

CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

BOARD OF EDUCATION AGENDA

March 3, 2016

BOARD OF EDUCATION

Andrew Cruz, President
Sylvia Orozco, Vice President
Pamela Feix, Clerk
James Na, Member
Irene Hernandez-Blair, Member

Shweta Shah, Student Representative

SUPERINTENDENT
Wayne M. Joseph

5130 Riverside Drive. Chino. California 91710
www.chino.k12.ca.us

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
3:45 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
March 3, 2016

AGENDA

- The public is invited to address the Board of Education regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Persons wishing to address the Board are requested to complete and submit to the Administrative Secretary, Board of Education, a “Request to Speak” form available at the entrance to the Board room.
- In compliance with the Americans with Disabilities Act, please contact the Administrative Secretary, Board of Education, if you require modification or accommodation due to a disability.
- Agenda documents that have been distributed to members of the Board of Education less than 72 hours prior to the meeting are available for inspection at the Chino Valley Unified School District Administration Center, 5130 Riverside Drive, Chino, California, during the regular business hours of 7:30 a.m. to 4:30 p.m., Monday through Friday.

I. OPENING BUSINESS

I.A. CALL TO ORDER – 3:45 P.M.

1. Roll Call
2. Public Comment on Closed Session Items
3. Closed Session

Discussion and possible action:

- a. Conference with Legal Counsel–Existing Litigation (Government Code 54954.4(c) and 54956.9)(d)(1): USDC Central District Eastern Division Case No. 5:14-CV-2336. (Pacific Justice Institute) (45 minutes)
- b. Conference with Legal Counsel – Anticipated Litigation (Government Code 54954.5 (c) and 54956.9 (d)(2): One possible case (Chidester, Margaret A. & Associates) (90 minutes)
- c. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Dr. Norm Enfield, Sandra Chen, Dr. Grace Park, Lea Fellows, and Richard Rideout. (30 minutes)
- d. Public Employee Discipline/Dismissal/Release (Government Code 54957): (30 minutes)

I.B. RECONVENE TO REGULAR OPEN MEETING – 7:00 P.M.

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. PRESENTATIONS

1. Student Showcase: Borba ES
2. Chino High School National Art Honor Society
3. Summer School Programs
4. LCAP Annual Report Update

The proceedings of this meeting are being recorded.

- I.D. COMMENTS FROM STUDENT REPRESENTATIVE
- I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES
- I.F. COMMENTS FROM COMMUNITY LIAISONS
- I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA
- I.H. CHANGES AND DELETIONS

II. ACTION

II.A. ADMINISTRATION

II.A.1. California School Boards Association Delegate Assembly Election 2016
 Page 8
 Recommend the Board of Education vote for no more than seven (7) candidates to the California School Boards Association Delegate Assembly, subregion 16-B.

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

II.B. HUMAN RESOURCES

II.B.1. Compensation Increase for Fully Credentialed Substitute Teachers who Teach Within Their Content Area During Summer School
 Page 9
 Recommend the Board of Education approve a compensation increase for fully credentialed substitute teachers who teach within their content area during summer school.

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

III. CONSENT

Motion ___ Second ___
 Preferential Vote: ___
 Vote: Yes ___ No ___

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of February 18, 2016
 Page 11
 Recommend the Board of Education approve the minutes of the regular meeting of February 18, 2016.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 18 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. Fundraising Activities

Page 19 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations

Page 22 Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 24 Approved payment of legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Request for Proposal for the Workforce Innovation and Opportunity Act Youth Programs for 2016 through 2018

Page 25 Recommend the Board of Education approve the Request for Proposal for the Workforce Innovation and Opportunity Act Youth Programs for 2016 through 2018.

III.C.2. 2016 Enrichment Summer Instruction Program

Page 26 Recommend the Board of Education approve the 2016 Enrichment Summer Instruction Program.

III.C.3. Revision of Board Policy 6162.51 Instruction—Standardized Testing and Reporting Program

Page 27 Recommend the Board of Education approve the revision of Board Policy 6162.51 Instruction—Standardized Testing and Reporting Program.

III.C.4. Revision of Board Policy 6162.54 Instruction—Test Integrity/Test Preparation

Page 30 Recommend the Board of Education approve the revision of Board Policy 6162.54 Instruction—Test Integrity/Test Preparation.

III.C.5. Revision of Board Policy 6174 Instruction—Education for English Language Learners

Page 34 Recommend the Board of Education approve the revision of Board Policy 6174 Instruction—Education for English Language Learners.

III.D. EDUCATIONAL SERVICES

III.D.1. School-Sponsored Trips

Page 40 Recommend the Board of Education approve the following school-sponsored trips: Chino HS, Chino Hills HS, and Don Lugo HS.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Purchase Order Register

Page 42 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

III.E.2. Agreements for Contractor/Consultant Services

Page 43 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.E.3. Surplus/Obsolete Property

Page 45 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.E.4. Resolutions 2015/2016-49, 2015/2016-50, 2015/2016-51, and 2015/2016-52 for Authorization to Utilize Piggyback Contracts

Page 47 Recommend the Board of Education adopt Resolutions 2015/2016-49, 2015/2016-50, 2015/2016-51, and 2015/2016-52 for authorization to utilize piggyback contracts.

III.E.5. Resolution 2015/2016-53 for Authorization to Utilize the Level 3 CUPCCAA Bid Limit for the Replacement of the Ayala HS Fire Alarm System

Page 57 Recommend the Board of Education adopt Resolution 2015/2016-53 for authorization to utilize the level 3 CUPCCAA bid limit for the replacement of the Ayala HS fire alarm system.

III.F. HUMAN RESOURCES

III.F.1. Certificated/Classified Personnel Items

Page 60 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.F.2. Rejection of Claim

Page 64 Recommend the Board of Education reject the claim and refer it to the District's Insurance adjuster.

III.F.3. Internship Agreement with Brandman University

Page 65 Recommend the Board of Education approve the internship agreement with Brandman University.

IV INFORMATION**IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT****IV.A.1. Revision of Board Policy and Administrative Regulation 6146.1 Instruction—High School Graduation Requirements**
Page 77

Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6146.1 Instruction—High School Graduation Requirements.

IV.A.2. New Course Integrated Mathematics 3 Honors

Page 89
Recommend the Board of Education receive for information new course Integrated Mathematics 3 Honors.

