

SAUSD Board of Education Warrant Listing

April 04, 2011

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84150518	Special Ed: Workability I LEA	SPECIAL EDUCATION	\$34,716.75
	Special Education	ADAMS ELEMENTARY SCHOOL	
		PSYCHOLOGICAL SERVICES/APE	
		SPEECH & LANGUAGE	
	Two-Way Digital ITFS Licensee Revenue	TECHNOLOGY	
	Unrestricted - CAHSEE Intensive (7055)	CENTURY HIGH SCHOOL	
	Unrestricted - Community Day Schools (2430)	COMMUNITY DAY HIGH SCHOOL	
	REVOLVING CASH FUND		
	ARRA State Fiscal Stabilization Funds (SFSF)	DEPUTY SUPERINTENDENT'S OFFICE	
	Title 1	SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		VALLEY HIGH SCHOOL	
	Child Nutrition: Healthy Active Families	SPECIAL PROJECTS/WELLNESS	
	Donations (Miscellaneous)	SIERRA PREPARATORY ACADEMY	
	Economic Impact Aid-LEP	CENTURY HIGH SCHOOL	
		SIERRA PREPARATORY ACADEMY	
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
		CENTURY HIGH SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
84150533	Ongoing & Major Maintenance Account	SADDLEBACK HIGH SCHOOL	\$33,552.37
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
		VALLEY HIGH SCHOOL	
		BUILDING SERVICES	
	SOUTHWEST SCHOOL AND OFFICE SUPPLY		
	Fund 01 General Fund	PURCHASING DEPARTMENT	
		WALKER ELEMENTARY SCHOOL	
		WAREHOUSE AND DELIVERY	

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84150544	THINK TOGETHER		\$61,380.00

IASA: Title I Basic Grants Low-Income and Neglected, Part A
STUDENT ACHIEVEMENT

FUND 24 SAUSD GO Bond, 2008 Election, Series A Building Fund

84150439	AT&T		\$480,738.97
	SAUSD GO Bond, 2008 Election, Series A Building Fund	CARR INTERMEDIATE SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	

FUND 26 Measure G Bond

84150329	ACC CONTRACTORS, INC.		\$901,343.59
	Measure G Bond	SIERRA PREPARATORY ACADEMY	
84150444	USS CAL BUILDERS, INC.		\$51,030.00
	Measure G Bond	SANTA ANA HIGH SCHOOL	
84150445	WESTSIDE ELECTRIC		\$33,466.50
	Measure G Bond	SANTA ANA HIGH SCHOOL	

FUND 35 COUNTY SCHOOL FACILITIES FUND

84150447	ALPHA MECHANICAL HEATING & AIR CONDITIONING, INC.		\$43,263.61
	OPSC School Facilities Bond Projects	SPURGEON INTERMEDIATE SCHOOL	

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84150449	GOULD ELECTRIC, INC OPSC School Facilities Bond Projects	SPURGEON INTERMEDIATE SCHOOL	\$104,517.00
84150455	RHINO CONSTRUCTION SERVICE OPSC School Facilities Bond Projects	SIERRA PREPARATORY ACADEMY	\$25,158.60
FUND 40 Special Reserve Fund			
84150460	WOLVERINE FENCE COMPANY, INC. Fund 40 Special Reserve Fund	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$42,000.00
FUND 13 CAFETERIA FUND			
84150462	A & R WHOLESALE DISTRIBUTORS Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL CENTURY HIGH SCHOOL FOOD 4 THOUGHT GODINEZ FUNDAMENTAL HIGH SCHOOL LATHROP INTERMEDIATE SCHOOL MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL MCFADDEN INTERMEDIATE SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL SADDLEBACK HIGH SCHOOL SANTA ANA HIGH SCHOOL SEGERSTROM HIGH SCHOOL SIERRA PREPARATORY ACADEMY SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL VILLA FUNDAMENTAL INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL	\$56,004.23

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84150466	ASR FOOD DISTRIBUTORS INC Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL CENTURY HIGH SCHOOL FOOD 4 THOUGHT GODINEZ FUNDAMENTAL HIGH SCHOOL LATHROP INTERMEDIATE SCHOOL MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL MCFADDEN INTERMEDIATE SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL SADDLEBACK HIGH SCHOOL SANTA ANA HIGH SCHOOL SEGERSTROM HIGH SCHOOL SIERRA PREPARATORY ACADEMY SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL VILLA FUNDAMENTAL INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL	\$58,850.36

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84150472	DRIFTWOOD DAIRY		\$33,105.53
	Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL	
		CENTURY HIGH SCHOOL	
		FOOD 4 THOUGHT	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		SPURGEON INTERMEDIATE SCHOOL	
		VALLEY HIGH SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	
84150481	NEWPORT FARMS		\$36,920.41
	Child Nutrition: School Programs	FOOD 4 THOUGHT	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84150486	US FOODSERVICE INC Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL CENTURY HIGH SCHOOL FOOD 4 THOUGHT GODINEZ FUNDAMENTAL HIGH SCHOOL LATHROP INTERMEDIATE SCHOOL MCFADDEN INTERMEDIATE SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL SADDLEBACK HIGH SCHOOL SANTA ANA HIGH SCHOOL SEGERSTROM HIGH SCHOOL SIERRA PREPARATORY ACADEMY SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL VILLA FUNDAMENTAL INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL	\$95,712.77

Grand Total : **\$2,660,004.61**

AGENDA ITEM BACKUP SHEET
April 12, 2011

Board Meeting

TITLE: Approval of Listing of Agreements/Contracts With Santa Ana Unified School District and Various Consultants Submitted for Period of March 9, 2011 Through March 22, 2011

ITEM: Consent

SUBMITTED BY: Michael P. Bishop, Sr., CBO, Associate Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Manager, Purchasing

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the listing of agreements/contracts with Santa Ana Unified School District and various consultants submitted for the period of March 9, 2011 through March 22, 2011.

RATIONALE:

Consultants have been requested by various sites to enhance educational programs and professional staff development for the District staff.

The attached list shows various consultants that will provide services throughout the District. A detailed list is attached for consultants under \$250,000.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the listing of agreements/contracts with the Santa Ana Unified School District and various consultants submitted for the period of March 9, 2011 through March 22, 2011.

