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**Date:** May 20, 2008  
**To:** Board Members  
**From:** Rodger Smith  
**Through:** Janet Bernard  
**Subject:** Approval of Recommended Personnel Actions: Employment, Resignations, Dismissals, Leaves of Absences and Change of Status

**CERTIFICATED**

<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Action</b>	<b>If New Hire, Position is Expansion or Replacement</b>
Boehm-Boysen, Jacqueline	Teacher	0.50	Ocean Air	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Hemingway, Leah	Teacher	0.50	Ocean Air	Approve Unpaid Leave of Absence for 50% of 2008/2009 due to Shared Contract	
Novell, Shelby	Teacher	0.71428	Sycamore Ridge	Approve Increase in FTE from 0.5714 to 0.71428 effective 4/1/08	Expansion
Schoen-Dowgiewicz, Tami	Special Education Teacher - Resource Specialist	1.00	Torrey Hills	Approve Unpaid Leave of Absence for 2008/09	
Sloane, Christie	School Nurse	0.40	Various	Approve Temporary Assignment Effective 4/16/08 to 6/13/08	Replacement

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**To:** Board Members  
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**Subject:** Approval of Recommended Personnel Actions: Employment, Resignations, Dismissals, Leaves of Absences and Change of Status

**CLASSIFIED**

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Block, Marjorie	Occupational Therapist	0.30	Sycamore Ridge	Approve Resignation Effective 6/12/08	
Boysen, Elisa	Special Education Aide II	0.75	Carmel Del Mar	Approve Unpaid Leave of Absence from 4/28/08 to 6/13/08	
Brown, Julie	Noon Duty Aide	0.05	Ocean Air	Approve Assignment Effective 4/15/08	Replacement
Brown, Zachary	Instructional Aide II	0.02	Sycamore Ridge	Approve End of Temporary Assignment Effective 6/12/08	
Cabrera, Jacob	Child Care Worker I	0.50	Child Care	Approve Assignment Effective 5/12/08	Replacement
Cho, Young	Child Care Worker I Noon Duty Aide	0.6875 0.05	Child Care Del Mar Hills	Approve Resignation Effective 5/23/08	
Desenfant, Jaime	Noon Duty Aide	0.5625	Sycamore Ridge	Approve Resignation Effective 12/21/07	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Donaghue, Lauren	Special Education Aide II	0.75	Sycamore Ridge	Approve Resignation Effective 5/16/08	
Eiffert, William	Volunteer Coordinator	0.225	Ocean Air	Approve End of Temporary Assignment Effective 6/12/08	
Goldman, Karen	Special Education Aide I	0.5875	Ashley Falls	Approve Unpaid Leave of Absence from 9/1/08 to 9/22/08	
Haviken, Courtney	Special Education Aide II	0.75	Ocean Air	Approve Resignation Effective 5/30/08	
Herrera, Carrie	Instructional Aide II	0.575	Sycamore Ridge	Approve End of Temporary Assignment Effective 6/12/08	
Jain, Sarita	Noon Duty Aide	0.0875	Carmel Del Mar	Approve Assignment Effective 4/14/08	Replacement
Lee, Jeanne	Occupational Therapist	0.40	Various	Approve Resignation Effective 6/12/08	
Maglonza, Eleanor	Child Care Worker I	0.4625	Child Care	Approve Increase in Hours from 15.75 Hours per Week to 18.5 Hours per Week Effective 3/31/08	Replacement
Nash, Megan	Assistant Child Care Director	1.00	Child Care	Approve Resignation Effective 5/16/08	

Name	Position	FTE	Location	Action	If New Hire, Position is Expansion or Replacement
Nguyen, Anna	Noon Duty Aide	0.075	Sycamore Ridge	Approve Resignation Effective 2/28/07	
Peterson, Jessica	Child Care Worker I	0.30	Child Care	Approve Increase in Hours from 8 Hours per Week to 12 Hours per Week Effective 5/5/08	Replacement
Ramirez, Gabriela	Noon Duty Aide	0.0625	Torrey Hills	Approve Resignation Effective 3/28/08	
Rasooli, Mania	Child Care Worker I	0.375	Child Care	Approve Resignation Effective 4/30/08	
Ray, Christopher	Night Custodian	1.00	Ocean Air	Approve Assignment Effective 4/22/08	Replacement
Roberti, Kristin	Instructional Aide I	0.6813	Del Mar Hills	Approve Resignation Effective 6/12/08	
Shewmaker, Kristin	Child Care Worker I	0.20	Child Care	Approve Resignation Effective 6/12/08	
	Child Care Worker I	0.45	Child Care	Approve Resignation Effective 6/12/08	
Shoushtari, Victoria	Noon Duty Aide	0.05	Sycamore Ridge	Approve Resignation Effective 6/14/07	
Sievers, Kathryn	Special Education Aide II	0.675	Sycamore Ridge	Approve Assignment Effective 5/15/08	Expansion
Westphal, Emily	Instructional Aide I	0.625	Del Mar Hills	Approve End of Temporary Assignment Effective 6/12/08	

May 22, 2008

To: Board Members  
From: Janet Bernard, Interim Superintendent  
Subject: Board Personnel Committee Report

Board Member White will update the Board of Trustees on the Board Personnel Committee.

FISCAL IMPACT: None.

RECOMMENDED: For Information Only. No action required.

11.2

May 20, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Approval, "Declaration of Need for Fully Qualified Educators"  
2008/2009 School Year

The District administration is asking the Board to approve the attached "Declaration of Need for Fully Qualified Educators".

The District is fortunate that we have a surplus of well-qualified teacher candidates for classroom vacancies, but the District is currently experiencing a shortage of credentialed teachers in specialty areas, like special education. The shortage of teachers who work with severely handicapped students is severe throughout San Diego County.

FISCAL IMPACT: None.

