for bodily injury, personal injury, and property damage, with an aggregate limit twice the occurrence limit; and (2) workers compensation insurance as required by the State of California including Employers Liability with a minimum limit of \$1,000,000. VHLAC shall furnish to the District, upon request, proof of the above coverage in the form of certificates of insurance.
- b. The District shall provide and maintain: (1) commercial general liability insurance acceptable to the District in the minimum amount of \$1,000,000 per occurrence for bodily injury, personal injury, and property damage, with an aggregate limit twice the occurrence limit; and (2) workers compensation insurance as required by the State of California including Employers Liability with a minimum limit of \$1,000,000. The District shall furnish to the VHLAC, upon request, proof of the above coverage in the form of certificates of insurance.

VII. Indemnification.

- a. VHLAC agrees to defend, indemnify, and save free and harmless the District, its officers, agents and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from, or alleged to have arisen from VHLAC's performance or lack thereof under this agreement.
- b. District agrees to defend, indemnify, and save free and harmless VHLAC, its officers, agents and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from or alleged to have arisen from District's performance or lack thereof, under this agreement.
- c. The parties entering into this MOU furthermore agree that the District shall not assume any financial liability for any of the services rendered by provider under terms of this agreement regardless of whether or not those services are reimbursed by county.

IN WITNESS WHEREOF, the parties have executed this MOU as of the date first set forth above.

VHLAC:
Vista Hill dba Learning Assistance Center

Name: Robert Dean

Signature: _____

Title: President & CEO

Date: _____

DISTRICT:
Warner Unified School District

Name: _____

Signature: _____

Title: _____

Date: _____

ACTION ITEM

13

- TOPIC:** Consider approval of the Compromise and Release Agreement in the matter of Koenig v. Warner Unified School District, San Diego Superior Court, Case No. 37-2015-00015380-CU-CO-TL, Court of Appeal Case No. D072463.
- DESCRIPTION:** To resolve all claims, issues, disputes and appeals in Koenig v. Warner Unified School District.
- FISCAL IMPACT:** No less than \$70,445.99 over the term of the Agreement.
- RECOMMENDATION:** Recommend approval.

**Compromise and Release Agreement
Koenig v. Warner Unified School District,
San Diego County Superior Court Case No. 37-2015-00015380-CU-CO-CTL,
Court of Appeal Case No. D072463**

COMPROMISE AND RELEASE AGREEMENT

This Compromise and Release Agreement ("Agreement") is made by and between Plaintiff and Cross-Defendant Ronald Koenig ("Plaintiff") and Defendant and Cross-Complainant Warner Unified School District ("District") (Plaintiff and District are referred to collectively herein as "the Parties" or individually as "Party") to resolve all claims, issues, disputes, and appeals in *Koenig v. Warner Unified School District*, San Diego County Superior Court Case No. 37-2015-00015380-CU-CO-CTL, Court of Appeal Case No. D072463 ("the Action").

**I.
NATURE AND STATUS OF DISPUTE**

1. On May 17, 2015, Plaintiff filed a civil complaint in the Action against the District, asserting causes of action for Equitable Estoppel, Rescission, and Declaratory Relief.
2. On August 12, 2015, the District filed a Cross-Complaint against Plaintiff in the Action, in which the District asserted claims for: (1) Restitution/Unjust Enrichment; (2) Impermissible Gift of Public Funds in Violation of the California Constitution; (3) Declaratory Relief; and (4) Reformation of the Termination Agreement.
3. On April 10, 2017, the San Diego County Superior Court entered judgment on the Complaint and Cross-Complaint, to which Plaintiff filed a Notice of Appeal, and the District filed a Notice of Cross-Appeal, respectively.
4. On September 19, 2019, the Court of Appeal for the Fourth Appellate District issued an unpublished opinion in the District's for, the disposition in which states: "The judgment is reversed. Judgment shall be entered in favor of the district in the amount of \$16,607, and the matter shall be remanded to the trial court to determine the district's entitlement to attorney fees under the termination agreement. The district is entitled to its costs on appeal."
5. On October 11, 2019, the Court of Appeal ordered the opinion certified for publication.
6. Whereas, at present, Plaintiff has the option to seek review of the Court of Appeal's opinion by the California Supreme Court, and the District, upon remand to the Superior Court has the right to entry of judgment in its favor consistent with the Court of Appeal's opinion, as well as to recoup its costs on appeal, as well as to seek its attorneys' fees and costs for efforts before the Superior Court.
7. For and in consideration of the mutual promises and covenants herein, and for other good and valuable consideration, the Parties have agreed to resolve the Action, without any admission of liability or wrongdoing, and agree as follows.

**Compromise and Release Agreement
Koenig v. Warner Unified School District,
San Diego County Superior Court Case No. 37-2015-00015380-CU-CO-CTL,
Court of Appeal Case No. D072463**

**II.
TERMS AND CONDITIONS**

1. Plaintiff's Settlement Payment to District.

a. Under this Agreement, Plaintiff is responsible for a total settlement payment to the District of \$105,000. Plaintiff will deliver payment of \$16,607 to the District by February 28, 2020, by way of a check, cashier's check, money order via certified mail to Warner Unified School District, P.O. Box 8, Warner Springs, CA 92086. For the following nine years (2020 through 2028), Plaintiff must annually deliver payment to the District in the amount of \$9,821.44, by December 31 (commencing December 31, 2020), by way of a check, cashier's check, money order via certified mail to Warner Unified School District, P.O. Box 8, Warner Springs, CA 92086, subject to paragraph II.1.b.-e. and paragraph II.2.

b. For each year of "good behavior" by Plaintiff under this Agreement, as defined by paragraph II.2. below, the amount due to the District in a given payment year will be forgiven by the amount of \$3,838.22.

c. Assuming "good behavior" by Plaintiff for the full ten years of this Agreement, and the annual forgiveness of the designated amounts of the settlement payment, Plaintiff will pay the District no less than \$70,445.99 over the term of the Agreement.

d. If during any year during the term of this Agreement, Plaintiff fails to comply with the conditions of paragraph II.2. below, Plaintiff shall forfeit the right to the partial forgiveness of this annual settlement period for the year in which Plaintiff so fails to comply with the conditions, as well as for every year thereafter during the term of the Agreement.

e. The schedule of payments under this Agreement, including when accounting for forgiveness of the designated amount of each annual settlement payment due to Plaintiff's "good behavior" under paragraph II.2. below, or Plaintiff's failure to comply with the terms of "good behavior" under paragraph II.2. below thus resulting in the cessation of forgiveness of the designated amount of each annual settlement payment, is attached hereto as Exhibit "A" and incorporated by reference.