2010-11 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Educational Services Department
April 12, 2011

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
1.	Gerardo Balcazar dba Diseno Health Education	Consultant will provide Parent Education workshops for Romero-Cruz Elementary School.		Title I	\$1,000.00	114053
2.	Gerardo Balcazar dba Diseno Health Education	Consultant will provide parenting classes on discipline for Roosevelt Elementary School.		Title I	\$3,262.50	114599
3.	Eddie Garcia, Choreographer	Consultant will provide lecture and real-world experiences of choreography to the Dance Team and Advanced Drama Class of Santa Ana High School.		SIG	\$500.00	115149
4.	Griffin Center for Inspired Instruction	Consultant will provide summative evaluation and formative support for the professional development of the Arts Educators Program Grant.		General	\$5,650.00	115558
5.	Pearson	Consultant to provide professional services for staff training on Master Scheduling.		CAHSEE	\$5,400.00	115574

2010-11 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Business Services Department
April 12, 2011

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
1.	Timothy P. Creyaufmiller RATIFICATION	Consultant to provide professional services for Board member.		General Fund	\$1,590.00	115239
2.	Governmental Financial Strategies, Inc.	Increase to PO #265323. Consultant will provide financial advice and reports on District cash flow and/or debt financing related to GOB Bonds, COPs, QZABs, etc., on "as needed" basis.	X	General Fund	\$5,000.00	115400
3.	Standard & Poor's	Bond rating services rendered in connection with 2010-11 mid-year TRANS issuance.		General Fund	\$5,550.00	115543
4.	Parker & Covert LLP	Legal services provided for review of documents for proposed 2010-11 TRANS and preparation of opinion on behalf of SAUSD.		General Fund	\$1,000.00	115545

2010/2011 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Office of the Deputy Superintendent
April 12, 2011

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
1.	Hazard, Young, Attea & Associates	Consultant will provide recruitment and search services for highly qualified candidates for the position of superintendent.		General Fund	\$33,500.00	115145

2010-11 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Facilities and Governmental Relations Department
April 12, 2011

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
1.	John A. Millen, Inspector of- Record/Project Inspector John Millen Inspection Services RATIFICATION	Consultant will provide DSA Inspection Services for Construction Projects at MacArthur Fundamental School and Saddleback High School.		Fund 27 – (QSCB) Fund 29 – (BAB)	\$36,000.00	115549

AGENDA ITEM BACKUP SHEET**April 12, 2011****Board Meeting**

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claim
Against District – File No. 11-92109 MH

ITEM: Consent

SUBMITTED BY:  Michael P. Bishop, Sr., CBO, Associate Superintendent, Business Services

PREPARED BY: Camille Boden, Executive Director of Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to reject the Government Code §910 and §910.2 claim against the District, File No. 11-92109 MH.

DESCRIPTION OF DAMAGE/INJURY:

Claimant-contractor seeking payment for stolen District issued warrants in the amount of \$3,361.66.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve recommendation to reject Government Code §910 and §910.2 claim filed by File No. 11-92109 MH against the District.

AGENDA ITEM BACKUP SHEET
April 12, 2011

1.12

Board Meeting

TITLE: **Acceptance of Completion of Contract for Bid Package No. 402.3 for Electrical at Santa Ana High School Under Emergency Repair Program**

ITEM: **Consent** 
SUBMITTED BY: **Joe Dixon, Assistant Superintendent, Facilities & Governmental Relations**

PREPARED BY: **Todd Butcher, Director of Construction**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board acceptance of completion of a contract for Bid Package No. 402.3 for an Emergency Repair Program project at Santa Ana High School. The work has been completed in accordance with the terms of the contract.

RATIONALE:

At its April 27, 2010 meeting, the Board awarded Bid Package 402.3 for electrical project at Santa Ana High School. The District has received close-out confirmation from the Construction Manager and the work has been completed in accordance with the terms of the contract. Per Public Contract Code, Section 9201-9203 requires the local agency to withhold retention from their contract price until final completion and acceptance of the project. **Bid Package was within budget and there were no change orders.**

Bid Package	School	Amount	10% Retention	Contractor
402.3 Electrical	Santa Ana HS	\$1,300,000	\$130,000	MDE Group, Inc.

FUNDING:

Emergency Repair Program Grant: \$130,000 (10% retention)

RECOMMENDATION:

Accept the April 12, 2011, completion of contract with MDE Group, Inc. for Bid Package 402.3 for electrical project at Santa Ana High School in the amount of \$130,000 under the Emergency Repair Program.

AGENDA ITEM BACKUP SHEET
April 12, 2011

1.13

Board Meeting

TITLE: **Ratification of Substitute Subcontractor for HVAC at Jackson Elementary School Under Modernization Project**

ITEM: **Consent**

SUBMITTED BY: **Joe Dixon, Assistant Superintendent, Facilities & Governmental Relations**

PREPARED BY: **Todd Butcher, Director of Construction**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification to substitute subcontractor for HVAC at Jackson Elementary School as per Public Contract Code Section 4107, "when the subcontractor listed in the bid, after having had a reasonable opportunity to do so, fails or refuses to execute a written contract or fails or refuses to meet the bond requirement for the scope of work specified." Board approval of subcontractor substitution is not required by code, but is presented for transparency purposes.

RATIONALE:

USS Cal Builders is the listed prime contractor for Jackson Elementary School under the Modernization program. USS Cal Builders has requested the substitution from NKS Mechanical Contracting, Inc. to Iceberg Heating and Air Conditioning as the HVAC contractors due to NKS Mechanical Contracting, Inc. refusal to execute a written contract. The District has followed Public Contract Code Section 4107 by sending notification to NKS Mechanical Contracting, Inc.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify substitute subcontractor for heating, ventilation, and air conditioning, at Jackson Elementary School under the Modernization program.

AGENDA ITEM BACKUP SHEET
April 12, 2011

Board Meeting

TITLE: **Acceptance of Gifts in Accordance With Board Policy 3290 – Gifts, Grants, and Bequests**

ITEM: **Action**



SUBMITTED BY: **Cathie Olsky, Ed.D., Deputy Superintendent**

BACKGROUND INFORMATION:

The purpose of this agenda item is for Board acceptance of gifts, grants, and bequests on behalf of school sites and the District. For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

RATIONALE:

The Board may accept any bequest or gift of money or property on behalf of the District. While greatly appreciating suitable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all District students. The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of District philosophy and operations. If the Board believes the District will be unable to fully satisfy the donor's conditions, the gift shall not be accepted. Gift books and instructional materials shall be accepted only if they meet District criteria. At the Superintendent or designee's discretion, a gift may be used at a particular school.

FUNDING:

Not Applicable

RECOMMENDATION:

Accept gifts in accordance with Board Policy (BP) 3290 – Gifts, Grants, and Bequests.

SANTA ANA UNIFIED SCHOOL DISTRICT
GIFTS RECOMMENDED FOR ACCEPTANCE - April 12, 2011

School:	Gift:	Amount:	Donor:	Used for:
Thorpe Fundamental Elementary		\$ 5,328	Thorpe PTA Ms. Becky Clevenger Santa Ana	Field trips
Sierra Intermediate		\$ 600	R.P.P. Group, DBA Subway No.36125 Mr. Pratik Patel Santa Ana	Washington, D.C. field trip
Century High	20 bunk beds and 20 desks and chairs	\$ 10,000	IKEA of Costa Mesa Ms. Daniela Rivera Costa Mesa	SAVY (Santa Ana Volunteer Youth) students' Christmas baskets
April 12, 2011 donations		\$ 15,928		
2011 Total donations	\$ 120,950	\$136,878		

/eh

For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

AGENDA ITEM BACKUP SHEET**April 12, 2011****Board Meeting**

TITLE: High School Advanced Placement Art History Course for Adoption
(New: For First Reading)

ITEM: Present for First Reading

SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education

PREPARED BY: Edward Winchester, Director, Secondary Student Achievement/Charter Schools



BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board the High School Advanced Placement Art History Course for first reading in accordance with Board Policy (BP) and Administrative Regulation (AR) 6145.5 – Advanced Placement.