IV.B. EDUCATIONAL SERVICES**IV.B.1. New Board Policy and Revision of Administrative Regulation 5111.1 Students—District Residency**
Page 101

Recommend the Board of Education receive for information the new Board Policy and revision of Administrative Regulation 5111.1 Students—District Residency.

IV.B.2. Deletion of Administrative Regulation 5111.12 Students—Residency Based on Parent/Guardian Employment
Page 112

Recommend the Board of Education receive for information the deletion of Administrative Regulation 5111.12 Students—Residency Based on Parent/Guardian Employment.

IV.C. HUMAN RESOURCES**IV.C.1. Revision of Board Policy 4119.11, 4219.11, 4319.11 All Personnel—Sexual Harassment**
Page 115

Recommend the Board of Education receive for information the revision of Board Policy 4119.11, 4219.11, 4319.11 All Personnel—Sexual Harassment.

IV.C.2. Revision of Board Policy 4121 Personnel—Temporary/Substitute Personnel
Page 119

Recommend the Board of Education receive for information the revision of Board Policy 4121 Personnel—Temporary Substitute Personnel.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Date posted: February 26, 2016
Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
SUBJECT: CALIFORNIA SCHOOL BOARDS ASSOCIATION DELEGATE ASSEMBLY ELECTION 2016

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BACKGROUND

Ballots have been received for the 2016 Delegate Assembly Election, along with the biographical sketch forms for the candidates, which have been provided under separate cover. The Board of Education may vote for no more than seven (7) candidates in the election. The ballots must be postmarked by March 15, 2016. Delegates will serve two-year terms beginning April 1, 2016, through March 31, 2018. Candidates and their district/county office will be contacted if there is a run-off. Following are candidates for subregion 16-B:

- _____ Joyce Chamberlain (Victor ESD)
- _____ Niccole Childs (Hesperia USD)
- _____ Barbara J. Dew (Victor Valley Union HSD)*
- _____ Cathline Fort (Etiwanda ESD)*
- _____ Caryn Payzant (Alta Loma ESD)*
- _____ Barbara Schneider (Helendale SD)*
- _____ Jane Dundas Smith (Yucaipa-Calimesa Jt. USD)*
- _____ Donna West (Redlands USD)*

Provision for write-in candidate name and school district

*Denotes incumbent

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education vote for no more than seven (7) candidates to the California School Boards Association Delegate Assembly, subregion 16-B.

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph Superintendent

PREPARED BY: Grace Park Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources

**SUBJECT: COMPENSATION INCREASE FOR FULLY CREDENTIALLED
SUBSTITUTE TEACHERS WHO TEACH WITHIN THEIR
CONTENT AREA DURING SUMMER SCHOOL**

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BACKGROUND

The District annually advertises certificated positions to our current employees for summer school. Unfortunately, in the hard to fill areas like mathematics and special education, we are unable to fill positions, at times, with our credentialed teachers and employ substitutes who may not have their full credentials in the subject matter that they teach.

In an effort to ensure that our students have an adequate and highly qualified pool of certificated staff during the summer, the District would like to provide a competitive salary to fully credentialed substitute teachers, who are employed to teach within their content area during summer school.

The proposed increase is to provide fully credentialed substitute teachers who teach within their content area during the summer an hourly rate of \$43.49, which is consistent with the compensation for certificated staff who teach during summer school in their content area.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve a compensation increase for fully credentialed substitute teachers who teach within their content area during summer school.

FISCAL IMPACT

\$65.00 per fully credentialed substitute per 4.5 hour day to the General Fund.

WMJ:GP:LF:RR:jaf

CONSENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
February 18, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:30 P.M.

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, February 18, 2016, at 5:30 p.m. with Blair, Cruz, Feix, Na, and Orozco present. Mr. Cruz left closed session at 6:21 p.m.

Administrative Personnel

Wayne M. Joseph, Superintendent

Norm Enfield, Ed.D., Deputy Superintendent

Sandra H. Chen, Assistant Superintendent, Business Services

Jeanette Chien, Ed.D., Assistant Superintendent, Educational Services

Grace Park, Ed.D., Assistant Superintendent, Human Resources

Gregory J. Stachura, Assistant Supt., Facilities, Planning, and Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Cruz adjourned to closed session at 5:30 p.m. regarding conference with legal counsel existing litigation; conference with legal labor negotiators, A.C.T. and CSEA; and public employee discipline/dismissal/release.

I.B. RECONVENE TO REGULAR OPEN MEETING – 7:00 P.M.

1. Report Closed Session Action

Vice President Orozco reconvened the regular meeting of the Board of Education at 7:00 p.m. The Board met in closed session from 5:30 p.m. to 6:53 p.m. regarding conference with legal counsel existing litigation; conference with legal labor negotiators, A.C.T. and CSEA; and public employee discipline/dismissal/release. Pursuant to Education Code 44929.21, the Board authorized the Superintendent or his designee to issue a notice of non-reelection to certificated teacher identified by employee number 25562 by a vote of (5-0): Feix, Blair, Na, Orozco, and Cruz voting yes. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Rita Vogt and Peter Torres, Chino Hills HS, led the Pledge of Allegiance.

I.C. PRESENTATIONS

1. Student Showcase: Rhodes ES

Band teacher Monica Yi led students in a musical performance.

2. Run for Russ Race: Rita Vogt and Peter Torres, Chino Hills HS Cross Country Athletes

Vice President Orozco presented certificates of recognition to students Rita Vogt and Peter Torres taking first place, in respective categories, at the annual Run for Russ Race.

3. Ayala HS: Chinese Club

Club advisor Lin Guo led Chinese Club students in a theatrical performance.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Shweta Shah welcomed high school seniors who are participating in the Student Government Day; congratulated Ayala HS for their basketball win the night before; said she is amazed at the student performances, and impressed that the District embraces the cultural differences and the arts; congratulated Rita Vogt and Peter Torres for representing CVUSD and for their victories; thanked Principal Yarboi for being available to students; congratulated the Chinese Club; and said she appreciates the different cultural clubs on campuses throughout the District.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Todd Hancock, A.C.T. President, quoted Rosa Parks regarding diminishing fear, and Ralph Waldo Emerson regarding doing what one is afraid to do; extended kudos to Rhodes ES; acknowledged race winners Rita Vogt and Peter Torres; acknowledged the Chinese Club; said teachers are like everyone else with challenges; and said teachers do super things.