2. Plaintiff's Conduct During Term of Agreement. During the term of this Agreement, Plaintiff is subject to following conditions as to his conduct:

a. Plaintiff immediately cease and desist from transmitting any further written or oral communications with regard to Melissa Brown and/or what he has previously characterized as the "Brown Dossier." Said prohibition of such communications by Plaintiff includes a bar on such communications by his family members and/or agents and/or others, acting in concert with him.

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Koenig v. Warner Unified School District,
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Court of Appeal Case No. D072463**

b. By March 30, 2020, Plaintiff shall send a communication to all prior recipients of his "Brown Dossier" communications (whether individual and agency recipients), in which he expressly states, without condition, that "he is withdrawing all complaints and issues regarding the Warner Unified School District, Melissa Brown, or the 'Brown Dossier,' and that there are no further disputes between he and the District and/or Ms. Brown." To satisfy this term, Plaintiff shall send the required communication(s) to via the following:

- i. via "Reply All" to the message transmitted on July 5, 2019 at 11:32 a.m. with the subject line "Employee Complaint and Alert (Brown Dossier)[,]" a true and correct copy of which is attached hereto as Exhibit "B" and incorporated by reference;
- ii. via "Reply All" to the email transmitted on June 25, 2019 at 6:50 a.m. with the subject line "'Fw: Employee Complaint and Alert (Brown Dossier)," a true and correct reflection of the forwarding recipients is attached hereto as Exhibit "C" and incorporated by reference;
- iii. via "Reply All" to the email transmitted on June 24, 2019 at 11:11 a.m. with the subject line "'Re: Employee Complaint and Alert (Brown Dossier)," a true and correct of which is attached hereto as Exhibit "D" and incorporated by reference;
- iv. via "Reply All" to the email transmitted on May 30, 2019 at 3:20 a.m. with the subject line "'Re: Employee Complaint and Alert (Brown Dossier)," a true and correct copy of which is attached hereto as Exhibit "E" and incorporated by reference;
- v. via "Reply All" to the email transmitted on May 3, 2019 at 11:03 a.m. with the subject line "'Employee Complaint and Alert (Brown Dossier)," a true and correct copy of which is attached hereto as Exhibit "F" and incorporated by reference; and
- vi. via letter to the California Commission on Teacher Credentialing. Plaintiff shall copy the his legal counsel on all of the "Reply All" emails and Plaintiff's legal counsel will forward those messages to the District's legal counsel, and Plaintiff's legal counsel will provide a copy of his letter to the California Commission on Teacher Credentialing, which Plaintiff's legal counsel will forward to the District's legal counsel.

c. Plaintiff immediately cease and desist from making any Public Records Act or like requests to the District, and cease doing so forever.

**Compromise and Release Agreement
Koenig v. Warner Unified School District,
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Court of Appeal Case No. D072463**

d. Plaintiff's compliance with these terms shall constitute "good behavior" for purposes of determining his right to annual forgiveness of part of the required annual settlement payments under paragraph II.1. above.

e. Nothing in this Agreement shall preclude Plaintiff from providing testimony in any litigation proceedings and such testimony shall not constitute breach of this Agreement, nor noncompliance with any terms hereof, and shall not be construed to disqualify the requisite good behavior to support forgiveness of any portion of the settlement payments due under this Agreement.

3. Plaintiff's Waiver of Right to Petition for Supreme Court Review or to Seek De-Publication of Appellate Opinion. Plaintiff waives his right to Petition the California Supreme Court to review of Appellate Opinion. Plaintiff also waives his right to request to the California Supreme Court that it de-publish the appellate opinion in the Action.

4. District's Waiver of Right to Seek Attorneys' Fees and Costs in the Action. The District will forgo the filing of a motion for attorneys' fees in the Action, or the filing of a memorandum or memoranda of costs to recover the costs incurred in the Action, or otherwise seek recovery of attorneys' fees and costs outside of Plaintiff's settlement payment agreed to herein.

5. Submission of Settlement Agreement to Court for Approval and for Court's Retention of Jurisdiction. The Parties agree and consent to the submission to the San Diego County Superior Court of a Stipulation Re: Judgment, under which the Superior Court adopts the Court of Appeal's Opinion as the Judgment in this Action, incorporates as part of the Judgment the Agreement, the Superior Court retain jurisdiction to enforce the Agreement, and that following those steps, the Superior Court dismiss the Action with prejudice. Correspondingly, the Parties agree and consent to the Superior Court retaining jurisdiction over the enforcement of this Agreement and that such jurisdiction will exist for 11 years from the effective date of this Agreement. The Parties agree to jointly submit to the Court in the Action the above-described Stipulation Re: Judgment and this Agreement, and to obtain Court approval of the described retention of jurisdiction pursuant to Code of Civil Procedure section 664.6, which provides that "If requested by the parties, the court may retain jurisdiction over the parties to enforce the settlement until performance in full of the terms of the settlement." Consistent with governing case law, it is the Parties' intent, and the Parties will so seek, that the Superior Court first retain jurisdiction over the enforcement of this Agreement before the Superior Court acts to dismiss the Action, and that when requesting the Superior Court retain jurisdiction over this Agreement that said request be made not only by the Parties' counsel, but also the Parties themselves. Pursuant to this Agreement, the Court shall withhold Entry of Judgment and Judgment shall not be entered unless and until there be a default under this Agreement and such default remain uncured after 7 days written notice to cure and the Court thereafter orders Entry of Judgment pursuant to motion made under Code of Civil Procedure section 664.6. Notice of default shall be effective upon

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Koenig v. Warner Unified School District,
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Court of Appeal Case No. D072463**

transmission of an email to Plaintiff's email address, at _____, which message shall be entitled "Koenig v. WUSD – Notice of Default." Plaintiff will provide notice of any changes to said email address in writing to the District's counsel, at ssimmons@lozanosmith.com. A true and correct copy of the Parties' Stipulation Re: Judgment is attached hereto as Exhibit "G" and incorporated by reference.