RATIONALE:

This Advanced Placement course will introduce students to a full year of college coursework through the intense study of Art History. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look at and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. The main objectives of AP curriculum in Art History are to develop in students:

1. the ability to apply fundamental art and art historical terminology.
2. an appreciation for the process of making and displaying art.
3. an understanding of purpose and function of art.
4. the ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
5. an understanding of cross-cultural and global nature of art.
6. the ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

This course will also prepare students for Advanced Placement Art History exam which is administered in the spring. The course currently meets the "F" requirement for University of California admissions as well as the criteria for Honors/Advanced Placement designation. Students will be encouraged to take the Advanced Placement examination in this subject area.

The following course description is submitted for first reading and will return to Board meeting for adoption on April 26, 2011.

High School Advanced Placement Art History Course.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for first reading.

/lr

Santa Ana Unified School District

Educational Services Division



HIGH SCHOOL COURSE OUTLINE

COURSE OUTLINE:

Advanced Placement Art History

DEPARTMENT:

Visual & Performing Arts

LENGTH OF COURSE

1 Year (Two Semesters)

AVAILABLE TO STUDENTS AT GRADES

Eleven and Twelve

REQUIRED OR ELECTIVE

Elective: Meets graduation requirement for one year VAPA course and the "F" or "G" requirement for University of California admissions. Meets criteria for Advanced Placement designation and extra credit in students' grade point average computation.

KEY ASSIGNMENTS

Advanced Placement Art History is equivalent to the first year of college Art History course work:

- Critically examine history through art production
- Examine, discuss and write about the differences between form, function and style of artworks within a given culture or time period
- Demonstrate in writing mastery of critical analysis of three major art forms (sculpture, architecture and painting) from Western and Nonwestern cultures
- Synthesize the interrelationship of elements and principles of design in visual images
- Convey knowledge of techniques, media and processes of the three major art forms
- Discuss and question authoritatively the characteristics and practices that contribute to a cultural style like the Baroque or Renaissance
- Compare and contrast in writing the differences between Western and Nonwestern art production
- Compare and contrast in writing the differences between art of different media (wood versus stone or painting versus sculpture)
- Analyze the various ways in which patronage influences or controls art production over time
- Memorize the names, dates and locations of more than 300 hundred works of art and architecture

PRE-REQUISITES/CO-REQUISITE

None

METHODS OF INSTRUCTION

Direct Instruction (image lecture)
Socratic Seminar style (peer-to-peer) discussion based on reading
Philosophical Chair style (peer-to-peer) discussion
Small groups (and pair) work for research and presentation projects
Memorization of Cue Cards (facts, dates, names, etc.)
Emphasis on multiple-genre representations to accommodate all learning styles

METHODS OF ASSESSMENT (not exhaustive)

Anticipation guides (opinionnaires) to assess prior knowledge
Tests/quizzes
Class discussion and participation using academic language
Multiple spot checks for understanding (thumbs up/down, repeat back and explain, pair/share, sentence frames/starters)
Formative and summative writing assignments
Process writing (revision and editing) encouraged
AP Test
Benchmarks

TEXTBOOK AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Text: Gardner's Art Through the Ages, 13th edition, ed. Tansey Kleiner (2011).

This text comes with access to an interactive website that contains digital copies of all the art works in the text; students also have access to comprehensive study material (practice quizzes, questions, puzzles and games) to help them memorize names, dates and period styles.

Documentary and instructional videos are critically important for showing artworks, architecture, museums and digital re-builds of ancient cities and/or monuments.

TITLE OF COURSE: AP Art History COURSE OUTLINE AND CURRICULUM

The material for this course is organized chronologically by culture (geographically). Themes examined include: politics, religion, patronage, gender and ethnicity. These themes are basis of examination and discussion for every culture.

Topic # 1.0

TOPIC NAME: Intro: Western versus Nonwestern Art, Birth of Art

KEY CONCEPTS: Basic vocabulary of art and history including Western, Nonwestern, Prehistory, ritual, Paleolithic, Neolithic, BCE, CE

SUGGESTED TIME FRAME: 1 Week

Content Standards addressed: 1.0, 1.1, 4.0, 4.1, 4.3, 3.0, 3.3, 3.4

Topic # 2.0

TOPIC NAME: Ancient Near East Asian Art & Egyptian Art

KEY CONCEPTS: Rise of civilization, religion and the afterlife, patronage, dynasties, gender roles and Hatshepsut, King Tut, Valley of the Kings and Western archaeology

SUGGESTED TIME FRAME: 1 Week

Content Standards addressed: 1.0, 1.1, 4.0, 4.1, 4.3, 3.0, 3.3, 3.4

Topic # 3.0

TOPIC NAME: Aegean and Greek Culture

KEY CONCEPTS: Cycladic, Minoan, Mycenaean cultures, Ancient Troy and the Trojan War, relationship between ancient Persia, Darius and the West, religion, burial practices especially of athletes, the first Olympic games, the golden ratio, architecture, perfection of form, architecture as a symbol of cultural pride, vase painting, Herakles, the Greek hero, lost wax bronze casting process, the Acropolis, the pantheon of Greek gods and goddesses and their relationship to Rome, Elgin marbles, Greek theater, Hellenistic culture and it's relationship to contemporary culture,

SUGGESTED TIME FRAME: 1-2 Weeks

Content Standards addressed: 1.0, 1.1, 4.0, 4.1, 4.3, 3.0, 3.3, 3.4, 5.0, 5.2

TOPIC # 4.0**TOPIC NAME: The Etruscans and Ancient Roman Culture**

KEY CONCEPTS: Differences between Greek and Etruscan culture, especially women, burial practices and how the physical differences in the landscape determine different burial practices, i. e. stone graves versus tumuli or earthen graves; Romulus and Remus myth and the origins of Roman culture, Roman architectural advances including the invention of cement and the creation of the domed space; Roman burial practices, Mt. Vesuvius and Pompeii and Herculaneum, Roman architecture and a visit to the Getty Villa in Malibu, Roman emperors, aqueducts, triumphal arches, amphitheaters (like the Colosseum in Rome); Roman forums; Roman temples, Roman baths, mosaic, Roman territorial expansion and decline; Constantine and the rise of Christianity; catacombs; early book production/painted manuscripts

SUGGESTED TIME FRAME: 1-2 Weeks

Content Standards addressed: 1.0, 1.1, 4.0, 4.1, 4.3, 3.0, 3.3, 3.4, 5.0, 5.1

TOPIC # 5.0**TOPIC NAME: Early Christian, Byzantine, Romanesque & Gothic compare to Islam, Native American and African Arts**

KEY CONCEPTS: Byzantium and Christianity in the East; Hagia Sophia; San Vitale in Ravenna; early bishops and politics; icon production; St. Marks in Venice; spread of Islam at this time and the architectural production in Spain; Olmec, heads, Teotihuacan and ongoing excavations in Mexico City; Mesoamerican ball games; Classical and Post Classical Mexico; Intermediate Area and South American cultures (Chavin, Nasca, etc.); Prehistoric Africa especially masks and architecture; Early Medieval Europe including Sutton Hoo, Lindesfarne; Charlemagne, Hildesheim; Romanesque Europe including pilgrimages, architecture, The Crusades, The Holy Roman Empire, Relics and Cults, Pisa, the Bayeux Tapestry; Gothic Europe including architecture, architectural sculpture, illuminated manuscripts,

SUGGESTED TIME FRAME: 5 Weeks

Content Standards addressed: 1.0, 1.1, 1.4, 4.0, 4.1, 4.3, 3.0, 3.3, 3.4, 5.0, 5.1, 5.2