RECOMMENDED: The Superintendent recommends approval of the attached "Declaration of Need for Fully Qualified Educators."

11.3



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 2008/09  
 Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Del Mar Union School District District CDS Code: 37-68056  
 Name of County: San Diego County County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 28 / 08 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2009.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Janet Bernard</u>		<u>Interim Superintendent</u>
<small>Name</small>	<small>Signature</small>	<small>Title</small>
<u>858-523-6114</u>	<u>858-755-9301</u>	<u>5/28/08</u>
<small>Fax Number</small>	<small>Telephone Number</small>	<small>Date</small>
<u>225 Ninth Street, Del Mar, CA 92014</u>		
<small>Mailing Address</small>		
<u>jbernard@dmusd.org</u>		
<small>E-Mail Address</small>		

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_  
 Name of State Agency \_\_\_\_\_  
 Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD (applicant already holds teaching credential)	10
BCLAD (applicant already holds teaching credential)	5
List target language(s) for BCLAD: _____	
Resource Specialist	5
Teacher Librarian Services	1
Visiting Faculty Permit	1

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in multiple subject and single subject areas.

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	N/A
Single Subject	10
<b>TOTAL</b>	<b>10</b>

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for more details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable teacher is not available to the school district, the district made a reasonable effort to recruit an individual for the assignment, in the following order:

- An individual who is scheduled to complete initial preparation requirements within six months
- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

The district does not participate in college or university internship programs due to the size of our district and staffing requirements to implement and maintain such a program.

May 21, 2008

To: Board Members

From: Rodger Smith, Director of Personnel/Facilities

Through: Janet Bernard, Interim Superintendent

Subject: Approval of Agreement between Chapman University and the Del Mar Union School District for Supervised Fieldwork for Student Teachers

Following this narrative is a proposed agreement for supervised fieldwork for student teachers from Chapman University. This agreement is a renewal of a previous agreement between the two parties. The provisions and terms of the agreement are acceptable to district staff.

**FISCAL IMPACT:** There is no fiscal impact to the district associated with the proposed agreement.

**RECOMMENDED:** The Interim Superintendent recommends approval of agreement between Chapman University and the Del Mar Union School District for Supervised Fieldwork for student teachers.

\*11.4



CHAPMAN  
University  
Orange, California 92866

**SUPERVISED FIELDWORK AGREEMENT**

Please check below all of the applicable supervised fieldwork in which your District will be participating with Chapman University.

TEACHER EDUCATION

SCHOOL PSYCHOLOGY

SCHOOL COUNSELING

EDUCATION ADMINISTRATION

THIS AGREEMENT, entered into by and between the University College of Chapman University, hereinafter called the "UNIVERSITY," and the Del Mar Union School District, hereinafter called "FIELDWORK SITE."

**I. RESPONSIBILITIES OF THE UNIVERSITY**

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

**II. RESPONSIBILITIES OF THE FIELDWORK SITE**

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, to take prompt and effective remedial action when discrimination or harassment is found to have occurred, and to promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.
- D. To provide for emergency health care of the student in case of accident at the expense of the student.

- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including, without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE's supervision of UNIVERSITY students.

### III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE and shall do so if the FIELDWORK SITE so requests.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, or any other basis prohibited by law.
- D. Coverage:
  - i. Workers' Compensation benefits in compliance with the State of California
  - ii. Employer's Liability
    - \$1,000,000 Each Accident
    - \$1,000,000 Disease Policy Limit
    - \$1,000,000 Each Employee
- E. The UNIVERSITY agrees to indemnify, save harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- F. The FIELDWORK SITE agrees to indemnify, save harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- G. The parties agree that students are considered learners who are fulfilling specific requirements for field experiences as part of a degree requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Worker's Compensation or any other employee benefit.

- H. The parties mutually agree each shall provide and maintain commercial general. Liability insurance acceptable to both parties in the minimum amounts of \$1,000,000 combined single limit, \$3,000,000 general aggregate and upon request shall furnish proof there of in the form of a certificate of insurance within 30 days of the effective date of this Agreement. The Parties will require 30 days written notice before cancellation, or any reduction or material change in coverage.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

Gary Wilson, Student Teacher Liaison  
 Phone: 858-481-4040  
 E-mail: [gwilson@dmusd.org](mailto:gwilson@dmusd.org)

Chapman University, One University Drive  
 Orange, CA 92866 (P) 714-997-6590  
 Attn.: Asst. Chancellor for Teacher Education  
 Ellen Curtis-Pierce Ph.D.

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement represents the parties' final and complete agreement with regard to the subject matter contained herein. As such, it supersedes all other understandings, discussions and/or agreements between the parties with regard to the subject matter of the Agreement. Any change in, modification of or addition, amendment or supplement to this Agreement shall be valid only if set forth in writing, signed and dated by all parties hereto to the Agreement.
- N. The parties to this agreement agree that the University may assign its obligation and rights hereunder to University College of Chapman University ("UCCU"), which is an affiliate of the University, without further consent of parties. Upon the University's assignment to UCCU of its obligations under this agreement and UCCU's acceptance thereof, the University shall be released from its obligations hereunder other than liabilities for any performance required through the date of such assumption.
- O. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

#### IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 7/1/08 and shall continue in full force and effect through 6/30/2013
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with

thirty (30) days prior written notice; unless all parties agree to earlier termination.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed in their behalf by their duly authorized representatives on the day and year first above written.

**For the School District: Name & Title (Print):** \_\_\_\_\_

**Signature & Date:** \_\_\_\_\_

**For Chapman University:** Gary Brahm, Chancellor

**Signature & Date:** \_\_\_\_\_

Appendix A  
Payment for Master Teacher's for Teacher Education Fieldwork Only

**I. SPECIAL PROVISIONS – RATES and PAYMENTS**

- (a) \$200 Master Teacher stipend per nine (9) week session of full-time student teaching consisting of three to six (3-6) units for Multiple Subject and Education Specialist Instruction (Special Education) Credential candidates.
- (b) \$150 (or \$50 per class) Master Teacher stipend per nine (9) week session of full-time student teaching consisting of three to six (3-6) units for Single Subject candidates.