6. **Ratification by Governing Board and Effective Date.** This Agreement shall be executed by the Parties as indicated below. This Agreement shall become binding and effective upon the execution by Plaintiff and the District, and upon ratification by the District's Governing Board.

7. **Term of Agreement.** The term of this Agreement shall commence on the Effective Date of the Agreement and continue through December 31, 2028. This Agreement shall not survive Dr. Koenig's death.

8. **No Admission of Liability.** It is understood and agreed that this Agreement is a compromise of disputed claims and that nothing in this Agreement shall be construed as an admission of liability by any Party.

9. **Attorneys' Fees and Costs.** The Parties agree, apart from the Plaintiff's settlement payment under paragraph II.1., to bear their own attorneys' fees and costs relative to the Action, including but not limited to any and all other attorneys' fees or costs incurred in the Action as a whole. Notwithstanding the foregoing, the prevailing Party in any action brought to enforce the terms of this Agreement may recover its reasonable attorneys' fees and costs expended in connection with such an action from the other Party.

10. **Release of Claims.** Plaintiff and the District agree to accept said conditions in this Agreement and the payment set forth in paragraph II.1. herein in full settlement and compromise of the above-entitled matters described as the Action and agrees that same shall fully and forever discharge and release all claims and causes of action, or appeal rights, whether now known or now unknown, which either Party has, or might have or could have asserted, against the other Party, its officials, employees, representatives or agents, in the Action, arising out of the incidents which are the subject thereof, including restitution, disgorgement, damages, incentive or enhancement award, attorneys' fees and costs.

11. **Civil Code section 1542.** This Agreement includes an express waiver by Plaintiff and the District of Civil Code section 1542, which states:

A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release, and that if known by him or her, would have materially affected his or her settlement with the debtor or released party.

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Therefore, the Parties expressly acknowledge that this release is intended to include in its effect, without limitation, all claims and causes of action that they do not know or suspect to exist in their favor and that this release contemplates the extinguishment of all such claims and causes of action.

12. **Representation by Counsel.** Each of the Parties acknowledges and agrees that they have been represented by independent legal counsel of their own choice throughout the negotiation of this Agreement and that they are executing this Agreement having had sufficient opportunity to investigate the facts and obtain advice of such counsel.

13. **Voluntary Agreement.** Each Party affirms and acknowledges that she/he/it has read, fully appreciates, and understands the words, terms, and provisions of this Agreement, is entirely satisfied with the settlement described, and has duly executed this Agreement voluntarily and of her/his/its full free will and accord. Each Party had an opportunity to review and consult with their respective legal counsel on this matter.

14. **Entire Agreement.** This Agreement constitutes the entire agreement between Plaintiff and the District, in conjunction with the Stipulation Re: Judgment described in paragraph 5 above and Exhibits to this Agreement referenced herein. No other promises, agreements, or statements between the Parties shall be binding unless made in writing and signed by all Parties hereto.

15. **Amendments.** This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by all Parties.

16. **Interpretation.** Each of the Parties acknowledges and agrees that this Agreement is to be construed as a whole according to its fair meaning and not in favor of nor against any of the Parties as draftman or otherwise.

17. **Other Documents.** The Parties hereby agree to execute all such other documents and to take all such other action as may be reasonably necessary to effectuate the purpose of this Agreement.

18. **Forum.** Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in Superior Court of the State of California, County of San Diego, subject to any transfer of venue under the law.

19. **Choice of Law.** This Agreement shall be governed by and interpreted under the laws of California applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California.

20. **Severability.** If any provision of this Agreement is held to be invalid, void or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.

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21. **Warranty of Authority.** Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the Parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.

22. **Binding Effect.** This Agreement is for the benefit of and shall be binding on all Parties and their successors, assigns, heirs, executors, administrators, predecessors, partnerships, employees, attorneys, insurers sureties, agents, representatives, directors, officers, receivers, trustees and/or stockholders.

23. **Execution in Counterparts.** This Agreement may be executed in several counterparts and, subject to the requirements of paragraph 6 herein, shall be deemed legally effective at such time as counterparts thereof duly executed on behalf of all Parties have been furnished and delivered to the attorneys for all Parties to this Agreement. Signed copies and facsimile versions of this Agreement shall have the same force and effect as signature of the original.

IN WITNESS WHEREOF the Parties hereto have executed the Agreement as dated below.