TOPIC # 6.0**TOPIC NAME:****Early Modern Europe: Renaissance, Baroque, Romanticism, Neoclassicism and Realism**

KEY CONCEPTS: Pre and Early Renaissance, the development of one-point perspective, Giotto, Masaccio, the rise of patronage and control of arts; Northern Europe and the invention of oil painting; Durer and the Northern style versus the South and Italian styles; Medici patronage; Florence; competition in art production; architecture and princely courts; foreshortening; Michelangelo, Leonardo, the High Renaissance; Raphael, St. Peter's Basilica, Titian and Venetian Renaissance; Northern Europe and Spain; El Greco and the Escorial Palace; Bernini; Caravaggio, Gentileschi, Velasquez; Goya; Rubens; Dutch genre painting and *vanitas*; Rembrandt; de la Tour; Chateau de Versailles; St. Paul's London; Gainsborough; Copley; Jefferson's Monticello; Federal buildings in the USA; Courbet; Millet; American landscape painting (Cole and Bierstadt)

SUGGESTED TIME FRAME: 8 Weeks

Content Standards addressed: 1.0, 1.1, 1.5, 1.8, 4.0, 4.1, 4.3, 3.0, 3.1, 3.3, 3.4, 5.0, 5.2

TOPIC # 7.0**TOPIC NAME:****Modern and Contemporary Art and Architecture**

KEY CONCEPTS: Manet; Daumier and the rise of the middle class and critique of the elite class; Impressionism; Paxton's Crystal Palace; Photography; Eiffel's tower; *Japonism*; Post Impressionism; Decorative Arts (Morris, Tiffany); Native American Arts after 1300; Oceania; Tattoo in Polynesia; Africa after 1800; Fauvism; Cubism; Expressionism; Dada; Photography; Degenerate Art and Hitler; Surrealism; WPA and the Great Depression; Bauhaus; Frank Lloyd Wright; Postwar Expressionism; Post Painterly Abstraction; Color Field painting; Light art; Op art; Pop art; other Social and Political art; public funding of the arts; Post Modernism; Christo; Frank Gehry; New Media

SUGGESTED TIME FRAME: 12 Weeks

Content Standards addressed: 1.0, 1.1, 1.5, 1.8, 4.0, 4.1, 4.3, 4.5, 3.0, 3.1, 3.3, 3.4, 5.0, 5.1

AP Art History

	Overarching Standard	Standards	Model Tasks	Tools and Text
Topic #1 through 7 (incl)	<p>1.0 Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p> <p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p>	<p>Develop perceptual skills and visual arts vocabulary 1.1</p> <p>Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p>	<p>Students will:</p> <p>Develop and increasingly large vocabulary for analyzing artistic production within an historical and cultural context</p> <p>Create Cue Cards to help them memorize the names of artists, titles of art works, dates and locations of works of art</p>	<p>Gardner's Art Through The Ages, 13th edition</p> <p>Digital slide library</p> <p>Cue cards</p> <p>Online resources</p> <p>Socratic seminar</p> <p>Philosophical Chairs</p> <p>Think/Write Pair-Share</p>
<p>4.0 Aesthetic Valuing Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p> <p>Students analyze, assess, and derive meaning from works of art, [...] according to the elements of art, the principles of design, and aesthetic qualities</p>	<p>Derive Meaning 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.</p> <p>4.3 Analyze and articulate how society influences the interpretation and message of a work of art</p>	<p>Students will participate in whole class and small group discussion and then write briefly about their understanding and assumptions about art.</p>	<p>Quick write to short answer style prompts that models the AP exam</p> <p>Accession cards used on gallery and museum walls to identify works of art</p>	
3.0 Historical and Cultural Context Understanding the		<p>Diversity of the Visual Arts</p> <p>3.3 Investigate and discuss</p>	<p>Students will visit several local museums (alone and with the group)</p>	

	<p>Historical Contributions and Cultural Dimensions of the Visual Arts</p> <p>Students Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>universal concepts expressed in works of art from diverse cultures.</p> <p>3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art</p>	<p>Observe and then practice using formal analysis of a work of art in the gallery directly in front of the work of art</p> <p>Identify styles of art from notes and previous image lectures</p> <p>Write a formal and stylistic analysis of works of art</p> <p>Discuss speculations about cultural motivation based on style and form of works of art (especially where religious and/or patronage clearly informs the work)</p>	
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AP Art History

Topic	Overarching Standard	Standards	Model Tasks	Tools and Text
Topic #5 Topic Name: Early Christian, Byzantine, Romanesque & Gothic compare to Islam, Native American and African arts Suggested Time Frame: 5 Week	1.0 Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	Analyze Art Elements and Principles of Design 1.4 Research two periods of painting, sculpture, film or other media and discuss their similarities and differences , using the language of the visual arts.	Students will: Choose one Western work and one Nonwestern work of art to compare and contrast; Examine the unique characteristics and motivations that inform each culture. In particular students will examine what makes these cultures similar and what makes them different from their own culture	Gardner's Art Through The Ages, 13 th edition Digital slide library Cue cards Online resources for research Library print media for research Socratic seminar Philosophical Chairs Think/Write Pair-Share Compare/contrast essay practice that models the AP exam

AP Art History

Topic	Overarching Standards	Standards	Model Tasks	Tools and Text
Topics #6 and 7 Topic Name: Topic 6 -Early Modern Europe: Renaissance, Baroque, Romanticism, Neoclassicism and Realism; Topic 7 - Modern and Contemporary Art and Architecture Suggested Time Frame: 12 Weeks.	<p>1.0 Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p> <p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>Analyze Art Elements and Principles of Design 1.5</p> <p>Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture</p> <p>1.8</p> <p>Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style</p> <p>Role and Development of the Visual Arts</p> <p>3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined</p>	<p>Students will:</p> <p>Recognize the differences between Classical, Early Modern and Contemporary art styles</p> <p>Construct a multi-genre/media project in order to present a work of their choice to the class</p> <p>Use correct Art History vocabulary to explain the cultural significance of a work of art to their peers</p> <p>Understand the unique context in which the work was produced by looking at the form and media</p> <p>Complete a written component (with editing and revising)</p>	<p>Gardner's Art Through The Ages, 13th edition</p> <p>Digital slide library</p> <p>Cue cards</p> <p>Online resources for research</p> <p>Library print media for research</p> <p>Socratic seminar</p> <p>Philosophical Chairs</p> <p>Think/Write Pair-Share</p> <p>Expository essay practice that models the AP exam</p>

AP Art History

Topic	Overarching Standard	Standards	Model Tasks	Tools and Text
Topic #6 Topic Name: The Renaissance and the Baroque Suggested Time Frame: 8 Weeks	1.0 Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	Impact of Media Choice 1.8	Students will: Choose a well-known work from either the Renaissance or the Baroque (the work can be either painting, sculpture or architecture) Create a list of similarities and differences to show the change of aesthetic sensibility over time Learn and explain how the changes in style reflect and create changes in culture, politics and/or religion Recognize iconic traits of Renaissance and Baroque art	Gardner's Art Through The Ages, 13 th edition Digital slide library Cue cards Online resources for research Library print media for research Socratic seminar Philosophical Chairs Think/Write Pair-Share Expository essay practice that models the AP exam