**METHOD OF PAYMENT:** Stipend is to be paid directly to the school district.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, FIELDWORK SITE shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in the field experience for a minimum of two weeks, FIELDWORK SITE shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the FIELDWORK SITE shall submit an invoice, in triplicate, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

**Appendix B**  
**Specific Supervision Requirements for Each Program**

**Teacher Education Fieldwork:**

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and that they have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and that they have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of nine (9) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of nine (9) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of nine (9) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of nine (9) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two nine (9) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single nine (9) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the

date the student presents to the proper FIELDWORK SITE officials the assignment papers or other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

**School Counseling Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
  - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
  - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
  - c. Developing, implementing and evaluating academic and behavioral interventions
  - d. Providing counseling and other mental health interventions.
  - e. Home, school, community collaboration: working with parents and community members.
  - f. Learning about, helping develop, or evaluating policy, practices and programs.
  - g. Participating in professional development activities.
  - h. Participating in individual or group supervision.
  - i. Learning about and using technology and information systems.
  - j. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counselor to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and a half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff; provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**School Psychology Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.

- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
  - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
  - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
  - c. Developing, implementing and evaluating academic and behavioral interventions
  - d. Providing counseling and other mental health interventions.
  - e. Home, school, community collaboration: working with parents and community members.
  - f. Learning about, helping develop, or evaluating policy, practices and programs.
  - g. Participating in professional development activities.
  - h. Participating in individual or group supervision.
  - i. Learning about and using technology and information systems.
  - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in school Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and a half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff; provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**School Administration:**

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and a half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.

May 23, 2008

To: Members of the Board  
From: Janet Bernard, Interim Superintendent  
Subject: Articles of Interest

Attached are the following articles of interest:

- 12.1 *"Kids channel Hannah for stricken student"* – Del Mar Times, April 25, 2008
- 12.2 *"Language immersion to become trilingual"* Union Tribune, April 22, 2008
- 12.3 *"Students do their part to go green"* Del Mar Times, April 18, 2008
- 12.4 *"A model of tradition"* Union Tribune, April 22, 2008

FISCAL IMPACT: None.

RECOMMENDED: For information only. No action required.

12.1, 12.2, 12.3, 12.4

# Kids channel Hannah for stricken student

By Karen Billing

A group of talented and thoughtful Sage Canyon fourth graders raised \$2,300 for a local child currently battling cancer. The group of 10 performers, calling themselves the Carmel Valley Creative Kids Club, put on a Hannah Montana show at Del Mar Hills Academy last Thursday and Friday nights. They performed their show and raffled off prizes, all to the benefit of Noah Severns, a fourth-grade student at Del Mar Hills.

Their kindness brought Noah's mom Jill Severns to tears on Friday night.

"I just want to thank these kids so much," Severns said. "It means so much to me."

Noah was unable to attend Friday night's show, which he was scheduled to have guest appearance in. Severns said he was receiving a special treatment at the hospital.

Noah Severns was diagnosed with osteosarcoma (a type of bone cancer) at the age of 6. He has endured 12 surgeries, four years of ongoing chemotherapy treatments and numerous blood transfusions. Recently, a skateboarding accident caused a life-threatening blood clot and Noah had to have another brain surgery as a result.

Even though he has cancer, he has not let it disrupt his life. He still rides his bike, goes skateboarding and attends school. To friends and supporters, he gives out bracelets that read No One As Heroic, each word representing a letter of his name. Each member of the cast received one at a party over the weekend that Noah was able to attend.

The house was packed on Friday night. With more than 100 people in attendance, they ran out of chairs and kids settled happily onto the floor in front of the stage.

The play, titled "Wish Gone Awry," was the brainchild of a couple of 10-year-old aspiring directors, Michaela Swartz and Brooke Hebert.

"In the beginning, we were just doing it for fun. We just wanted to do a play," said Hebert.

They chose to remake an

episode of "Hannah Montana," the popular Disney show starring Miley Cyrus as a girl with a secret singing superstar identity. It took them a week to write down all the episode's lines in a notebook to create their script.

They held auditions and selected a cast that included Sage Canyon students Jamie Clapp, Haley Shumway, Joel Btsh, Olivia DeRoche, Nicole Krakower, Shannon Yogerst, Owen Paterson and Anna Lee. Practices began in the Swartz family garage, with cast parents dropping off pizzas, helping build props and put costumes together. With the help of Melissa Rodriguez at the Polster Branch Carmel Valley Boys and Girls Club, they were able to secure a rehearsal space at the center, moving out of the garage and into a room with microphones, stereos and other equipment.

As discussions began about selling tickets to the show, the kids used their hearts and thought it would be nice to raise money for someone in need. Noah was selected as their beneficiary, as his mother works with



KAREN BILLING

The Carmel Valley Creative Kids Club raised \$2300 with a benefit show for a local kid who's battling cancer.

mundane life as a school girl and that she could just be her rock star altar-ego Hannah (played by Clapp) all the time. Instead of tests and papers, she'd prefer to travel the world and have dates with pop star Jessie McCartney (played by Btsh, who got many screams from the young girls in the audience). Her wish comes true and she

their guitars.

The show left many parents impressed with their kids' efforts, perhaps none more so than Michaela's mom Julie Swartz.

"It's amazing," said Swartz. "They were just playing around in the garage and said they wanted to put on a show and I didn't think they were serious. They re-

"It's amazing. They were just playing around in the garage and said they wanted to put on a show and I didn't think they were serious. They really pulled it all together."

JULIE SWARTZ, MOTHER

Swartz's mother.

Swartz and Hebert said the kids had a great time singing, dancing, saying their lines and putting it all together. And they have enjoyed meeting Noah as well.