Denise Arroyo, CSEA President, extended praise to the student performances and to race winners; spoke about the Oxford Preparatory Academy renewal petition; spoke about what the District has to offer students; thanked Dr. Jeanette Chien for attending the CSEA Executive Board meeting and providing LCAP information; and advocated for custodial help at Cal Aero Preserve Academy in light of it going year-round.

Yvette Farley, CHAMP President, acknowledged Board student representative Shweta Shah's excitement; and spoke about doing things with pride in school and striving for excellence.

I.F. COMMENTS FROM COMMUNITY LIAISONS

Sol Guerra, Representative from Congresswoman Norma J. Torres' office, extended an invitation to the District to participate in the 2016 Congressional Art Competition: Imagine Tomorrow.

I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA

Scott Rossen addressed the Board regarding positive things in the District; Marcia Jeffredo addressed the Board regarding public accommodations for public meetings; Peter O'Brien addressed the Board regarding the Freedom From Religion Lawsuit; and Naomi Minogue addressed the Board regarding school Board nominations.

I.H. CHANGES AND DELETIONS

The following changes were read into the record: Item II.A.1., under Potential Threat to Ayala and Chino Hills High Schools corrected to read Item II.A.2.; Item III.D.2., Facilities/Planning/Operations, Educational Services contract #ES-1516-046 New Perspectives on Learning, corrected to read Curriculum, Instruction, Innovation & Support #CIIS-1516-080; Item III.B.2., Business Services, Fundraising, was yellow-sheeted.

II. ACTION

II.A. BUSINESS SERVICES

II.A.1. Request for Allowance of Attendance Due to an Emergency Lock Down at Rhodes ES

Moved (Blair) seconded (Na) motion carried (4-0, Cruz absent) to approve the request for allowance of attendance due to an emergency lock down at Rhodes ES. Student representative voted yes.

II.A.2. Request for Allowance of Attendance Due to a Potential Threat at Ayala and Chino Hills High Schools

Moved (Na) seconded (Blair) motion carried (4-0, Cruz absent) to approve the request for allowance of attendance due to a potential threat at Ayala and Chino Hills High Schools. Student representative voted yes.

II.B. HUMAN RESOURCES

- II.B.1. Resolution 2015/2016-47 Release of Temporary Certificated Employees**
Moved (Blair) seconded (Feix) motion carried (3-1, Na voted 'no' and Cruz absent) to adopt Resolution 2015/2016-47 Release of Temporary Certificated Employees, and authorized the Superintendent or his designee to send Notice of Release to employees affected with an effective date of June 30, 2016. Student representative voted yes.

<p>III. CONSENT</p>

Moved (Blair) seconded (Na) motion carried (4-0, Cruz absent) to approve the consent items. Student representative voted yes.

III.A. ADMINISTRATION

- III.A.1. Minutes of the Regular Meeting of February 4, 2016**
Approved the minutes of the regular meeting of February 4, 2016.

III.B. BUSINESS SERVICES

- III.B.1. Warrant Register**
Approved/ratified the warrant register.

- III.B.2. Fundraising Activities**
Approved/ratified the fundraising activities, as amended.

- III.B.3. Donations**
Accepted the donations.

- III.B.4. Legal Services**
Approved payment of legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Chidester, Margaret A. & Associates.

III.C. EDUCATIONAL SERVICES

- III.C.1. School-Sponsored Trips**
Approved the following school-sponsored trips: Eagle Canyon ES; Litel ES; Rolling Ridge ES; Ayala HS; Chino HS; and Chino Hills HS.

- III.C.2. Revision of Board Policy 5131.62 Students—Tobacco**
Approved the revision of Board Policy 5131.62 Students—Tobacco.

III.C.3. Revision of Board Policy 5141.4 Students—Child Abuse Prevention and Reporting

Approved the revision of Board Policy 5141.4 Students—Child Abuse Prevention and Reporting.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Approved/ratified the purchase order register.

III.D.2. Agreements for Contractor/Consultant Services

Approved/ratified the Agreements for Contractor/Consultant Services, as amended.

III.D.3. Surplus/Obsolete Property

Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.D.4. Notice of Completion of CUPCCAA Project

Approved the Notice of Completion of CUPCCAA Project.

III.D.5. Authorization to Enter Into an Agreement with Trane Energy Solutions to Proceed with Phase 1 and the Detailed Engineering Study Necessary to Verify the Feasibility of Energy Projects Energy Efficiency Measure (EEM) 1, 2, and 3 at Various Sites

Approved Trane Energy Solutions to proceed with Phase 1 and the detailed engineering study necessary to verify the feasibility of energy projects EEM1, EEM 2, and EEM 3 at various sites.

III.D.6. Resolution 2015/2016-48 for Authorization to Utilize a Piggyback Contract

Adopted Resolution 2015/2016-48 for authorization to utilize a piggyback contract.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

III.E.2. District Affiliation Agreement with Iowa State University of Science and Technology

Approved the affiliation agreement with Iowa State University of Science and Technology.

IV INFORMATION

IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.A.1. Revision of Administrative Regulation 6145.2 Instruction—Athletic Competition

Received for information the revision of Administrative Regulation 6145.2 Instruction—Athletic Competition.

IV.A.2. Revision of Board Policy and Administrative Regulation 6162.51 Instruction—Standardized Testing and Reporting Program

Received for information the revision of Board Policy and Administrative Regulation 6162.51 Instruction—Standardized Testing and Reporting Program.

IV.A.3. Revision of Board Policy 6162.54 Instruction—Test Integrity/Test Preparation

Received for information the revision of Board Policy 6162.54 Instruction—Test Integrity/Test Preparation.

IV.A.4. Revision of Board Policy and Administrative Regulation 6174 Instruction—Education for English Language Learners

Received for information the revision of Board Policy and Administrative Regulation 6174 Instruction—Education for English Language Learners.

IV.B. HUMAN RESOURCES

IV.B.1. Revision of Administrative Regulation 4032 All Personnel—Reasonable Accommodation

Received for information the revision of Administrative Regulation 4032 All Personnel—Reasonable Accommodation.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair expressed gratitude to Chino Hills Girl Scout Troop 14624 for assisting with the CARE/HOPE Program sweater drive; encouraged continued donations to the CARE Closet located at the Adult School; shared that Alicia Cortez' PFA is building a garden due to a grant they received from Inland Empire Utilities Agency, but they are seeking donations (garden materials) to finish the project; reported that two more families shared their stories of bullying experiences to her and Superintendent Joseph and asked

that the District explore new programs and/or revamp existing programs; and spoke about staffing, and instructional supplies related to physical education at Cal Aero.