Dated: February ____ 2019

PLAINTIFF AND CROSS-DEFENDANT

RONALD KOENIG

Dated: February ____ 2019

DEFENDANT AND CROSS-COMPLAINANT

DAVID MACLEOD
SUPERINTENDENT
WARNER UNIFIED SCHOOL DISTRICT

EXHIBIT A

Payment Year	Payment Balance	Amount Due for Annual Payments	Amount Forgiven to Annual Payment Due to Good Behavior for Prior Year	Annual Payment Due (After Forgiveness)	Amount Paid to Date through Annual Payment	Total Amount Due Over Term of Agreement Based Upon Breach of Good Behavior During Subject Year
Year 1 (2019) (2019 Payment to be made by 2/28/20)	\$105,000.00	N/A	N/A	\$16,607.00	\$16,607.00	N/A
Year 2 (2020)	\$88,393.00	\$9,821.44	\$3,838.22	\$5,983.22	\$22,590.22	\$26,428.44
Year 3 (2021)	\$78,571.56	\$9,821.44	\$3,838.22	\$5,983.22	\$28,573.44	\$36,249.88
Year 4 (2022)	\$68,750.12	\$9,821.44	\$3,838.22	\$5,983.22	\$34,556.66	\$46,071.32
Year 5 (2023)	\$58,928.68	\$9,821.44	\$3,838.22	\$5,983.22	\$40,539.88	\$55,892.76
Year 6 (2024)	\$49,107.24	\$9,821.44	\$3,838.22	\$5,983.22	\$46,523.10	\$65,714.20
Year 7 (2025)	\$39,285.80	\$9,821.44	\$3,838.22	\$5,983.22	\$52,506.32	\$75,535.64
Year 8 (2026)	\$29,464.36	\$9,821.44	\$3,838.22	\$5,983.22	\$58,489.54	\$85,357.08
Year 9 (2027)	\$19,642.92	\$9,821.44	\$3,838.22	\$5,983.22	\$64,472.76	\$95,178.52
Year 10 (2028)	\$9,821.48	\$9,821.44	\$3,838.22	\$5,983.22	\$70,455.98	\$104,999.96

----- Forwarded message -----

From: **Dr. Ron Koenig** <ch_koenig@hotmail.com>

Date: Fri, Jul 5, 2019 at 11:32 AM

Subject: Employee Complaint and Alert (Brown Dossier)

To: rnewman@alpineschools.net <rnewman@alpineschools.net>, miyashirod@cajonvalley.net <miyashirod@cajonvalley.net>, jill.vinson@cardiffschools.com <jill.vinson@cardiffschools.com>, larry.perondi@dehesasd.net <larry.perondi@dehesasd.net>, hmcclurg@dmusd.org <hmcclurg@dmusd.org>, andree.grey@eusd.net <andree.grey@eusd.net>, libarra@eusd.org <libarra@eusd.org>, csingh@fuesd.k12.ca.us <csingh@fuesd.k12.ca.us>, lbystedt@jdusd.org <lbystedt@jdusd.org>, brian.duffy@juesd.net <brian.duffy@juesd.net>, david.feliciano@lmsvschools.org <david.feliciano@lmsvschools.org>, ajohnsen@lsusd.net <ajohnsen@lsusd.net>, ebalakian@lemongrovesd.net <ebalakian@lemongrovesd.net>, superintendent@nsd.us <superintendent@nsd.us>, dtstripi@rsf.k12.ca.us <dtstripi@rsf.k12.ca.us>, mark.burroughs@sanpasqualunion.net <mark.burroughs@sanpasqualunion.net>, gina.potter@sysd.k12.ca.us <gina.potter@sysd.k12.ca.us>, kristin.baranski@santeesd.net

[<kristin.baranski@santeesd.net>](mailto:kristin.baranski@santeesd.net), [<jodeebrentlinger@sbsd.k12.ca.us>](mailto:jodeebrentlinger@sbsd.k12.ca.us)
[<jodeebrentlinger@sbsd.k12.ca.us>](mailto:jodeebrentlinger@sbsd.k12.ca.us), [<kmcnamara@sbusd.org>](mailto:kmcnamara@sbusd.org),
[<julie@svesd.net>](mailto:julie@svesd.net), [<mkoeppe@vallecitosssd.net>](mailto:mkoeppe@vallecitosssd.net),
[<astaffieri@euhsd.org>](mailto:astaffieri@euhsd.org), [<igarzagonzalez@fuhd.net>](mailto:igarzagonzalez@fuhd.net)
[<igarzagonzalez@fuhd.net>](mailto:igarzagonzalez@fuhd.net), [<tglover@guhsd.net>](mailto:tglover@guhsd.net), [<phefflin@juhsd.org>](mailto:phefflin@juhsd.org),
[<robert.haley@sduhsd.net>](mailto:robert.haley@sduhsd.net),
[<karen.janney@sweetwaterschools.org>](mailto:karen.janney@sweetwaterschools.org),
[<david.jones@bonsallusd.com>](mailto:david.jones@bonsallusd.com), [<bchurchill@carlsbadusd.net>](mailto:bchurchill@carlsbadusd.net),
[<kmueller@coronadousd.net>](mailto:kmueller@coronadousd.net),
[<kathy.granger@meusd.k12.ca.us>](mailto:kathy.granger@meusd.k12.ca.us), [<julie.vitale@oside.us>](mailto:julie.vitale@oside.us),
[<mkinphelps@powayusd.com>](mailto:mkinphelps@powayusd.com),
[<tgrace@ramonausd.net>](mailto:tgrace@ramonausd.net), [<cmarten@sandi.net>](mailto:cmarten@sandi.net),
[<carmen.garcia@smusd.org>](mailto:carmen.garcia@smusd.org), [<mccowan.ro@vcpusd.org>](mailto:mccowan.ro@vcpusd.org),
[<lindakimble@vistausd.org>](mailto:lindakimble@vistausd.org)
Cc: [<pmcgraw@temeculaprep.com>](mailto:pmcgraw@temeculaprep.com), [<dcoats@temeculaprep.com>](mailto:dcoats@temeculaprep.com),
[<jrussell@temeculaprep.com>](mailto:jrussell@temeculaprep.com),
[<tmoore@temeculaprep.com>](mailto:tmoore@temeculaprep.com), [<bbrossman@temeculaprep.com>](mailto:bbrossman@temeculaprep.com),
[<rick.shea@sdcoe.net>](mailto:rick.shea@sdcoe.net),
[<alicia.munoz@sdcoe.net>](mailto:alicia.munoz@sdcoe.net), [<guadalupe.gonzalez@sdcoe.net>](mailto:guadalupe.gonzalez@sdcoe.net),
[<mark.powell@sdcoe.net>](mailto:mark.powell@sdcoe.net),
[<bhale@rcoe.us>](mailto:bhale@rcoe.us), [<rcurtis@rcoe.us>](mailto:rcurtis@rcoe.us), [<kjcousins@rcoe.us>](mailto:kjcousins@rcoe.us),
[<bdennis@rcoe.us>](mailto:bdennis@rcoe.us), [<srainey@rcoe.us>](mailto:srainey@rcoe.us),
[<efromero@rcoe.us>](mailto:efromero@rcoe.us), [<wtucker@rcoe.us>](mailto:wtucker@rcoe.us),
[<shinkson@tvusd.k12.ca.us>](mailto:shinkson@tvusd.k12.ca.us),
[<bbrosch@tvusd.k12.ca.us>](mailto:bbrosch@tvusd.k12.ca.us), [<askumawitz@tvusd.k12.ca.us>](mailto:askumawitz@tvusd.k12.ca.us),
[<ldarling@tvusd.k12.ca.us>](mailto:ldarling@tvusd.k12.ca.us), [<krutz-robbs@tvusd.k12.ca.us>](mailto:krutz-robbs@tvusd.k12.ca.us),
[<xavier.becerra@doj.ca.gov>](mailto:xavier.becerra@doj.ca.gov),
[<info@acsa.org>](mailto:info@acsa.org), [<sfarland@csba.org>](mailto:sfarland@csba.org),
[<eheins@cta.org>](mailto:eheins@cta.org), [<paul.gothold@sdcoe.net>](mailto:paul.gothold@sdcoe.net),
[<jdwhite@rcoe.us>](mailto:jdwhite@rcoe.us), [<info@temeculaprep.com>](mailto:info@temeculaprep.com),
[<tritter@tvusd.k12.ca.us>](mailto:tritter@tvusd.k12.ca.us), David Bantz
[<dabantz@hotmail.com>](mailto:dabantz@hotmail.com), Tammie McGill [<tammie9644@gmail.com>](mailto:tammie9644@gmail.com), danielle koenig
[<daniellepkoenig@gmail.com>](mailto:daniellepkoenig@gmail.com), [<sbe@cde.ca.gov>](mailto:sbe@cde.ca.gov), Dr. Ron Koenig
[<ch_koenig@hotmail.com>](mailto:ch_koenig@hotmail.com)