"He's really nice," said Swartz.

The play was based on an episode of "Hannah Montana" in which Miley (played by DeRoche) wishes that she didn't have to deal with her

sees how wrong she was about her "boring" Miley life.

The kids performed the whole play without missing a line, racing around to set up scenes, which alternated between the beach and Miley's bedroom and school. The memorable opening scene had Clapp singing one of Hannah Montana's songs with the cast dancing and humorously jamming on

ally pulled it all together."

In addition to the performers, four Sage Canyon sixth graders also served as volunteers selling raffle tickets at the door: Cara Chae-Banks, Zari Phillips, Megan Gless and Alyssa Durant. The girls were impressed with what their younger counterparts were able to do for such a great cause.

"It was really cute," Durant said of their show. "And they put it on all by themselves."

The raffle items were very popular with the kids and anticipation ran high and loud before winning numbers were called. Prizes included an autographed Jordin Sparks CD (that's last year's American Idol for those not in the know), a blue razor scooter, Beanie Babies and a "Hannah Montana" basket, which went to an excited boy.

It's the hope that the Carmel Valley Creative Kids Club will continue acting as a fundraising group for local families and kids in need. The performers were already buzzing about their next show.

# Language immersion to become trilingual

190

By **Leonel Sanchez**  
STAFF WRITER

Come fall, third-graders at Riverview Elementary School in Lakeside are likely to greet visitors with *hello, hola* and *ni hao*.

By then, these native English speakers who have been speaking Spanish for two years will be studying Mandarin Chinese, the world's most-spoken language.

They eventually could become fluent in three major languages, unusual in the United States, where most people speak one or two.

"It's about believing what young minds are capable of and providing them with the opportunities," Lakeside Union School District Superintendent

SEE **Riverview, B8**



## ► RIVERVIEW

CONTINUED FROM PAGE B1

### Mandarin grows in importance in world affairs

dent Stephen Halfaker said.

The Lakeside school board voted this month to add Mandarin to the foreign language program as an enrichment class. The East County district is applying for a federal grant to support instruction.

Riverview will be among the few public schools in the county that teaches its students three languages. The Albert Einstein Academy Charter School in San Diego teaches German, English and Spanish. Salt Creek Elementary School in Chula Vista teaches English, Spanish and recently added Japanese. The Language Academy near San Diego State University teaches English, Spanish and French — though students learn only one of the foreign languages.

Few of the nation's 600 schools that offer language immersion programs — where most of the instruction is in a second language — teach students more than one foreign language at a time.

"It's fairly unusual, but it's a great idea," said Nancy Rhodes, director of foreign language education at the Washington, D.C.-based Center for Applied Linguistics.

"Young children are learning language anyway. They're developing physically and mentally. Because of that, it's a great time to add a second language or a third language."

Visit one of Riverview's seven Spanish classrooms and it's easy to see why parents are confident about their children's language abilities.

Students read, write, sing and speak Spanish all day long. Many ask and answer questions in their second language with little or no hesitation.

Nearly all the instruction is in Spanish now for the 140 kindergartners, first- and second-graders in the program, which started two years ago. English reading and writing instruction

is added in the second grade. Students are expected to be fluent in English and Spanish by the end of fifth grade.

But Mandarin fluency is not likely by then, since they will receive instruction in the Chinese language for only about 45 minutes four days a week, beginning in the third grade. Riverview plans to use an approach similar to one at Barnard Elementary School in San Diego, which teaches Mandarin Chinese to its students for 45 minutes a day starting in kindergarten.

The Lakeside district wants to ease Riverview students into Mandarin, which is more difficult to learn than Spanish, and develop course work in the middle grades for them to continue learning both languages, said Tina Brady, the district's special projects director. The kindergarten-through-eighth-grade district plans to work with El Capitan High School in Lakeside, which is part of the Grossmont Union High School District, to provide additional classes.

"My goal is to make them trilingual by the time they graduate high school," Brady said.

Matt Davis, whose twin sons are first-graders in the program, said he understands it is crucial for any future Mandarin speaker to begin learning at an early age.

"We know these kids can handle it," Davis said.

Cindy Decker, whose daughter Megan is in the program, is also convinced that they will do well. Megan, 7, translated for her family during their spring vacation in Mexico's interior,