AP Art History

Topic	Overarching Standard	Standards	Model Tasks	Tools and Text
Topic #7 Topic Name: Modern and Contemporary Art, especially Contemporary Suggested Time Frame: 12 Weeks	4.0 Aesthetic Valuing Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students Analyze, assess and derive meaning from works of art, [...] according to the elements of art, the principles of design, and aesthetic qualities	Making Informed Judgments 4.5 Construct a rational for the validity of a specific work of art – artwork that falls outside their own conceptions of art	Students will: Analyze the works of the Marcel Duchamp and the Dada group, the Abstract Expressionist and Color Field Painters together with the works of a <i>formally</i> (not conceptually or religiously) controversial artist like Anselm Kiefer to judge the validity of the work Argue and assert reasons why or why not a work of art is “valid” Write formally about finding to persuade a reader to agree with his or her point of view	Gardner’s Art Through The Ages, 13 th edition Stockstad’s Art History Digital slide library Cue cards Online resources for research Library print media for research Socratic seminar Philosophical Chairs Think/Write Pair-Share Expository essay practice that models the AP exam

AP Art History

Topic	Overarching Standard	Standards	Model Tasks	Tools and Text
Topics #4 and 5 and Topic #7	5.0 Connections, Relationships, Applications Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	Connections and applications 5.1 Speculate on how advances in technology might change the definition and function of the visual arts	Students will: Recognize advances in architecture especially the ability of the Romans to span huge areas of space without columns Recognize similar advances by the Gothic culture using a totally different method (flying buttresses) Analyze and discuss how these innovations are bound by or impacted by resources and need of the culture that produced each Write and critique each culture in an expository form Choose film, silk screening, photography or any other media that can be digitally manipulate Analyze the works of a well-known 20 th century artist who used this medium	Gardner's Art Through The Ages, 13 th edition Digital slide library Cue cards Online resources for research Library print media for research Socratic seminar Philosophical Chairs Think/Write Pair-Share Expository essay practice that models the AP exam Use a digital camera to experiment with and model the form of 20 th century artists who inspire them
Topic Names: Ancient Roman and Gothic architecture and Contemporary art, especially photography Suggested Time Frame: 2, 5 and 12 Weeks, respectively				

				<p>Emulate the style of the artist and attempt to either reproduce or critique through reproduction the well-known artist's work</p> <p>Read and examine any writing by the artist to understand the ideas that underpin his/her art production</p> <p>Write a critique and then share/present this to classmates for discussion</p>	
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AP Art History

Topic	Overarching Standard	Standards	Model Tasks	Tools and Text
Topic #3, 5 & 6 Topic Name: Classical Greek Art, Early Christian Art, Renaissance Art Suggested Time Frame: 2. 5 and 8 Weeks respectively	5.0 Connections, Relationships, Applications Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	Visual Literacy 5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images	Students will: Identify works of art from various periods Identify the iconography used by each period Analyze the iconography and explain why the icons were of value to the culture that produced it/them Compare and contrast aspects from each period Choose to either write or report findings to classmates	Gardner's Art Through The Ages, 13 th edition Digital slide library Cue cards Online resources for research Library print media for research Socratic seminar Philosophical Chairs Think/Write Pair-Share Expository essay practice that models the AP exam

Syllabus: AP Art History

Mrs. Margaret Segalla
Segerstrom High School, a Fundamental School



AP Exam - Day and time: _____

Required Textbook

Gardner's Art Through the Ages, 13th edition
edited by Fred S. Kleiner and Christin J. Mamiya
published by Thomson/Wadsworth
ISBN # 978-0495799863

Course Description

Welcome to AP Art History! This is an academically rigorous course that teaches the history of Western and non-Western artistic production from Prehistory to the present time. While one goal is to prepare students to pass the AP Art History exam, the primary goal is to teach students to think critically about cultural art production by examining painting, sculpture and architecture within the historical context in which those works were made. This is done by examining such issues as politics, religion, patronage, gender, and ethnicity. The course also teaches students how to formally analyze a work of art to further understand the relationship between form and function and, finally, to write succinctly and eloquently about their analyses. Like all AP classes, this is an introductory college-level course and, as such, places demands on high school students that are similar to those faced by college students. Although Pre-Historic art will not be tested on the AP exam as of 2010, for purposes of thoroughness we will nevertheless begin our *chronological* survey with Pre-Historic art and end with art of our own Contemporary moment.

Course Objectives

- Think critically about history and art
- Understand what "contextual analysis" means especially as it relates to both European and non-European art across the cultures and over time
- Examine the relationship of context, function, and style of artworks within a given culture
- Demonstrate mastery of critical analysis of the three major art forms (sculpture, architecture and painting) from the Western and non-Western tradition in writing
- Synthesize the interrelationship of elements and principles of design in visual images
- Convey knowledge of techniques, media and processes of the three major art forms

Assignments and Projects

Daily/Weekly assignments

- Our daily meetings in this class will consist primarily of the following activities: 1) brief lecture in which students will take Cornell style notes based on the preceding night's reading; 2) brief student-led discussion (on a range of material); 3) workshop-style, individual study or project time. The class will usually either begin or end with a quick 3-5 minute debrief, exit slip, or slide ID quiz.
- This class requires students to read and annotate the required text for approximately 30 minutes every *night*. If you are not willing to do this amount of reading and critical thinking every night, you may not be a good candidate for this class. You will also be reading articles (either print or electronic) to supplement our textbook. These are assigned on an "as required" basis and will be different each week.
- Videos will be used to supplement the text. In all cases, when a video is shown, please be prepared to take notes. A note taker will often be provided but notes are required, even if you are not given a note taker.
- Graphic Organizer Notebook - Students will be required to complete an analysis graphic organizer for 4-6 artworks per section. The graphic organizer should include the following information for each artwork: identification (title of work, artist's name, date, location), period/culture, subject/iconography, style/technique, significance/function/purpose (includes social, political, and religious values of the culture; patronage; art historical/historical significance)
- Additional Graphic Organizers will be required for *connections between* artworks of the same and artworks of different cultures/periods.

Other Assignments/Projects

- As a class, you will be writing several theme essays to help connect Western art to non-Western culture. Each essay will expect the writer to thoroughly analyze the works of art and compare them based on the given theme. Students must consider how the unique cultural context of each work influences how the art is read, valued, perceived, and/or preserved. The following themes will be considered:
 - 1.1. the human body
 - 1.2. religion (objects, sites, spaces)
 - 1.3. narrative
 - 1.4. gender
 - 1.5. politics and power
- As a class, we will be visiting one museum each semester (so two museum visits total). You are encouraged to visit *at least two* other museums with your friends or family. A list of local sites is attached. If you plan to travel during one of our long breaks, please see me for a recommendation on a museum, if you need one. You will be producing a paper and mini research presentation based on each of the group museum visits (so, two total). For one of these,

you will have partners but, for the second, be on your own. Students are encouraged to present their work in a (20 minute) non-traditional format (so, non-lecture/non-Powerpoint). Alternative formats to consider include a TV commercial, a guided tour, a puppet show, time travel, a TV program, a music video, a rap song. All ideas are welcomed but, please see me before you get too far along to make sure your format is acceptable.

- There will be one mid-term exam. You will have tests, quick writes and slide ID exams on a regular basis throughout the year. All of these will coincide with recommended reading and lecture based on our calendar.