Dear District Superintendents of San Diego County,

The attached documents include crucial evidence of improprieties that have occurred and there has yet been any form of accountability for the illegal and unethical actions of Melissa Brown and the Warner Unified School District.

In addition, critical concerns remain relative to the law firms employed that have acted with its self-serving motives and that have destroyed my retirement as you will read in the **Brown Dossier**. For example;

- Chris Keeler (Fagen, Friedman, and Fulfroost) represented the Warner District and promised me paid health insurance benefits until age 65, citing Ed Code 53260 as the basis or foundation for receiving said benefits. An email that is included in the **Brown Dossier** will substantiate this premise.
- Subsequently, Melissa Brown, represented by Lozano Smith canceled my health insurance (and my wife's health insurance as well), citing Ed Code 53260 as the basis or foundation for canceling said health insurance. The WUSD paid my health insurance

premium as contractually agreed for approximately 18 months before canceling our health insurance. Lozano Smith and Brown DEMANDED that I pay the District for the premiums paid from 1/1/13 – 10/24/14 by the District as per the contractual agreement.

- Did Keeler conspire with the WUSD to promise me (via Termination without Cause Contract) paid health insurance until age 65 and then knowingly supported the District's unethical and/or illegal cancellation of said health insurance after the contractual agreement was signed?
- Did Melissa Brown retaliate against me after she became the WUSD Superintendent by unilaterally canceling my health insurance (WITHOUT BOARD ACTION), resulting in my financial demise at the time of my retirement?
- Was I terminated illegally when the WUSD Board President essentially fired me as soon as he discovered (WITHIN 30-DAYS) that I was going to recommend Brown's termination as the District's assistant principal and middle school math teacher?
- Was I terminated illegally when the Board President discovered that I had a life-threatening medical condition?
- Has the San Diego County Office of Education turned its back on me after ten years of highly successful service for the students in the Warner District, which has now destroyed me financially via legal costs and personal payment of health insurance premiums during my retirement years?

I STRONGLY encourage each of you to read each of the attached documents carefully. Each of you is as vulnerable as I was when these egregious actions were taken by Brown, Keeler, Lozano Smith, and the Warner Board of Education. If this can happen to me, it can happen to you!

The attachments provide evidence of the **Brown Dossier Formal Complaint and Alert** via email dated May 3, 2019 (attached) being submitted to the identified California agencies for their review, investigation, and verification of its accuracy.

The **Brown Dossier** advised California agencies of inappropriate actions taken by Melissa Adrid Brown, which included violations of California Education Code, California State Law, and the California Educators' Professional Standards and Ethics; and

The **Brown Dossier** provides evidence of specific improprieties and/or illegalities that include but are not limited to:

- Knowingly and willingly placing students in harms' way,
- Obstruction of Justice,
- Violations of IDEA laws and regulations, and United States' Civil Rights,
- Fraud and/or forgery,
- Abuse of power by a public school administrator, and
- Illegal, strategic termination of an administrator to cover-up or conceal illegal activity; and

There is no evidence that the **Brown Dossier** has EVER been fully investigated and Brown has yet to be held accountable for the actions taken as described within the **Brown Dossier**.

You/your organization are responsible to the California residents for the oversight and accountability of California Educators.

It has been approximately 60-days since the **Brown Dossier** was submitted via email to the identified California agencies and to date;

- Dr. Ron Koenig has NOT received any rebuttal, denial, disproof, confutation, or specific evidence that would prove the **Brown Dossier** inaccurate in any way,
- Dr. Ron Koenig has NOT received any request for additional time to fully investigate the **Brown Dossier**, and
- Dr. Ron Koenig has maintained a level of discretion that has thus far limited the **Brown Dossier's** exposure to the 'educational community'; and

I request that you/your organization fully vet the information contained within the **Brown Dossier**.

This submission is the next phase of a systematic dissemination of the Brown Dossier to every interested and affected citizen in the State of California.

Respectfully,

Ron Koenig

Ron Koenig, Ed.D.