James Na attended the District junior and high school honor band program held at Don Lugo HS; spoke about athletic teams throughout the District; said it is important to him when students tell him about their progress and successes; acknowledged student Michael Vasquez for his good grades; expressed concern about Don Lugo HS’s gas leak issue and asked that the District look into providing some sort of enclosure around exposed pipes; spoke about Dan Fjelsted; and implored the community to become decent human beings and good neighbors.

Pamela Feix acknowledged the Ayala HS performance, and said it is a great testament to the variety of programs in our District; attended Rhodes ES’s Lunar New Year celebrations; visited Don Lugo HS’s equestrian program; and said Don Lugo has a lot going on with respect to programs that are of high interest to kids.

Superintendent Joseph announced the annual Science Fair scheduled for February 24 at Woodcrest JHS; congratulated the Chino Hills HS boys’ basketball and girls’ soccer teams as Baseline League Champions; and said the deadline to submit applications for the “Hit the Greens for Scholarships” is February 29, 2016.

Vice President Orozco acknowledged retirees on the evening’s agenda; attended the Alternative Education Center’s graduation, and said Dr. Robinson was recognized and will be retiring at the end of the year; acknowledged an email she received complimenting Michele Stevens at Ayala HS; said the Let It Be Foundation is celebrating its 10th year; acknowledged boys’ and girls’ soccer teams at Chino Hills HS, Chino HS girls’ basketball, and Chino Hills HS’s dance team; announced that this year the Citizen’s for Kids Read-a-Thon will not be taking place; and wished her son Eric a happy birthday.

VI. ADJOURNMENT

Vice President Orozco adjourned the regular meeting of the Board of Education at 8:14 p.m.

Andrew Cruz, President

Pamela Feix, Clerk

Recorded by: Patricia Kaylor, Administrative Secretary to the Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: WARRANT REGISTER

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BACKGROUND

Education Code 42650 requires the Board to approve and/or ratify all warrants. These payments are made in the form of warrants, and the warrant (check) form is approved by the County Superintendent.

All items listed are within previously budgeted amounts. There is no fiscal impact beyond currently available appropriations.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the warrant register, provided under separate cover.

FISCAL IMPACT

\$2,243,595.15 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: FUNDRAISING ACTIVITIES

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BACKGROUND

Board Policy 3452 Business and Noninstructional Operations – Student Activity Funds and Board Policy 1230 Community Relations – School Connected Organizations require that fundraising activities be submitted to the Board of Education for approval.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the fundraising activities.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 3, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Cattle ES</u>		
PFA	Father/Daughter Dance Ticket Sale	3/4/16 - 3/18/16
PFA	Off Campus Pacific Popcorn Sale	3/4/16 - 5/7/16
PFA	Mother/Son Dance Ticket Sale	3/31/16 - 4/15/16
PFA	Movie Night Ticket Sale	5/1/16 - 5/20/16
PFA	Book Fair	5/23/16 - 5/27/16
PFA	Juice-It-Up Family Night Out	6/1/16
PFA	Teriyaki Madness Family Night Out	6/1/16
PFA	Subway Family Night Out	6/1/16
PFA	Carl's Jr. Family Night Out	6/1/16
PFA	Mountain Mike's Family Night Out	6/1/16
<u>Chaparral ES</u>		
PTO	After School Thursdays Juice-It-Up Sale	3/4/16 - 6/30/16
<u>Country Springs ES</u>		
PFA	Jog-A-Thon	3/18/16 - 6/9/16
<u>Dickey ES</u>		
ASB	Memory Book Sale	3/4/16 - 6/7/16
<u>Hidden Trails ES</u>		
PTA	Off Campus See's Candy Sale	3/4/16 - 3/18/16
<u>Oak Ridge ES</u>		
PTA	Chino Hills Pizza Company Spirit Night	3/24/16
PTA	Book Fair	4/11/16 - 4/15/16
PTA	Walk-A-Thon	4/11/16 - 4/22/16
PTA	Family Fun Night	4/22/16
<u>Walnut ES</u>		
PFA	Off Campus See's Candy Sale	3/4/16 - 3/25/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 3, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ayala HS</u>		
Science Olympiad	Bruxie Family Day	3/4/16
Dance Production	Dance Program Dedication Space Sale	3/4/16 - 3/25/16
BAC Boosters	Bowl-A-Thon Pledge Drive	3/4/16 - 3/28/16
#Ayala ICH Club	T-Shirt Sale	3/4/16 - 6/10/16
Make-A-Wish	Pie Your Teacher in the Face	3/14/16
BAC Boosters	Chipotle Band Night Out	3/15/16
<u>Chino HS</u>		
Girls Softball	Snap Raise Online Donation Drive	3/7/16 - 6/1/16
Track Team	Chino Relays	3/19/16
Swim Team	Off Campus Snack Sale	4/25/16 - 4/29/16
<u>Chino Hills HS</u>		
Huskies United	Frostbites Family Night Out	3/9/16
Girls Softball	Summer Camp	6/14/16 - 6/15/16
<u>Don Lugo HS</u>		
Baseball	Quakes Ticket Sale	3/4/16 - 4/16/16
Band Boosters	E-Waste Recycling	3/5/16
Girls Softball	Off Campus Pizza Sale	3/4/16 - 3/25/16
Grad Night 2016 Boosters	Off Campus See's Candy Sale	3/9/16 - 3/23/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: DONATIONS

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BACKGROUND

Board Policy 3290 Business and Noninstructional Operations - Gifts, Grants, and Bequests states the Board of Education may accept any bequest or gift of money or property on behalf of the District. All gifts, grants, and bequests shall become property of the District. Use of the gift shall not be impaired by restrictions or conditions imposed by the donor.