#### RIVERVIEW ELEMENTARY LANGUAGE PROGRAM BY THE NUMBERS

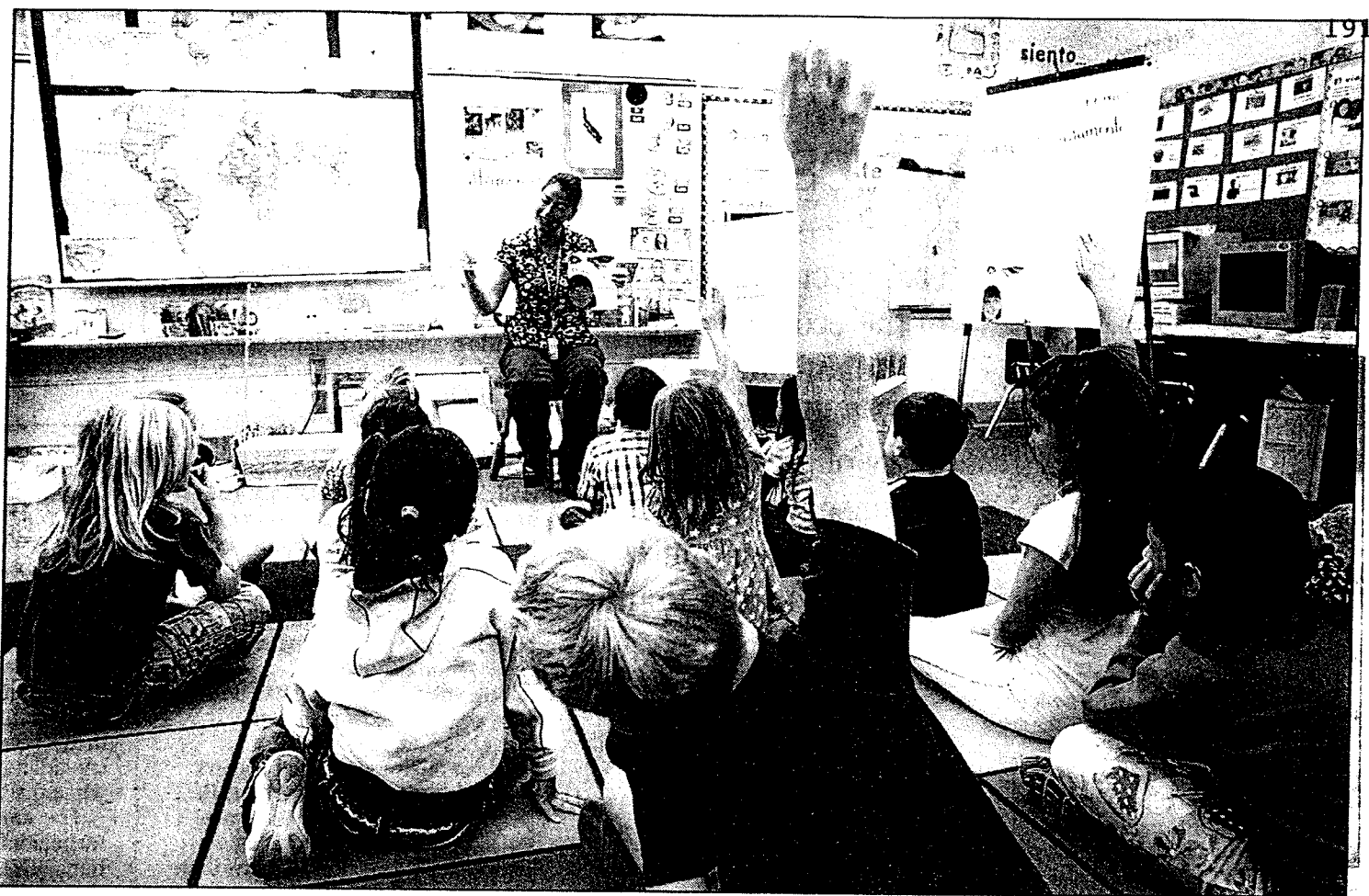
English-speaking students will learn Spanish and Mandarin Chinese at the Lakeside school:

**140:** Number of students enrolled in the kindergarten-through-fifth-grade foreign language program.

**45%:** Of the students live outside the Lakeside district.

**90%:** Of the students are white.

SOURCE: Lakeside Union School District



**Frances Mendoza spoke almost exclusively in Spanish to first-graders at Riverview Elementary School. Next school year, Mandarin Chinese will be added to language immersion classes.** *Bruce K. Huff / Union-Tribune photos*

her mother said. The second-grader and a few of her classmates went before the Lakeside board recently, where she said she was looking forward to learning Chinese.

"These kids have no fear picking up another language," Decker said. "They see it as fun."

Abby Anders said she is excited that her daughter, Kaya, will be learning about Chinese culture. "That's very important exposure," she said. "It's hard not to want to do that when you see what their world is going to be like at every level, in diplomacy, trade, even militarily."

Anders helped the district start the Spanish program as an option for parents who couldn't enroll their children in other programs in the county. Nearly half of those enrolled live outside the district. Lakeside also has programs that emphasize the arts and science.

Parents debated whether to add French or Mandarin and

decided to push for the latter because of its growing importance in world affairs and the support available to teach it.

Those at the Language Acquisition Resource Center at San Diego State University, who consult with the district, advised parents and school officials to consider a second foreign language at Riverview.

"Half the countries in Europe have early language instruction," said Norman Leonard, the center's director of outreach.

He said Mandarin is considered a "critical language" by the federal government, which awards grants to support teaching it.

The Lakeside district is applying for a five-year, \$300,000 annual grant, Brady said.

The district has not hired a Mandarin instructor but has an interested candidate.

Lei Li, a substitute teacher, taught students in one class-



**Tina Brady, the Lakeside district's special projects director, has big plans for students. "My goal is to make them trilingual by the time they graduate high school," she said.**

room a few words in Mandarin recently.

Students, who had just completed their Spanish diary, repeated after her, "*Ni hao*," the Mandarin word for hello, and "*Zai jian*," or goodbye.

Li also played a Mandarin

song on a CD player. The children held hands and started dancing.

Brady could not have been more pleased.

"We want them to enjoy learning the language," she said.

# Students do their part to go green



**By Karen Billing**

A big part of going green is involving children in the effort. By teaching kids at a young age that the earth's health is as important as their own, they will grow to think recycling a can is as natural as brushing their teeth. Local school districts have been embracing this idea, teaching young students that it's great to be green.

Solana Beach School District, which includes three schools in Carmel Valley, two in Solana Beach and one in Rancho Santa Fe, is a district that's taken the lead on green efforts by implementing a district-wide Go Green Campaign.

The district's campaign includes using biodegradable lunch trays and cleaning products, landscape irrigation timers, auto-controlled heat, air conditioning and lights and energy saving appliances and computers. They have also sought to eliminate paper waste by putting agendas, newsletters, flyers and job applications

online.

The school's green campaign was largely the result of parents getting active. Over a year ago, Superintendent Leslie Fausset said a group of parents came to her with ideas about recycling at school. Parent Deb Sandler came to Fausset with Walmart's incentive program for recycling plastic bags. So they started with plastic bag recycling at Skyline and it has tumbled forth from there.

"We talked about what different kinds of things the school could do and the effort has just continued to grow," said Fausset.

Along with their energy and waste saving efforts, kids also learn to separate trash and recycle in their own classrooms.