From: Dr. Ron Koenig <ch_koenig@hotmail.com>

Sent: Tuesday, June 25, 2019 6:50 AM

To: pmcgraw@temeculaprep.com; dcoats@temeculaprep.com; jrussell@temeculaprep.com; tmoore@temeculaprep.com; bbrossman@temeculaprep.com

Cc: paulette.donnellon@sdcoe.net; rick.shea@sdcoe.net; alicia.munoz@sdcoe.net; guadalupe.gonzalez@sdcoe.net; mark.powell@sdcoe.net; bhale@rcoe.us; rcurtis@rcoe.us; kicousins@rcoe.us; bdennis@rcoe.us; srainey@rcoe.us; efromero@rcoe.us; wtucker@rcoe.us; shinkson@tvusd.k12.ca.us; bbrosch@tvusd.k12.ca.us; askumawitz@tvusd.k12.ca.us; ldarling@tvusd.k12.ca.us; krutz-robbins@tvusd.k12.ca.us; xavier.becerra@doj.ca.gov; info@acsa.org; sfarland@csba.org; eheins@cta.org; paul.gothold@sdcoe.net; jdwhite@rcoe.us; pmcgraw@temeculaprep.com; dcoats@temeculaprep.com; tmoore@temeculaprep.com; jrussell@temeculaprep.com; info@temeculaprep.com; krutz-robbins@tvusd.k12.ca.us; tritter@tvusd.k12.ca.us; David Bantz; Tammie McGill; danielle koenig; Dr. Ron Koenig; sbe@cde.ca.gov; sbe@cde.ca.gov

Subject: Fw: Employee Complaint and Alert (Brown Dossier)

From: Dr. Ron Koenig <ch_koenig@hotmail.com>

Sent: Monday, June 24, 2019 11:11 AM

To: paulette.donnellon@sdcoe.net; rick.shea@sdcoe.net; alicia.munoz@sdcoe.net; guadalupe.gonzalez@sdcoe.net; mark.powell@sdcoe.net; bhale@rcoe.us; rcurtis@rcoe.us; kicousins@rcoe.us; bdennis@rcoe.us; srainey@rcoe.us; efromero@rcoe.us; wtucker@rcoe.us; shinkson@tvusd.k12.ca.us; brosch@tvusd.k12.ca.us; askumawitz@tvusd.k12.ca.us; ldarling@tvusd.k12.ca.us; krutz-robbins@tvusd.k12.ca.us

Cc: Tony@TonyThurmond.com; xavier.becerra@doj.ca.gov; info@acsa.org; sfarland@csba.org; eheins@cta.org; paul.gothold@sdcoe.net; jdwhite@rcoe.us; pmcgraw@temeculaprep.com; dcoats@temeculaprep.com; tmoore@temeculaprep.com; jrussell@temeculaprep.com; info@temeculaprep.com; krutz-robbins@tvusd.k12.ca.us; tritter@tvusd.k12.ca.us; David Bantz; Tammie McGill; danielle koenig; Dr. Ron Koenig

Subject: Re: Employee Complaint and Alert (Brown Dossier)

Dear Leaders of Oversight and Accountability,

The attachments provide evidence of the **Brown Dossier Formal Complaint and Alert** via email dated May 3, 2019 (attached) being submitted to the identified California agencies for their review, investigation, and verification of its accuracy.

The **Brown Dossier** advised California agencies of inappropriate actions taken by Melissa Adrid Brown, which included violations of California Education Code, California State Law, and the California Educators' Professional Standards and Ethics; and

The **Brown Dossier** provides evidence of specific improprieties and/or illegalities that include but are not limited to:

- Knowingly and willingly placing students in harms' way,
- Obstruction of Justice,
- Violations of IDEA laws and regulations, and United States' Civil Rights,
- Fraud and/or forgery,
- Abuse of power by a public school administrator, and
- Illegal, strategic termination of an administrator to cover-up or conceal illegal activity; and

There is no evidence that the **Brown Dossier** has EVER been fully investigated and Brown has yet to be held accountable for the actions taken as described within the **Brown Dossier**.

You/your organization are responsible to the California residents for the oversight and accountability of California Educators.

It has been approximately 45-days since the **Brown Dossier** was submitted via email to the identified California agencies and to date;

- Dr. Ron Koenig has NOT received any rebuttal, denial, disproof, confutation, or specific evidence that would prove the **Brown Dossier** inaccurate in any way,
- Dr. Ron Koenig has NOT received any request for additional time to fully investigate the **Brown Dossier**, and
- Dr. Ron Koenig has maintained a level of discretion that has thus far limited the **Brown Dossier's** exposure to the 'educational community'; and

I request that you/your organization fully vet the information contained within the **Brown Dossier**.

This submission is the next phase of a systematic dissemination of the Brown Dossier to every interested and affected citizen in the State of California.

Respectfully.

Ron Koenig

Ron Koenig, Ed.D.

From: Dr. Ron Koenig <ch_koenig@hotmail.com>

Sent: Thursday, May 30, 2019 3:20 PM

To: sbe@cde.ca.gov

Cc: Tony@TonyThurmond.com; xavier.becerra@doj.ca.gov; info@acsa.org; sfarland@csba.org; eheins@cta.org; paul.gothold@sdcoe.net; jdwhite@rcoe.us; pmcgraw@temeculaprep.com; dcoats@temeculaprep.com; tmoore@temeculaprep.com; jrussell@temeculaprep.com; info@temeculaprep.com; krutz-robbins@tvusd.k12.ca.us; tritter@tvusd.k12.ca.us; David Bantz; Tammie McGill; daniellepkoenig@gmail.com; Dr. Ron Koenig

Subject: Re: Employee Complaint and Alert (Brown Dossier)

Dear Leaders of Oversight and Accountability,

WHEREAS, you/your organization received the **Brown Dossier Formal Complaint and Alert** via email dated May 3, 2019 (attached); and

WHEREAS, within the **Brown Dossier**, you/your organization were advised of inappropriate actions taken by Melissa Adrid Brown, which included violations of California Education Code, California State Law, and the California Educators' Professional Standards and Ethics; and