Approximate values are determined by the donor.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

Any cost for repairs of donated equipment will be a site expense.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 3, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Glenmeade ES</u>		
School Portraits by Adam's Photography	Cash	\$745.00
<u>Hidden Trails ES</u>		
Hidden Trails PTA	Cash	\$992.40
Hidden Trails PTA	Cash	\$2,917.00
<u>Litel ES</u>		
Keith Ishibashi	Cash	\$70.00
<u>Chino Hills HS</u>		
Your Cause	Cash	\$5.00
<u>Don Lugo HS</u>		
William Thigpen	Cash	\$40.00
City of Chino	Cash	\$100.00
Ronald & Carmen Sinsabaugh	Cash	\$100.00
Gerald & Jane Stowell	Cash	\$200.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
 Student Achievement • Safe Schools • Positive School Climate
 Humility • Civility • Service

DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
 Liz Pensick, Director, Business Services

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

The following law firms provide services to the Chino Valley Unified School District and have submitted their invoices. The current invoice amounts, along with the fiscal year-to-date totals for each individual law firm, are listed below.

FIRM	MONTH	INVOICE AMOUNTS	2015/2016 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	January 2016	\$ 12,432.15	\$ 86,411.83
Chidester, Margaret A. & Associates	-	-	\$ 120,829.69
Parker & Covert LLP	-	-	\$ 416.50
	Total	\$ 12,432.15	\$ 207,658.02

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo.

FISCAL IMPACT

\$12,432.15 to the General Fund.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Preston R. Carr, Ed.D., Director, Alternative Education
SUBJECT: REQUEST FOR PROPOSAL FOR THE WORKFORCE INNOVATION AND OPPORTUNITY ACT YOUTH PROGRAMS FOR 2016 THROUGH 2018

=====

BACKGROUND

The County of San Bernardino through its Local Workforce Development Board and the Workforce Development Department is seeking proposals from interested and qualified proposers to conduct a 24-month program providing year-round youth services as allowed under Title I of the Workforce Innovation and Opportunity Act (WIOA). The County of San Bernardino through its Workforce Development Department is the designated entity that will administer the WIOA year-round youth program funds. On the authorization of the Superintendent, the Chino Valley Unified School District submitted its Request for Proposal for the WIOA Youth Programs for 2016 through 2018.

The WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Additionally, it makes key investments in serving out-of-school youth. It prepares vulnerable youth and other young job seekers for successful employment through increasing the use of proven service models.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the Request for Proposal for the Workforce Innovation and Opportunity Act Youth Programs for 2016 through 2018.

FISCAL IMPACT

\$337,500.00 grant funds through Title I of the WIOA.

WMJ:NE:PRC:smr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Preston R. Carr, Ed.D., Director, Alternative Education
SUBJECT: 2016 ENRICHMENT SUMMER INSTRUCTION PROGRAM

=====

BACKGROUND

The Board of Education recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. The District’s enrichment summer instruction program may be used to provide supplemental instruction for District’s students wishing to gain credits towards graduation in accordance with the law, board policy, and administrative regulation. Additionally, the program will provide students an opportunity to take a variety of elective offerings. The international student visitors will not receive course credit; however, they will achieve the cultural experience. The enrichment summer instruction program is available to students in grades 9 – 12.

Academic Enrichment Summer Instruction Program

Session 1	June 13 – July 8, 2016	Monday – Friday	7:30 a.m. – 11:45 a.m.
Session 2	July 11 – August 4, 2016	Monday – Friday	7:30 a.m. – 11:45 a.m.

Elective Enrichment Summer Instruction Program

Session 1	June 13 – July 8, 2016	Monday – Friday	12:45 p.m. – 3:45 p.m.
Session 2	July 11 – August 4, 2016	Monday – Friday	12:45 p.m. – 3:45 p.m.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the 2016 Enrichment Summer Instruction Program.

FISCAL IMPACT

The 2016 Enrichment Summer Instruction Programs is funded by the International B2 Visa student visitors’ fund.

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Director, Assessment and Instructional Technology
SUBJECT: REVISION OF BOARD POLICY 6162.51 INSTRUCTION – STANDARDIZED TESTING AND REPORTING PROGRAM

=====
BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 6162.51 Instruction – Standardized Testing and Reporting Program is being revised to reflect the official name change of the state assessment system to the California Assessment of Student Performance and Progress (CAASPP). This item was presented to the Board on February 18, 2016, for information.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 6162.51 Instruction – Standardized Testing and Reporting Program.

FISCAL IMPACT

None.

WMJ:NE:JR:smr

~~STANDARDIZED TESTING AND REPORTING PROGRAM STATE ACADEMIC ACHIEVEMENT TESTS~~

The Board of Education ~~desires to use the results of the~~ RECOGNIZES THAT STATE achievement test RESULTS PROVIDE AN INDICATION OF STUDENT PROGRESS ~~to evaluate the performance of District students in achieving state academic standards and in comparison to the performance of students across the state~~ MAY BE USED TO PROMOTE HIGH-QUALITY TEACHING AND LEARNING. The Superintendent or designee shall administer mandatory student assessments within the ~~State Standardized Testing and Reporting (STAR) program~~ CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) as required by law and in accordance with Board Policy and Administrative Regulation.

(cf. 6011 - Academic Standards)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.54 - Test Integrity/Test Preparation)
 (cf. 9321 - Closed Session Purposes and Agendas)
 (cf. 9321.1 - Closed Session Actions and Reports)

The Board strongly encourages all students at the applicable grade levels to participate in the ~~STAR~~ STATE assessments in order to maximize the usefulness of the data and enable the District to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

(cf. 0520.2 - Title I Program Improvement Schools)
 (cf. 0520.3 - Title I Program Improvement Districts)

The Board shall annually examine ~~STAR~~ STATE ASSESSEMENT results by school, grade level, and student subgroup AS ONE MEASURE OF THE DISTRICT'S PROGRESS IN ATTAINING ITS STUDENT ACHIEVEMENT GOALS AND SHALL REVISE THE LOCAL CONTROL AND ACCOUNTABILITY PLAN AND OTHER DISTRICT OR SCHOOL PLANS AS NECESSARY TO IMPROVE STUDENT ACHIEVEMENT FOR UNDERPERFORMING STUDENT GROUPS. ~~in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the STAR performance level of the school is below the Board's established expectations, the Board may conduct an assessment of the reasons for the performance results and may adopt a performance improvement plan in accordance with Education Code 52056.~~

(cf. 0460 - Local Control and Accountability Plan)
 (cf. 0500 - Accountability)

~~STANDARDIZED TESTING AND REPORTING PROGRAM STATE ACADEMIC ACHIEVEMENT TESTS~~ (cont.)