Course Calendar

Please note that this calendar is subject to change based on our daily progress. While we will endeavor to stay on schedule, there is always a chance the schedule will change slightly. Please use EDMODO regularly to stay abreast of any changes. None of the exam dates or project/paper due will change, however. These are cut in stone, so to speak, so plan accordingly. Here is our tentative schedule

Date	Subject(s), Activities, Projects
Week 1	Introduction - Western art verses non-Western art; what is Art History as a discipline; vocabulary unique to Art History; Prehistory - Birth of art; magic and ritual; Neolithic revolution;
Week 2	Ancient Near East Asian Art and the Rise of Civilization; Egyptian Art (Pharaohs and the Afterlife); Test #1
Week 3	Aegean (pre Greek culture) and Ancient Greek Art Ancient Chinese art and culture
Week 4	Etruscan (pre Roman art and culture) and Ancient Roman Art Ancient India (Indus Valley Civilization); Test #2
Week 5	First Field Trip - Getty Villa
Week 6	Presentations
Week 7	Early Christian and Byzantine Art Islam and Developments in Buddhist Art
Week 8	Early Middle Ages Mesoamerican art and culture; Test #3
Week 9	Romanesque Art and Culture Sung Dynasty - Chinese art and culture
Week 10	Gothic; Buddhist and Hindu Developments in East Asia; Test #4

Date	Subject(s), Activities, Projects
Week 11	Pre and Early Renaissance; Perspective in Asian painting
Week 12	High Renaissance; Test #5
Week 13	Mannerism in Italy, Later 16th Century and Northern Europe Pre-Columbian, Native American Indian art and culture
Week 14	Mid Term Exam
Week 15	Baroque Art Indian Art of the Mughal era
Week 16	Rococo & 18th Century; Neoclassicism, Late 18th, Early 19thc Art; Test #6
Week 17	Romanticism: Late 18th, Early 19th Century Art Japanese art and culture
Week 18	19th Century Realism; Test #7
Week 19	Impressionism; Japanese Wood Block Prints
Week 20	Postimpressionism and Late 19th century; Oceania; Test #8
Week 21	Turn of the Century (Picasso, Fauves, Expressionism); African art and culture
Week 22	Cubism, Futurism, and related 20th century styles West African art and culture; Test #9
Week 23	Dada and Surrealism and World War I; Hopi Kachinas, Kivas and art of the American South West
Week 24	Abstract Expressionism and World War II; Test #10
Week 25	Pop Art, Andy Warhol, Op Art
Week 26	Minimalism and Conceptual Art; Test #11
Week 27	Innovation and Continuity
Week 28	The 1980's - highlights and themes; Test #12
Week 29	The 1990's - highlights and themes
Week 30	The last ten years - 2000 to 2010; Test #13
Week 31	Review for AP Exam
Week 32	Review for AP Exam

Date	Subject(s), Activities, Projects
Week 33	AP EXAM
Post Exam	Debrief on exam, second museum visit to MoLAA, Guest Speaker, final project presentations;

Student evaluation

Grades in AP Art History are based on several categories of performance. The first and most heavily weighted, like most AP courses in the Humanities, is writing (35%). The second is tests (25%) and quizzes (10%). The third is a combination of homework, projects and classwork (30%).

Make-up Work and Making up Tests

As a general rule, like most AP teachers on campus, late work is not acceptable. However, in order to encourage you to complete required work in the rare instance that you might get behind, I will allow a student to turn in late work. Your late work drops one full grade for every day it is late. If you have an excused absence, you are required to make up your work and/or turn in work due while you were gone on your *first day back* with no penalty. This includes tests (unless special arrangements are made with me immediately). I will not pester you to make up your work but will depend on you to take care of your business. Please comport yourself as a professional student.

Academic Dishonesty

Not only is it professional egregious, it is also personally offensive when students behave dishonestly. You will be referred immediately if you cheat in this class. What constitutes academic dishonesty? Most of you know when you're cheating however, there are some instances that, while not exactly grey areas, are often perceived by students as a grey area *at first*. Upon reflection, most students realize that this, too, is cheating. Sharing notes is an area where students often get into trouble. Here is a good rule of thumb: any time you submit work as *your own*, it must be exclusively and entirely yours. If not, you can be sure you're being dishonest. Do not ever simply hand your notes (or homework or classwork) to another student. If your friend is confused about something or was absent and would like help getting caught up on the missing lecture/material arrange a time when the two of you can meet and talk over the lesson. If you give your materials to another student, you will also be considered guilty of academic dishonesty. Teachers, administration and the College Board do not discriminate between the cheater and the source. Both (or all) students will be referred and, in repeat cases, possibly suspended. Please, please - if you are ever (ever, ever) tempted to cheat for any reason, at any time - just see me. I implore you. Don't cheat. Come talk to me. Seriously. Come and talk to me. Do not cheat.

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AGENDA ITEM BACKUP SHEET

April 12, 2011

Board Meeting

TITLE: Approval of Application Submission of Professional Development of Arts Educators Program Grant to Office of Innovation and Improvement for 2011-14 School Years

ITEM: Action
SUBMITTED BY: Herman Mendez, Assistant Superintendent, Educational Services
PREPARED BY: Frances Crear Byfield, Ed.D., Administrator Special Projects
Michelle Rodriguez, Director, Elementary Student Achievement/
Charter Schools

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification for the submission of the Professional Development for Arts Educators (PDAE) Program grant to the U. S. Department of Education's, Office of Innovation and Improvement. This grant will strengthen standards-based art education programs for selected SAUSD 4th and 5th grade students for the 2011-14 school years.

RATIONALE:

This grant if funded from the United States Department of Education, Office of Innovation and Improvement will be used to provide teachers with a high-quality model professional development program. The services of both the Orange County Department of Education and Dramatic Results will be used. This grant will incorporate the Arts Advantage curriculum that was developed through the Orange County Department of Education work with The California Arts Project (TCAP) by integrating language arts and writing with the visual and performing arts. This grant also will incorporate the Write-On Arts (WOA) program from Dramatic Results that integrates and links teachers and students to hands-on experiences in creating and performing in the area of visual and theater arts. Additionally, this grant will strengthen our standards-based art education programs and to help ensure that all students meet challenging state and national academic content standards.

This grant, if approved would begin on October 1, 2011 through September 30, 2014, in the amount of \$1,050,000.

FUNDING:

Grant Award: \$350,000 (per year for three years)

RECOMMENDATION:

Approve the submission of Professional Development for Arts Educators Program to Office of Innovation and Improvement for the 2011-14 school years.