"That's huge," said Fausset. "That way the kids can be involved in it every day."

The school student councils do awareness raising activities and each school has a garden that kids get involved with. Solana Santa Fe is even holding an Earth Day

poetry contest to next week so kids can pen their tributes to their environment.

Next year they hope to hold a school-wide assembly that would focus on green efforts.

Even without an assembly though, the planet-friendly atmosphere has caught on with the students and they have embraced the green

"Our kids are much more aware of their environment and the importance of protecting the environment, I think more than any of us anticipated," Fausset said.

The Del Mar Union School District is also catching on to the green effort, led by model school Del Mar Hills Academy.

Tara Fuad, a district parent who works at the Solana Center for Environmental Innovation, helped to implement a wonderful lunchtime sorting program this year at Del Mar Hills with the help of custodian AJ Pierce.

At the close of lunchtime, students have a whole lunch

SEE SCHOOLS, PAGE 14

SCHOOLS, FROM PAGE 12

## Schools find ways to get kids to recycle

sorting center set up for them to distribute their waste. There are separate places for bottles, cans, paper products and food waste, which is used for compost. "It's fun to watch them separate," Fuad said.

The cardboard lunch trays, if clean, are recycled. If dirty, they are put into the trash but stacked to reduce the volume of waste in the bags.

Reducing the total volume of waste is an important aspect of the program, said Fuad. Instead of ten full trash bags at lunch, it's possible to have just three. Reducing the volume of waste has so many little benefits: they fill up the dumpster less frequently, which saves money and saves trucks on the road and the school doesn't have to buy as many garbage bags.

Outside of the Del Mar Hills lunchroom, every school in the Del Mar district is recycling paper in the classroom, what Fuad calls "Recycling 101."

As schools notoriously use a lot of paper, teachers are encouraged to have kids use both sides of a piece of paper



KAREN BILLING

**Students at Del Mar Hills Elementary get a hands on lesson in recycling.**

and to send classroom notes or flyers electronically to parents.

At Del Mar Hills, classroom-recycling bins are then set outside and fifth and sixth graders will do a sweep with a dolly to pick them all up.

"What I find is that you need a system otherwise there are a gazillion reasons not to recycle," said Fuad. "But if you make it simple it's amazing how well it works."

In addition to paper, on the last Friday of every month the school does a bottle and can drive. The materials are turned in for cash and it comes out to about \$50 a month. They have used the money to buy pencils that read "Del Mar Hills Recycles."

"I like to say trash and

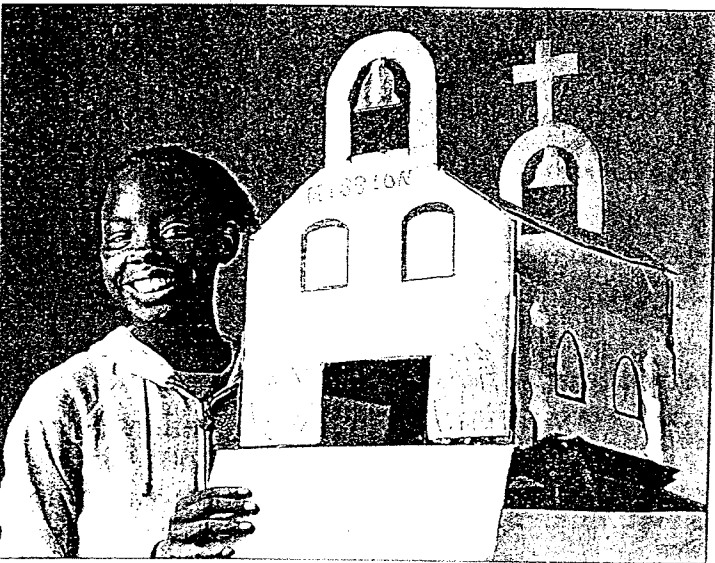
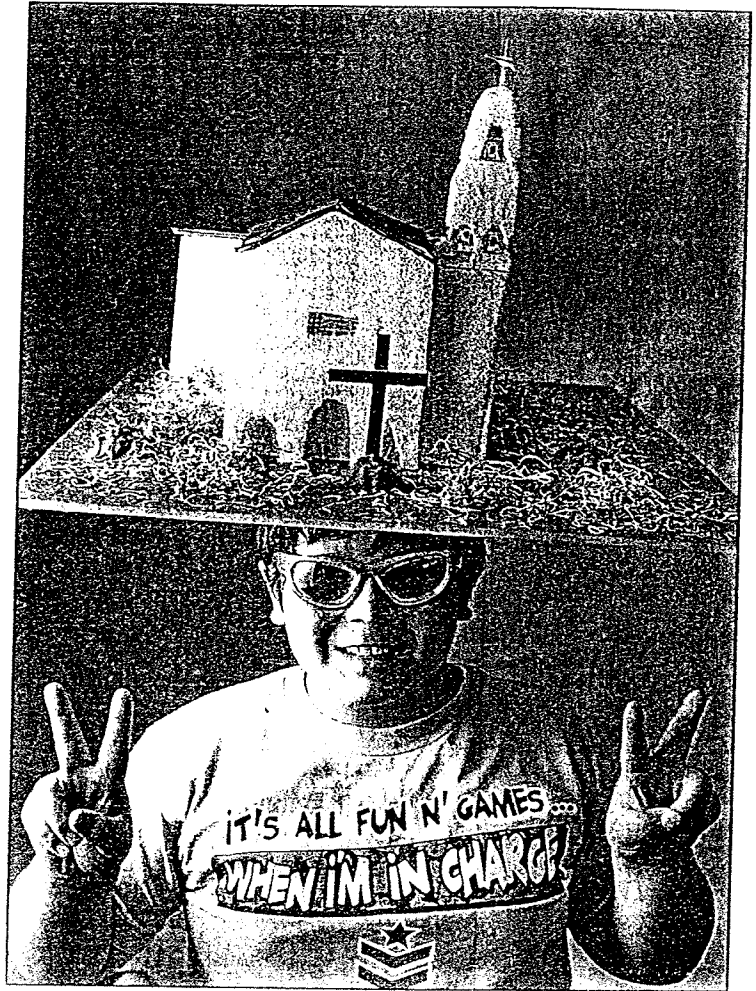
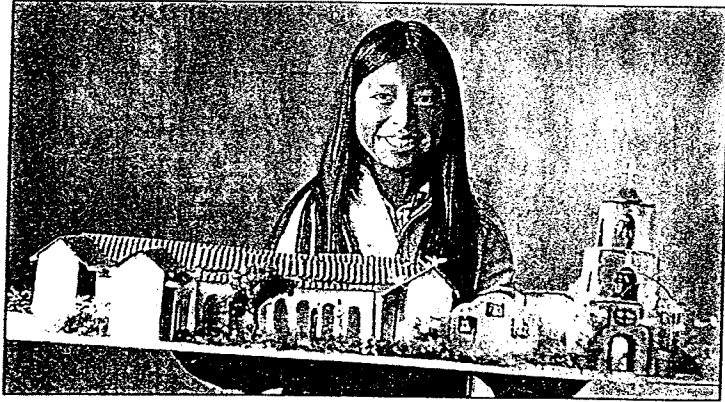
waste is everybody's problem," said Fuad. "Which means everybody can be part of the solution. With kids, they can take those habits into adulthood."