Legal Reference:

EDUCATION CODE

49076 Student records; access

51041 Evaluation of educational program

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

56345 Individualized education program, contents

60600-60630 Assessment of academic achievement

60640-60649 California Assessment of Student Performance and Progress

60660-60663 Electronic learning assessment resources

60810 Assessment of language development

99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

850-864 State assessments

UNITED STATES CODE, TITLE 20

1412 Participation of students with disabilities in state assessments

6311 Adequate yearly progress

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1 Standards and assessment

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Supporting Student Achievement: Student Assessment System in Flux, Governance Brief, June 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Assembly Bill 484 Questions and Answers

CALIFORNIA STATE UNIVERSITY PUBLICATIONS

The Early Assessment Program: Handbook for School Site Leaders, 2008

SMARTER BALANCED ASSESSMENT CONSORTIUM PUBLICATIONS

Usability, Accessibility, and Accommodations Guidelines, September 2013

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEBSITES

California School Boards Association: www.csba.org

California Department of Education, Testing and Accountability: www.cde.ca.gov/ta

California Learning Resources Network: clrn.org

California State University, Early Assessment Program: www.calstate.edu/eap

Smarter Balanced Assessment Consortium: www.smarterbalanced.org

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr

Chino Valley Unified School District

Policy adopted: May 23, 2002

Revised: March 17, 2011

Reviewed: March 1, 2012

REVISED:

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Director, Assessment and Instructional Technology
SUBJECT: REVISION OF BOARD POLICY 6162.54 INSTRUCTION – TEST INTEGRITY/TEST PREPARATION

=====
BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 6162.54 Instruction – Test Integrity/Test Preparation is being revised to reflect new law Assembly Bill 484 which establishes the California Assessment of Student Performance and Progress (CAASPP) assessment system, prohibits use of a program for the sole purpose of test preparation for state assessments, and allows districts to familiarize students with item types or the computer-based testing environment used in the CAASPP. This item was presented to the Board on February 18, 2016, for information.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 6162.54 Instruction – Test Integrity/Test Preparation.

FISCAL IMPACT

None.

WMJ:NE:JR:smr

TEST INTEGRITY/TEST PREPARATION

The Board of Education desires to protect the integrity of student assessmentS processes in order to obtain an accurate AND RELIABLE INDICATORS assessment of student achievement AND TO ENSURE in the district and maintain accountability to the community and state. Staff and students SHALL are expected to maintain a high level of integrity in the completion and handling of student assessments.

(cf. 0500 - Accountability)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5131 - Conduct)
(cf. 5131.9 - Academic Honesty)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

Test Integrity

In the administration of ACADEMIC ACHIEVEMENT standardized tests, staff shall not ENGAGE IN ANY ACTS THAT COULD RESULT IN THE INVALIDATION OF TEST RESULTS, SUCH AS:

1. ProvideING inappropriate test preparation
2. ModifyING test administration procedures, except as allowed by law
3. ProvideING inappropriate assistance to students during test administration
4. ChangeING or fillING in answers on student answer sheets
5. ProvideING inaccurate data on student header sheets
6. DiscourageING or excludeING certain students from taking the test
7. EngageING in any other practice to artificially raise student scores without actually improving underlying student achievement

APPROPRIATE TEST Preparation for State Tests

~~Staff may prepare students for assessments by providing instruction in the content specified in state and district academic standards and teaching general test-taking strategies designed to improve their performance on tests included in the Standardized Testing and Reporting Program, the California High School Exit Examination (CAHSEE), or the California English Language Development Test (CELDT). Such strategies may include, but not be limited to using time efficiently, understanding directions, placing answers correctly on answer sheets, checking answers, problem-solving tactics, and exposing students to various test formats.~~

TEST INTEGRITY/TEST PREPARATION (cont.)

(cf. 6011 - Academic Standards)

The Superintendent or designee, principals, and teachers shall not implement any program FOR THE SOLE PURPOSE of TEST ~~specific~~ preparation OF STUDENTS for the statewide student assessment SYSTEM ~~program~~ or a particular test used ~~within that program~~ IN THE STATEWIDE ASSESSMENT SYSTEM. (Education Code 60611)

THE PRIMARY PREPARATION FOR ASSESSMENTS SHALL BE HIGH-QUALITY INSTRUCTION IN THE CONTENT SPECIFIED IN STATE AND DISTRICT ACADEMIC STANDARDS. IN ADDITION, STAFF MAY PREPARE STUDENTS FOR ASSESSMENTS BY TEACHING GENERAL TEST-TAKING STRATEGIES AND FAMILIARIZING THEM WITH ITEM TYPES OR THE COMPUTER-BASED TESTING ENVIRONMENT USED IN STATE ASSESSMENTS.

(cf. 6011 - Academic Standards)

~~Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)~~

~~Staff shall not use released test questions to develop practice tests that mimic or parallel state test, or for teaching or drilling students only on the released items.~~

Investigation and Consequences of Testing Irregularities

Reports of ~~student~~ cheating on assessments shall be submitted to the SUPERINTENDENT ~~principal~~ or designee for investigation. The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

(cf. 5144 - Discipline)

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, ~~where~~ applicable, collective bargaining agreements, Board policy and administrative regulations.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

TEST INTEGRITY/TEST PREPARATION (cont.)

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:

EDUCATION CODE

60611 Inappropriate test preparation

60640-60649 California Assessment of Student Performance and Progress

60850-60859 California High School Exit Examination

GOVERNMENT CODE

54957 Complaints against employees, closed session

CODE OF REGULATIONS, TITLE 5

850-864 California Assessment of Student Performance and Progress

1200-1225 California High School Exit Examination, especially:

1220 Cheating on the high school exit examination

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines on Academic Preparation for State Assessments, December 2009

WEBSITES:

California School Boards Association: www.csba.org

California Department of Education: www.cde.ca.gov

Smarter Balanced Assessment Consortium: www.smarterbalanced.org

Chino Valley Unified School District

Policy approved: May 23, 2002

Revised: June 18, 2009

REVISED:

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Mary M. Salcido, Director, Access & Equity
SUBJECT: REVISION OF BOARD POLICY 6174 INSTRUCTION – EDUCATION FOR ENGLISH LANGUAGE LEARNERS

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 6174 Instruction – Education for English Language Learners is being revised to reflect requirements to address goals and specific actions for English language learners in the District’s Local Control and Accountability Plan (LCAP), establish an English learner parent advisory committee to consult on LCAP development when applicable, and measure progress toward District goals for English learners. The policy also adds language on professional development required for district’s receiving federal Title III funds. This item was presented to the Board on February 18, 2016, for information.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 6174 Instruction – Education for English Language Learners.