GRANT SUMMARY

Title:	Professional Development for Arts Educators (PDAE) grant
Funding Source:	US Department of Education Office of Innovation and Improvement
Due Date:	April 14, 2011
Contact Person:	Herman Mendez Assistant Superintendent, Educational Services
Amount/Duration:	\$350,000 x 3 years = \$1,050,000
Grade Level / Target Population:	Fourth and Fifth Grades
Related Board Goals:	<p>Five-Year Strategic Plan – District Goals</p> <ul style="list-style-type: none"> • Academic Achievement – We will equip students to achieve their highest academic potential. • Prepared Students – We will assure that students are prepared to succeed in higher education and to accomplish their life goals. • Quality Academic Programs – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines. • Strategic Allocation of Resources – We will be accountable for using resources wisely, efficiently, and strategically to support District goals. • Outstanding Employees - We will recruit, select, and retain caring, competent, and qualified staff. • Success Focus – We will cultivate, recognize, and celebrate success.
Grant Summary:	Professional Development for Arts Educators (PDAE) grant if funded will be used to provide both students and teachers with a high-quality model professional development program in the areas of visual arts, media arts, and dance.
Goals:	<ul style="list-style-type: none"> • The grant will be used to provide and to strengthen standards-based art education program for 4th and 5th grade teachers. • To help ensure that all students meet challenging state and national content standards. • To challenge 4th and 5th grade students' academic achievement through standards in the arts.
Objectives:	<ul style="list-style-type: none"> • Consistent implementation of State and National Standards in the areas of Language Arts, Writing and Arts by teachers. • Professional development and coaching for 4th and 5th grade teachers. • Foster positive relationships between teachers, students, artist and administration. • Students to create original works, using sensory and emotional experiences that allow them to make new and deeper connections for understanding other core subjects. • Dissemination and public awareness of this program through exhibits of students and teachers work in public venues.
Budget Impact:	None
Indirect Rate:	3.70 % (2011-2012)
Personnel Impact:	None
Survey Questions:	None at this time

AGENDA ITEM BACKUP SHEET**April 12, 2011****Board Meeting**

TITLE: Board Policy (BP) 5118 – Open Enrollment Act Transfers
(New: For First Reading)

ITEM: For First Reading

SUBMITTED BY: Doreen Lohnes, Assistant Superintendent, Support Services 
Nancy Diaz-Miller, Senior Director, Pupil Support Services

BACKGROUND INFORMATION:

In accordance with the No Child Left Behind Act of 2001, Santa Ana Unified School District has provided the option of Public School Choice to families of eligible students attending a Program Improvement School. As a DAIT (District Assistance and Intervention Team) district, SAUSD offers both intra and inter-district public school choice transfers.

The purpose of this agenda item is to seek Board approval of a new Board Policy 5118 - Open Enrollment Act Transfers, pursuant to January 2010 legislation in California, SB4 (Romero). This Board Policy provides an option similar to the transfer option available under the No Child Left Behind Act referenced above. Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may request to transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

RATIONALE:

As developed and recommended by staff of School Legal Services, Orange County Department of Education, Board Policy 5118 is in accordance with state law and regulations and certain federal guidelines. It includes the following procedures:

- School District of Residence shall provide the parents/guardians of all pupils enrolled in a school determined to be on the list of 1,000 lowest achieving schools created by the Superintendent of Public Instruction with notice of their option to transfer to another public school served by the school district of residence or another school district.
- Transfer applications shall be submitted between April 1-30 of the preceding school year.
- A parent/guardian may appeal a district's denial of transfer request within 10 days of the receipt of written notification of denial.

A summary of Board Policy 5118, listing all key points, is included. The recommended new policy will bring the District into compliance with state law and regulations and federal guidelines.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for first reading.

Students

Open Enrollment Act Transfers

The Governing Board desires to offer enrollment options in order to provide children with opportunities for academic achievement that meet their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy, and administrative regulation.

Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

A parent/guardian whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using BP/AR 5116.1 - Intradistrict Open Enrollment. (cf. 5116.1 - Intradistrict Open Enrollment) (cf. 5117 - Interdistrict Attendance)

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, the Board hereby waives the January 1 deadline in Education Code 48354 for all applications for transfer from nonresident parents/guardians of children attending a school on the Open Enrollment List in another district. Transfer applications shall be submitted between April 1 through April 30 of the preceding school year for which the transfer is requested. (cf. 5111.1 - District Residency) (cf. 5111.12 - Residency Based on Parent/Guardian Employment)

The Board may deny a transfer out of or into the district upon a determination by the Board that the transfer would negatively impact a court-ordered or voluntary desegregation plan in accordance with Education Code 48355.

Standards for Rejection of Transfer Applications

Pursuant to Education Code 48356, the Board has adopted the following standards for acceptance and rejection of transfer applications submitted by a parent/guardian of a student attending a school in another district on the Open Enrollment List. The Superintendent or designee shall apply these standards in accordance with Board policy and administrative regulation and shall ensure that the standards are applied uniformly and consistently applied.

As applicable, the Superintendent or designee may deny a transfer application under any of the following circumstances:

1. Upon a determination that approval of the transfer application would negatively impact the capacity of a program, class, grade level, or school building, including:
 - a. The class or grade level exceeding the district's limits pursuant to the state Class Size Reduction Program or the Morgan/Hart Class Size Reduction Program for Grades 9-12.
 - b. The site, classroom, or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement.
 - c. The site or classroom exceeding the physical capacity of the facility pursuant to the district's facilities master plan or other facility planning document.
 - d. The class or grade level exceeding capacity pursuant items #a-#c above in subsequent years as the student advances to other grade levels at the school. (cf. 6151 - Class Size) (cf. 7110 - Facilities Master Plan).
2. Upon a determination that approval of the transfer application would have an adverse financial impact on the district, including:
 - a. The hiring of additional certificated or classified staff
 - b. The operation of additional classrooms or instructional facilities
 - c. Expenses incurred by the district that would not be covered by the apportionment of funds received from the state resulting in a reduction of the resources available to resident students.

Appeal Process for Denials of Transfer Applications

A parent/guardian may appeal the district's denial of a transfer application to the Board by filing a written request of appeal with the Superintendent or designee within 10 days of the receipt of the written notification of denial. In addition, a parent/guardian who believes he/she has been subject to discrimination may file an appeal using the district's Uniform Complaint Procedures. (cf. 1312.3 - Uniform Complaint Procedures)

The Board shall schedule an appeal hearing as soon as practicable at a regular or special meeting of the Board. At the hearing, the parent/guardian shall have the right to present oral or written evidence, rebut district evidence, and question any district witnesses. Unless the parent/guardian requests that the hearing be held in open session, the hearing shall be held in closed session in order to protect the privacy of students in accordance with law. (cf. 9321- Closed Session Purposes and Agendas)

The Board shall make its decision no later than its next regularly scheduled meeting and shall send its decision to all concerned parties. The Board's decision shall be final.

Program Evaluation

The Superintendent or designee shall collect data regarding the number of students who transfer out of the district pursuant to the Open Enrollment Act. He/she also shall collect data regarding the number of students who apply to transfer into the district, the number of requests granted, denied, or withdrawn, and the district schools and programs receiving applications.

When the Superintendent or designee anticipates that a particular school will receive a large number of transfer applications, he/she shall study the enrollment pattern at that school in order to anticipate future resident enrollment at the school and at the district schools into which those students would normally matriculate.

The Superintendent or designee shall regularly report to the Board regarding the implementation of this program.