Fuad's goal is to keep adding to the program each year. Her next project is uneaten food waste and trying to keep students from using plastic bags in their lunches. And she'd like to see more kids walk to school. Of course the possibilities are endless.

"You start with what's manageable and add something on each year," Fuad said.

By then the earth-friendly practices become a normal routine and hopefully become a message kids will take home as well.

# Some educators believe mission era is overemphasized 194



Franklin Elementary School fourth-graders Daisy DeHouwer (left), Julia James (bottom left) and Francis Engle displayed their replicas of California missions created as part of the state's history curriculum.

## A model of tradition

By Maureen Magee  
STAFF WRITER

Father Junipero Serra's vision for a string of California missions has been matched only by the creativity of the state's fourth-graders. Generations of 9-year-olds have built replicas of the 21 missions that dot the state from San Diego to Sonoma, using everything from styrofoam and sugar cubes to lasagna noodles and corrugated cardboard. Loved and hated by teachers and parents, the assignment steeped in nostalgia and controversy stems from the fourth-grade California

**U-T Multimedia:** For a slide show of local fourth-graders with their models of missions, go to [uontrib.com/more/missions](http://uontrib.com/more/missions)

**PLUS:** Find out if you're smarter than a fourth-grader by taking our quiz on **A8**.

history curriculum that dwells heavily on the mission era of 1769 to 1823. During that time, Spanish Catholics of the Franciscan order founded the missions, beginning with San Diego. Although missions were used to convert American Indians to Christiani-

ty, Spain also was intent on establishing settlements and a shipping trade in what was the first major attempt by Europeans to colonize the West Coast. No one disputes that was a significant period in state history. But some educators and historians believe the mission era is overemphasized at the expense of other key periods in California history.

It's unclear exactly when history lessons began calling for the construction of mission models, but the tradition goes back at least 50 years in some San Diego schools.

SEE **Missions, A8**

## ► MISSIONS

CONTINUED FROM PAGE A1

# Teachers today emphasize all perspectives

"It's become this rite of passage for students and parents," said Michelle Hackley, who teaches fourth grade at Green Elementary School in San Diego's San Carlos neighborhood. "It's a California thing."

Some campuses have done away with mini-missions to avoid the competition they stir among heavy-handed parents. Others question the educational value of the often tedious project. Yet many schools relish the hands-on assignment, which becomes an annual campus showcase and a favorite exhibit at the county fair.

"As soon as school starts, I have parents asking about the missions. 'When are they due? How much time will we have?' Everyone knows about the missions," Hackley said.

So ingrained in the state culture, the assignment was spoofed in the TV sitcom "The New Adventures of Old Christine." Wikipedia includes an entry on the mission project.

The mini-missions are among the few remaining shared experiences that parents and their children can claim in an ever-changing school system.

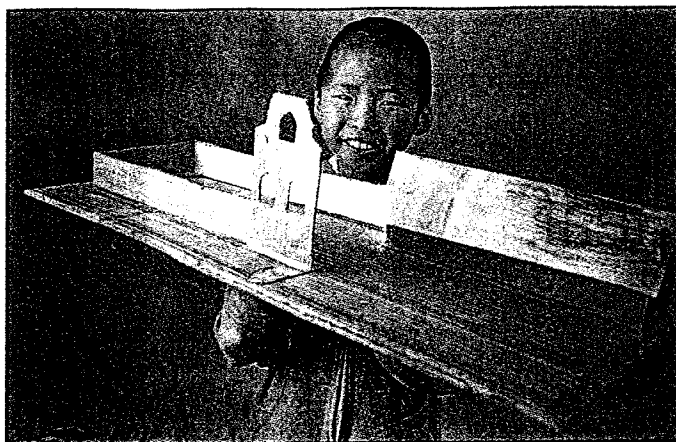
These days, craft stores make the project easy. For about \$20, packaged kits — available in all 21 designs — come with everything a student needs to build an impressive mission. Plastic monks, "Indians," bells and shrubs — sold separately — are also available to spruce up the compounds.

Like some other schools, Franklin Elementary in San Diego's Kensington neighborhood has banned the pre-fab kits. Though optional, the project is popular with students, who are allowed to recruit their parents for help.

Principal Jonathan McDade recalled his days as a fourth-grade teacher at a school in another community where he got so fed up with hyper-involved parents out to one-up each other that his students built their missions in class.