FISCAL IMPACT

None.

WMJ:NE:MMS:smr

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Board of Education intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the District's regular course of study.

THE DISTRICT SHALL IDENTIFY IN ITS LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) SPECIFIC ACTIONS AND SERVICES TO ENHANCE STUDENT ENGAGEMENT, ACADEMIC ACHIEVEMENT, AND OTHER OUTCOMES FOR ENGLISH LEARNERS.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards AND CURRICULUM FRAMEWORK. The District's program shall be based on sound instructional theory, USE STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS, and ~~adequately supported in order to~~ assist students in accessing the full educational program ~~so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.~~

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title 1 Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 -Staff Teaching English Language Learners)

THE SUPERINTENDENT OR DESIGNEE SHALL PROVIDE TO TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL STAFF RESEARCH-BASED PROFESSIONAL DEVELOPMENT THAT IS DESIGNED TO IMPROVE THE INSTRUCTION AND ASSESSMENT OF ENGLISH LEARNERS AND ENHANCE STAFF'S ABILITY TO UNDERSTAND AND USE CURRICULA, ASSESSMENT, AND INSTRUCTIONAL STRATEGIES FOR ENGLISH LEARNERS. (20 USC 6825)

(cf. 4131/4231/4331 - Staff Development)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (cont.)

The Superintendent or designee shall encourage parent/GUARDIAN and community involvement in the development, implementation, and evaluation of English language development programs. IN ADDITION, TO SUPPORT STUDENTS' ENGLISH LANGUAGE DEVELOPMENT, THE SUPERINTENDENT OR DESIGNEE MAY PROVIDE AN ADULT LITERACY TRAINING PROGRAM THAT LEADS TO ENGLISH FLUENCY FOR PARENTS/GUARDIANS AND COMMUNITY MEMBERS.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in administrative regulation.

ENGLISH LEARNERS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND ANY ADDITIONAL SUBJECT REQUIRED BY LAW SHALL BE ASSESSED USING THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS. AS NECESSARY, THE TEST SHALL BE ADMINISTERED WITH ALLOWABLE TESTING VARIATIONS IN ACCORDANCE WITH 5 CCR 853.5 AND 853.7. ENGLISH LEARNERS WHO ARE IN THEIR FIRST 12 MONTHS OF ATTENDING A SCHOOL IN THE UNITED STATES SHALL BE EXEMPTED FROM TAKING THE ENGLISH LANGUAGE ARTS ASSESSMENT TO THE EXTENT ALLOWED BY FEDERAL LAW. (EDUCATION CODE 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6162.51 - State Academic Achievement Tests)

Placement of English Learners

Students who are English learners shall be educated through “structured English immersion” (also known as “sheltered English immersion”), as defined in law and THE ACCOMPANYING administrative regulation, ~~during~~ FOR a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the District’s structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (cont.)

"NEARLY ALL," FOR THE PURPOSE OF DETERMINING THE AMOUNT OF INSTRUCTION TO BE CONDUCTED IN ENGLISH, MEANS THAT ALL CLASSROOM INSTRUCTION SHALL BE CONDUCTED IN ENGLISH EXCEPT FOR CLARIFICATION, EXPLANATION, AND SUPPORT AS NEEDED.

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or District assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305; 5 CCR 11301)

(cf. 6162.5 - Student Assessment)

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to parental/GUARDIAN'S preference for student placement.

A waiver request shall be granted in accordance with law unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

IF THE SUPERINTENDENT OR DESIGNEE DENIES THE WAIVER REQUEST, HE/SHE SHALL PROVIDE A WRITTEN JUSTIFICATION TO THE PARENT/GUARDIAN DESCRIBING THE REASONS FOR THE DENIAL. A PARENT/GUARDIAN MAY APPEAL THE DECISION IN WRITING TO THE BOARD. THE BOARD MAY CONSIDER THE MATTER AT ITS NEXT REGULAR BOARD MEETING. THE BOARD MAY DECIDE NOT TO HEAR THE APPEAL, IN WHICH CASE THE SUPERINTENDENT'S DECISION SHALL BE FINAL. IF THE BOARD HEARS THE APPEAL, THE SUPERINTENDENT SHALL SEND THE BOARD'S DECISION TO THE PARENT/GUARDIAN WITHIN SEVEN WORKING DAYS.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (cont.)**Program Evaluation**

To evaluate the effectiveness of the District's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. the Progress of English learners towards proficiency in English;
2. The number and percentage of English learners reclassified as fluent English proficient;
3. The number and percentage of English learners who are OR AT RISK OF BEING classified as long-term English learners; IN ACCORDANCE WITH EDUCATION CODE 313.1
4. The achievement of English learners on standards-based tests in core curricular areas;
5. PROGRESS TOWARD ANY OTHER GOALS FOR ENGLISH LEARNERS IDENTIFIED IN THE DISTRICT'S LCAP
6. and Aa comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any district or school-wide English learner advisory committees.

Legal Reference:**EDUCATION CODE**

300-340 English language education

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48985 Notices to parents in language other than English

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

60200.7 Suspension of state instructional materials adoptions

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English learner education

11510-11517 California English Language Development Test

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (cont.)

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

6312 Local education agency plans

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

7012 Parental notification

COURT DECISIONS

Valeria G. v. Wilson, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013

English Language Arts/English Language Development Framework for California Public Schools:

Transitional Kindergarten Through Grade Twelve, 2014

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEBSITES

California Department of Education: www.cde.ca.gov/sp/el

U.S. Department of Education: www.ed.gov

Chino Valley Unified School District

Policy Adopted: August 21, 1997

Revised: February 22, 2001

Revised: September 4, 2003

Revised: June 18, 2009

Revised: March 21, 2013

REVISED:

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

The Board of Education recognizes that school-sponsored trips are an important component of a student’s development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the District’s course of study or school related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. Resources will be identified and established at the school site to assist economically disadvantaged students in obtaining funding for field trips and, in some cases, student travel.