WHEREAS, the **Brown Dossier** provides evidence of specific improprieties and/or illegalities that include but are not limited to:

- Knowingly and willingly placing students in harms' way,
- Obstruction of Justice,
- Violations of IDEA laws and regulations, and United States' Civil Rights,
- Fraud and/or forgery,
- Abuse of power by a public school administrator, and
- Illegal, strategic termination of an administrator to cover-up or conceal illegal activity; and
-

WHEREAS, the **Brown Dossier** has NEVER been fully investigated and Brown has yet to be held accountable for the actions taken as described within the **Brown Dossier**; and

WHEREAS, you/your organization are responsible to the California residents for the oversight and accountability of California Educators; and

WHEREAS, the purpose of the submission of the **Brown Dossier** to you/your organization as a Formal Complaint and Alert was to request a thorough and complete investigation of all elements contained within the **Brown Dossier**; and

WHEREAS, it has been approximately 30-days since you/your organization received the **Brown Dossier**, and the following is fact; since May 3, 2019,

- Dr. Ron Koenig has NOT received any rebuttal, denial, disproof, confutation, or specific evidence that would prove the **Brown Dossier** inaccurate in any way,
- Dr. Ron Koenig has NOT received any request for additional time to fully investigate the **Brown Dossier**, and
- Dr. Ron Koenig has maintained a level of discretion that has thus far limited the **Brown Dossier's** exposure to the 'educational community'; and

WHEREAS, California residents have a reasonable expectation that you/your organization WILL provide oversight and accountability of our California educators; and

WHEREAS, California students have a reasonable expectation that you/your organization WILL protect said students from the inappropriate actions of those educators who demonstrate poor judgement and/or poor character and/or violations of Ed Code and State Law as well as the enforcement of the California Educators' Professional Standards and Ethics; and

WHEREAS, you/your failure to effectively provide oversight and accountability places California students in potential harm's way.

NOW, THEREFORE BE IT RESOLVED, that you/your organization have been asked to fully vet the information contained within the **Brown Dossier**; and

THEREFORE BE IT RESOLVED, that you/your organization have had the opportunity to review, investigate, and formulate summative decisions on the legalities and appropriateness of Brown's actions detailed in the **Brown Dossier**; and

THEREFORE BE IT RESOLVED, that void or absent any response by you/your organization to this request for a thorough and complete investigation of the **Brown Dossier** WILL be interpreted as an unrestricted approval for the **Brown Dossier** to be made available for Public Consumption; and

THEREFORE BE IT RESOLVED, that you/your organization WILL preserve all evidence, whether it be digital or otherwise, for future Public Records Request, which will serve to memorialize you/your actions relative to your receipt of the **Brown Dossier**.

IT IS THEREFORE CONCLUDED, that you/your organization are hereby notified that this memorandum will serve as evidence that Dr. Ron Koenig made a concerted effort to restrict the information contained within the **Brown Dossier** to the education community prior to said documents being made available to the residents of California and all others who may have an interest in protecting the safety and welfare of our students, parents, school employees, and community members.

SUMMARY, void/absent any response from you/your organization, or void/absent any notice of any action taken by you/your organization relative to the **Brown Dossier** by no later than June 15, 2019 WILL be interpreted as YOUR full and complete acceptance of responsibility for said material submitted as described to be disseminated to the public; **The Brown Dossier**.

Respectfully,

Ron Koenig

Ron Koenig, Ed.D.

From: Dr. Ron Koenig <ch_koenig@hotmail.com>
Sent: Friday, May 3, 2019 11:03 AM
To: sbe@cde.ca.gov

Cc: Tony@TonyThurmond.com; xavier.becerra@doj.ca.gov; info@acsa.org; sfarland@csba.org; eheins@cta.org; paul.gothold@sdcoe.net; jdwhite@rcoe.us; pmcgraw@temeculaprep.com; dcoats@temeculaprep.com; tmoore@temeculaprep.com; jrussell@temeculaprep.com; info@temeculaprep.com; krutz-robbins@tvusd.k12.ca.us; tritter@tvusd.k12.ca.us; David Bantz; Tammie McGill; daniellepkoenig@gmail.com; Dr. Ron Koenig
Subject: Employee Complaint and Alert (Brown Dossier)

Dear Leaders of Oversight and Accountability,

As an elected official or tax-funded employee of our representative democracy, you are responsible for the oversight and accountability of our public school employees and all of their actions while serving the students, parents, and communities in which we live. I submit this **Formal Complaint and Alert** in the form of the Melissa Brown Dossier (Brown Dossier), which contains compelling evidence of the following (Attachment):

- Knowingly and willingly placing students in harms' way,
- Obstruction of Justice,
- Violations of IDEA laws and regulations, and United States' Civil Rights,
- Fraud and/or forgery,
- Abuse of power by a public school administrator,
- Illegal, strategic termination of an administrator to cover-up or conceal illegal activity,
- And, extraordinary failures to uphold Educators' Professional Standards and Ethics.

This submissive has been previously provided to the California Commission on Teacher Credentialing (CCTC). In subsequent reports to your office(s), the process, methods, sources, and an analytical analysis of the CCTC will be examined as it pertains to this Complaint and Alert.

As a direct result of the crimes committed and the abuse of power taken by a tax-funded public school administrator (Brown), tens if not hundreds of thousands of dollars in the form of attorneys' fees, court costs, and miscellaneous expenses were wasted in defending the actions of said administrator detailed in the Brown Dossier.

Every parent, every teacher, every school administrator, every organization and every elected school board member should be alarmed by the Brown Dossier.

Reprehensible and irrevocable actions taken by Brown demonstrate her unacceptable personal and professional ethics and judgement. In short, parents should have the opportunity to examine the details of Brown's illegal, unethical, and malleolus retaliation against her previous supervisor.

All attorneys involved in these matters will be referred to the California Bar Association for further review of their involvement.

I request and strongly recommend a thorough and complete investigation of all matters contained within the Brown Dossier.