"It got out of control," McDade said. "I didn't want the students to get the idea that this was a competition."

As McDade inspected the



Quy Phan, a fourth-grader at Franklin Elementary School in San Diego's Kensington neighborhood, held a model of Mission La Purisima Concepcion. *Howard Lipin / Union-Tribune photos*



Franklin Elementary fourth-grader Nicholas Bochichio made a replica of Mission San Miguel Arcangel, founded in 1797.

latest crop of missions on display in the school's library, he admired the creative use of materials: marshmallow towers, toothpick gates, Popsicle-stick fences, plastic-cup fountains and clay bushes.

One girl crafted Mission San Gabriel Arcangel entirely of white poster board. The result is a dramatic structure that resembles modern art. A boy coated cardboard in spray-stucco. Others cut sheets of white foam into arches and towers.

Ignacio Martinez, 9, proudly declared that his cardboard Mission San Antonio de Padua was made without help from anything but books.

Ignacio is happy with the model, but he is more interested in what happened at the Monterey County religious outpost more than 200 years ago.

"The important people who lived there were buried in the courtyard," Ignacio said, point-

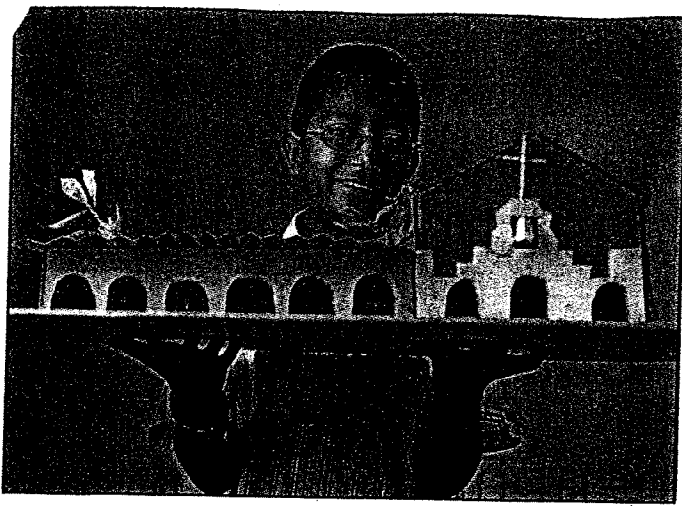
ing to the enclosed cemetery. "Those who weren't important were buried far away. That's not fair. They were the Indians, the people who did all the work."

His observations underscore a significant change in the way students are taught about the mission era. A generation ago, most students were taught romanticized history that told how Spaniards converted willing American Indians to Catholicism and showed them a civilized life.

Today's teachers are trained to emphasize the perspectives of everyone involved in this period. What was it like for soldiers? American Indians? Religious leaders?

Students at Sandburg Elementary School in Mira Mesa get a frank accounting of the mission era, without an assignment to build one.

"I teach the students that it



Ignacio Martinez crafted his replica of Mission San Antonio de Padua as part of Franklin Elementary's study of the mission era. The school doesn't allow packaged model kits.



Lisa Vu of Franklin Elementary created a model of Mission San Francisco de Solano, the last of the state's 21 missions.

was pretty much slavery, not something I like to celebrate," said Donna Even, acting vice principal and a former fourth-grade teacher. "We learn about it and we move on."

Indeed, the religious conversions were not voluntary. American Indians often were forced to abandon their traditions and live in quarters that separated men from women regardless of marital status. Many died from diseases that originated in Europe.

American Indian leaders say schools still have a long way to go when it comes to teaching their people's history.

"After 1849, Native Americans disappear from schools," said David Quintana, the political director for the Viejas Band of Kumeyaay Indians. "We are still here. But if you are (an American Indian student), other kids are going to ask if you live in a teepee or ride

horses, because that's all they know."

Viejas has sponsored legislation that seeks to update history books to include the full effect that American Indians had on the state and nation.

Some say a complete overhaul of California history lessons is in order.

John Putnam, a history professor at San Diego State University, said he believes the state romanticized its early history because of a long-running inferiority complex it has with the East Coast.

"The West has always struggled in showing that it's worthy or equal to the East Coast, which has its Williamsburg and its Jamestown," Putnam said. "In the 1900s, when the missions were deteriorating, California decided we have our own important history that is linked to the mission era."

Spanish architecture became

## POP QUIZ

For generations, California fourth-graders have studied the state's mission era. How much do you remember?

1. Where is Mission San Diego de Alcalá? (Hint: It's not that white building above Old Town.)
2. What is the name of the route that connects the missions, which are spaced one day's walk from one another?
3. What mission is associated with the annual return of the swallows?
4. Which North County city is home to the 18th mission?
5. Where is Father Junipero Serra buried?

## ANSWERS

1. Less than a mile east of Qualcomm Stadium on San Diego Mission Road. The white building above Old Town is the Serra Museum, the mission's original site.
2. El Camino Real
3. Mission San Juan Capistrano
4. Oceanside, where Mission San Luis Rey was founded in 1798.
5. In Carmel at the Mission San Carlos Borromeo de Carmelo.

popular for homes and public buildings throughout the state, historical societies began sprouting up and the mission era became a key element in California textbooks.

Putnam believes California fourth-graders have been short-changed when it comes to the state's history. The westward migration, the railroads, water issues, Hollywood and the defense industry have all taken a back seat to the missions.

Putnam stresses these other historical high points in a class he teaches for prospective teachers at SDSU. But once teachers get to a school, it's hard to escape tradition, he said. Because teachers are not held accountable for state history on standardized tests, they are not as attentive to the subject, he said.

Putnam observed this romanticized history when his children attended fourth grade.

Did the professor help with the mission project, maybe make a trip to the hardware store?

"Yes, I did," Putnam said. "I wanted to make sure it looked good."

Maureen Magee: (619) 293-1369; maureen.magee@uniontrib.com