Legal Reference:

EDUCATION CODE

200	Prohibition of discrimination
35160.5	District policies, rules, and regulations
46600-46611	Interdistrict attendance agreements
48200	Compulsory attendance
48204	Residency requirements for school attendance
48300-48316	Student attendance alternatives, school district of choice program
48350-48361	Open Enrollment Act
48915	Expulsion; particular circumstances
48915.1	Expelled individuals: enrollment in another district
52317	Regional Occupational Center/Program, enrollment of students, interdistrict attendance

FAMILY CODE

6500-6552	Caregivers
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UNITED STATES CODE, TITLE 20

6316	Transfers from program improvement schools
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CODE OF REGULATIONS, TITLE 5

4700-4703	Open Enrollment Act
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CODE OF FEDERAL REGULATIONS, TITLE 34

200.36	Dissemination of information
200.37	Notice of program improvement status, option to transfer
200.39	Program improvement, transfer option
200.42	Corrective action, transfer option
200.43	Restructuring, transfer option
200.44	Public school choice, program improvement schools

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Adopted:

Santa Ana, CA

AGENDA ITEM BACKUP SHEET
April 12, 2011

Board Meeting

TITLE: **Administrative Regulations (AR) 5118-Open Enrollment Act Transfers**
(New: For First Reading)

ITEM: **For First Reading**

SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services** *DL*
Nancy Diaz-Miller, Senior Director, Pupil Support Services

BACKGROUND INFORMATION:

The purpose of this agenda item is to provide the Board with information on a new Administration Regulation 5118, aligned to Board Policy 5118, Open Enrollment Act Transfers. Board Policy 5118 is pursuant to January 2010 legislation in California, SB 4 (Romero). Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may request to transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

RATIONALE:

As developed and recommended by the staff of School Legal Services, Orange County Department of Education, Administrative Regulation 5118 includes the following major provisions:

- No student who resides within a school's attendance area or who is currently enrolled in a school shall be displaced by a student who is transferring.
- The application deadline shall not apply to an application requesting a transfer if parent/guardian is enlisted in the military and was relocated by the military.
- Within 60 days of receiving the application, parent/guardian shall receive written notification informing them the transfer request has been approved or denied.
- Parent/guardians are responsible for transportation.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for first reading.

SANTA ANA UNIFIED SCHOOL DISTRICT

AR 5118 (a)

Students

Open Enrollment Act Transfers

Definitions

District of enrollment means the district, other than the district in which the student's parent/guardian resides, in which the parent/guardian intends to enroll his/her child. (Education Code 48352) District of residence means the district in which the parent/guardian of a student resides and in which the student would otherwise be required to enroll pursuant to Education Code 48200. (Education Code 48352) (cf. 5111.1 - District Residency) (Open Education Code 48352; 5 CCR 4701)

Enrollment school means a "low-achieving" school identified by the Superintendent of Public Instruction (SPI) pursuant to Education Code 48352 and 5 CCR 4701. (Transfer Applications into a District School)

Enrollment priority shall be available to students who reside within this district. No student who resides within a school's attendance area or who is currently enrolled in a school shall be displaced by a student who is transferring pursuant Education Code 48350-48361 or 5 CCR 4700-4703. (Education Code 48354, 48356)

Applications shall be submitted within the deadlines established by Board policy. However, the application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48354) (cf. 6173.2 - Education of Children of Military Families)

The parent/guardian's application may request enrollment of his/her child in a specific school or program. Requests for admission to a magnet school or program designed to serve gifted and talented students shall be subject to the usual admission requirements established by the district for district students. Except for such specialized admission requirements, the Superintendent or designee shall not consider the student's previous academic achievement, athletic performance, physical condition, English language proficiency, family income, or any of the prohibited bases for discrimination listed in Education Code 200. (Education Code 48354, 48356) (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 6172 - Gifted and Talented Student Program)

Students applying for open enrollment transfers shall be assigned priority for approval as follows: (Education Code 48356):

1. First priority for the siblings of students who already attend the desired school.

2. Second priority for students transferring from a program improvement school ranked in decile 1 on the Academic Performance Index (API).

If the number of students who request a particular school exceeds the number of spaces available at that school, the Superintendent or designee shall conduct a lottery, in the group priority order identified in items #1 and #2 above, to select students at random until all of the available spaces are filled. (Education Code 48356)

Within 60 days of receiving the application, the Superintendent or designee shall provide written notification to the parent/guardian and the student's district of residence as to whether the application has been accepted or rejected. If the application has been rejected, the notice shall state the reasons for the rejection. If the application has been approved, the notification shall specify the particular school site and the school's address to which the student has been admitted. (Education Code 48357; 5 CCR 4702)

Terms of Approval

The Superintendent or designee shall ensure that the school to which the student is transferring has a higher API than the school in which the student was previously enrolled. (Education Code 48356)

The parent/guardian shall enroll his/her child on or before the first day of instruction or within 14 calendar days of receipt of the district's notice of approval of the application, whichever is later. If the parent/guardian fails to enroll his/her child within this timeframe, the district may decline to enroll the student. (5 CCR 4703)

Upon enrollment, the district shall grant the student any credits towards graduation that he/she received from his/her district of residence. The student shall be eligible for graduation from district schools upon completion of state and district of enrollment graduation requirements. (Education Code 48358) (cf. 6143 - Courses of Study) (cf. 6146.1 - High School Graduation Requirements) (cf. 6146.5 - Elementary/Middle School Graduation Requirements) (cf. 6162.52 - High School Exit Examination)

A student admitted to a district school through this process shall be deemed to have fulfilled district residency requirements pursuant to Education Code 48204 and shall not be required to reapply for enrollment in that school, regardless of whether his/her school of residence remains on the Open Enrollment List. (Education Code 48356; 5 CCR 4702)

Once admitted, a transfer student who wishes to matriculate into a district middle or high school or transfer to another district school shall reapply for admission to the new school pursuant to the requirements of Board policy and administrative regulation. Parents/guardians are responsible for transporting their children to school.

Transfers Out of District Schools on the Open Enrollment List

Upon identification by the California Department of Education (CDE) that a district school is on the Open Enrollment List, the Superintendent or designee shall notify the parents/guardians of each student enrolled in the school of the option to transfer. This notice shall be provided by the first day of instruction. However, if the CDE has not notified the district whether a school is on the list by the first day of instruction, the notification shall be provided no later than 14 calendar days after the Open Enrollment List is posted on the CDE's web site. (Education Code 48354; 5 CCR 4702) (cf. 0520.2 - Title I Program Improvement Schools) (cf. 5145.6 - Parental Notifications)

Approved:

Santa Ana, CA

AGENDA ITEM BACKUP SHEET
April 12, 2011

Board Meeting

TITLE: Assembly Bill 3632 Mental Health Services for Students With Disabilities: Approval of Increased Costs for Master Contracts and/or Individual Service Agreements With Nonpublic Schools and Agencies for 2010-11 School Year

ITEM: Action

SUBMITTED BY: Doreen Lohnes, Assistant Superintendent, Support Services 

BACKGROUND INFORMATION:

Pursuant to changes in fiscal responsibility for AB 3632 services, the purpose of this agenda item is to seek Board approval of increased expenditures for Board and Care of students in residential treatment centers. *At the Board meeting of June 22, 2010, the Board had approved the master contracts and service agreements for these students, but that item did not include Board and Care costs.*

RATIONALE:

The District is required to provide appropriate education, at no cost to parents, for all students with disabilities who reside within the District in accordance with their IEPs. If a program is not available, necessary contract services are required through a private provider.

FUNDING:

Medi-Cal : \$123,435 (Not to Exceed)

RECOMMENDATION:

Approve the increased costs of master contracts and/or individual service agreements with nonpublic schools and agencies for students with disabilities for 2010-11 school year.