My professional record is on file for all to see. As an educator since 1979 and a school administrator since 1991, I stand behind the Brown Dossier as truthful and transparent. You can find me on Linked In (Ron Koenig) and Twitter (@DrRkoenig).

I will respond to your questions via email to ensure accuracy and clarity.

Please respond that you have read the Brown Dossier and what subsequent action you or your organization will pursue to rectify this incredible injustice.

Respectfully,

Ron Koenig

Ron Koenig, Ed.D.

--

Rich Newman, Ed.D.
Proud Superintendent
Alpine Union School District
The Destination District of East County
(619) 445-3236

1 Sloan R. Simmons, State Bar No. 233752
Mark K. Kitabayashi, State Bar No. 125822

2 **LOZANO SMITH**

One Capitol Mall, Suite 640

3 Sacramento, CA 95814

Telephone: (916) 329-7433

4 Facsimile: (916) 329-9050

5 Attorneys for Defendant

6 **WARNER UNIFIED SCHOOL DISTRICT**

7
8 **SUPERIOR COURT OF THE STATE OF CALIFORNIA**

9 **COUNTY OF SAN DIEGO**

10
11 **RON KOENIG,**

12 **Plaintiff,**

13 **vs.**

14 **WARNER UNIFIED SCHOOL DISTRICT,**

15 **Defendant.**

Case No. 37-2015-00015380-CU-CO-CTL

**STIPULATION RE: JUDGMENT,
RETENTION OF JURISDICTION, AND
DISMISSAL; AND [PROPOSED ORDER]**

RECITALS

IT IS HEREBY STIPULATED by and between Plaintiff and Cross-Defendant RON KOENIG ("Plaintiff") and Defendant and Cross-Complainant WARNER UNIFIED SCHOOL DISTRICT ("District") (collectively, the "Parties" or "Party") through their respective attorneys of record, as follows:

1. WHEREAS, on February 11, 2020, the Parties completed execution of a final Settlement Agreement and Release (the "Agreement"), a true and correct copy of which is attached as Exhibit 1 hereto, to resolve all claims, issues, disputes, and appeals in the above-captioned matter of *Koenig v. Warner Unified School District*, pending in the San Diego County Superior Court and bearing Case No. 37-2015-00015380-CU-CO-CTL (the "Action");

2. WHEREAS, the Parties agree that the Agreement is a compromise of all remaining claims, issues and remedies in the Action;

3. WHEREAS, the Agreement provides for the Terms of the Agreement to be incorporated into this Stipulation Re: Judgment Pursuant to Settlement and [Proposed] Order (collectively, the "Stipulation Re: Judgment");

4. WHEREAS, pursuant to paragraph 5 of the Agreement, the Conditions Precedent to the Agreement having been satisfied, the Parties ask that the Court adopt the terms of the Agreement and the Court of Appeal's opinion in Case No. D072463 as the resolution of this Action;

5. WHEREAS, this Stipulation Re: Judgment shall provide for continuing jurisdiction by this Court, pursuant to Code of Civil Procedure section 664.6, to resolve any disputes over the implementation of the Agreement upon the motion of any Party;

6. WHEREAS, the Agreement provides that following the Court's ordering of the retention of jurisdiction to enforce the Agreement, only after such retention of jurisdiction is so ordered, the Court will order dismissal of the Action in its entirety with prejudice;

7. WHEREAS, the Court's jurisdiction over the Agreement shall continue for 11 years from the effective date of the Agreement;

///

///

STIPULATION

THEREFORE, it is hereby STIPULATED and jointly requested by the Parties that the Court retain jurisdiction for a period of 11 years to enforce the Agreement and enter judgment, pursuant to Code of Civil Procedure section 664.6 and this written stipulation, and that the Court thereafter dismiss the Action with prejudice.

1 Dated: February __, 2020

LAW OFFICES OF LEON J. SAAD & ASSOCIATES

2
3 _____
LEON J. SAAD
Attorneys for Plaintiff
4 RON KOENIG

5
6 Dated: February __, 2020

PLAINTIFF AND CROSS-DEFENDANT

7
8 _____
DR. RONALD KOENIG

9
10
11 Dated: February __, 2020

DEFENDANT AND CROSS-COMPLAINANT

12
13 _____
DAVID MACLOED
Superintendent
14 Warner Unified School District

[PROPOSED] ORDER

1
2 1. IT IS HEREBY ORDERED, pursuant to the foregoing Stipulation of the Parties, by and
3 through their respective counsel of record and the Parties' themselves, and this Court having reviewed
4 said Stipulation and being familiar with the record of this case, and GOOD CAUSE APPEARING
5 THEREFORE, that the Court retains jurisdiction to enforce the Parties' fully executed Settlement
6 Agreement pursuant to Code of Civil Procedure section 664.6, for the term set forth in the Agreement.

7 2. IT IS ALSO FURTHER ORDERED, contingent upon the Court's ordered retention of
8 jurisdiction as set forth above, that the Court adopts the parties' Settlement Agreement and Court of
9 Appeals opinion as the resolution of this Action.

10 3. IT IS ALSO FURTHER ORDERED, contingent upon the Court's ordered retention of
11 jurisdiction as set forth above, that the Action is dismissed with prejudice as to all Parties, with the
12 Parties bearing their own costs and attorneys' fees except as otherwise set forth in the Agreement.

13 4. IT IS ALSO FURTHER ORDERED that judgment shall not be entered against Plaintiff
14 unless and until there be a default under the Agreement and such default remains uncured after 7 days
15 written notice to cure and the Court thereafter orders entry of Judgment pursuant to motion made under
16 Code of Civil Procedure section 664.6.

17 5. The Parties each have waived the right to appeal this Order or any judgment resulting
18 from the Stipulation Re: Judgment.

19 6. Service of Notice of Entry of this Order shall be deemed sufficient and valid if made on
20 counsel for the Parties in any manner permitted by the Code of Civil Procedure, including by mail.

21 IT IS SO ORDERED, ADJUDGED AND DECREED.

22 DATED: February ____, 2020

23 _____
24 Judge of the Superior Court