Field trips that require overnight stay or are in excess of 250 miles (one way) require board approval.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the following school-sponsored trips:

School-Sponsored Trips	Date	Fiscal Impact
Site: Chino HS Event: CIF Wrestling Tournament Place: Perris, CA Chaperone Ratio: 4 students/2 chaperones	February 19-20, 2016	Cost: \$230.00 per student Funding Source: Parents
Site: Chino HS Event: CIF State Wrestling Tournament Place: Visalia, CA Chaperone Ratio: 1 student/2 chaperones	February 25-27, 2016	Cost: \$400.00 per student Funding Source: Parents

School-Sponsored Trips	Date	Fiscal Impact
Site: Chino HS Event: AVID Junior College Tour Place: San Francisco, CA Chaperone Ratio: 15 students/3 chaperones	March 9-11, 2016	Cost: \$360.00 per student Funding Source: Parents
Site: Chino Hills HS Event: Western Colorguard Championships Place: Las Vegas, NV Chaperone Ratio: 36 students/9 chaperones	March 18-20, 2016	Cost: \$230.00 per student Funding Source: Boosters
Site: Chino Hills HS Event: Key Club District Convention Place: Sacramento, CA Chaperone Ratio: 13 students/2 chaperones	April 8-10, 2016	Cost: \$349.00 per student Funding Source: Parents
Site: Don Lugo HS Event: UC Davis Field Day - FFA Place: Davis, CA Chaperone Ratio: 4 students/1 chaperone	March 4-6, 2016	Cost: \$80.00 per student Funding Source: Parents
Site: Don Lugo HS Event: Chico State Field Day - FFA Place: Chico, CA Chaperone Ratio: 4 students/1 chaperone	March 11-13, 2016	Cost: \$80.00 per student Funding Source: Parents
Site: Don Lugo HS Event: State FFA Leadership Conference Place: Fresno, CA Chaperone Ratio: 12 students/3 chaperones	April 22-26, 2016	Cost: \$230.00 per student Funding Source: Parents

FISCAL IMPACT

None.

WMJ:JC:Imc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

Board Policy 3310 Business and Noninstructional Operations – Purchasing requires approval/ratification of purchase orders by the Board of Education. A purchase order is a legal contract between a district and vendor, containing a description of each item listed and/or a statement to the effect that supplies, equipment or services furnished herewith shall be in accordance with specifications and conditions.

Purchase orders represent a commitment of funds. No item on this register will be processed unless within budgeted funds. The actual payment for the services or materials is made with a warrant (check) and reported on the warrant register report.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the purchase order register, provided under separate cover.

FISCAL IMPACT

\$848,925.72 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

=====

BACKGROUND

All contracts between the District and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the District, all contracts must be approved and/or ratified by the Board of Education.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

FISCAL IMPACT

As indicated.

WMJ:GJS:pw

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
<p>CIIS-1516-081 ESL 4 Asia. To provide resources for operating an effective international student exchange program. Submitted by: Deputy Superintendent Duration of Agreement: March 4, 2016 – June 30, 2016</p>	<p>Contract Amount: No cost to District Funding Source: N/A</p>

MASTER CONTRACTS	FISCAL IMPACT
<p>MC-1516-110 Wheels of Freestyle. To provide BMX bike shows. Submitted by: Cortez ES/Purchasing Department Duration of Agreement: March 4, 2016 – June 30, 2018</p>	<p>Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters</p>
<p>MC-1516-111 California Science Center Foundation. To provide science related field trip venue. Submitted by: Cortez ES/Purchasing Department Duration of Agreement: March 4, 2016 – June 30, 2018</p>	<p>Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters</p>
<p>MC-1516-112 Rancho Cucamonga Quakes. To provide Quakes baseball game fundraiser. Submitted by: Chaparral ES/Purchasing Department Duration of Agreement: March 4, 2016 – June 30, 2016</p>	<p>Contract Amount: No cost to the District or school Funding Source: Parents</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

The Board of Education recognizes that the District may own personal property which is unusable, obsolete, or no longer needed by the District. The Superintendent or designee shall arrange for the sale or disposal of District personal property in accordance with Board policy and the requirements of Education Code 17545.

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an upcoming Board agenda. After Board approval, items may be picked up by District warehouse or a liquidation company for public auction. Proceeds of the sale are deposited into the General Fund.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

WMJ:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY**

March 3, 2016

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Chairs (42)			Adult School
TV and Mount	Magnavox	31795	Adult School
File Cabinet		A01414	Adult School
File Cabinet		A01897	Adult School
File Cabinet		A11307	Adult School
File Cabinets (3)			Adult School
Document Feeder	HP	CN18RT0011	Adult School
Server	Intel	32625	Adult School
Projector	Eiki	H6ZA2235	Adult School
Overhead Projector	3M	A25843	Adult School
Recycle Containers (12)			Adult School

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations

SUBJECT: RESOLUTIONS 2015/2016-49, 2015/2016-50, 2015/2016-51, AND 2015/2016-52 FOR AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS

=====

BACKGROUND

Public Contract Code (PCC) 20111 requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$86,000.00 to the lowest responsible bidder.

Notwithstanding PCC 20111, PCC 20118 and Administrative Regulation 3311 state that without advertising for bids and upon a determination that it is in the best interest of the District, the Board may authorize District staff by contract, lease, requisition, or purchase order of another public corporation or agency, to lease data-processing equipment, or to purchase materials, supplies, equipment, automotive vehicles, tractors and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor (piggyback).

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly to the vendor under the same terms that are available to the public corporation or agency under the contract.

Staff requests approval of the following resolutions to provide authorization for the District to participate by piggyback in contracts as itemized:

Resolution	Contract	Contractor	Description	Term
2015/2016-49	General Services Administration GS-07F-0326T	Electronics Technologies Corporation, USA/Schlage Lock, LLC	Access Control Systems, Electronic Door Entry Control Hardware, Locking Devices and Installation	4/18/2012-4/17/2017

Resolution	Contract	Contractor	Description	Term
2015/2016-50	State of California CMAS 3-15-84-0042A	Time & Alarm Systems	Fire Alarm Systems and Security Access Control Systems	4/8/2015-9/30/2019
2015/2016-51	State of California CMAS 3-15-84-0042D	Time & Alarm Systems	Security Access Control Systems	12/3/2015-11/30/2020
2015/2016-52	State of California CMAS 3-15-70-3176A	Time & Alarm Systems	Data Communication Fiber and Equipment	5/6/2015-10/31/2017

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolutions 2015/2016-49, 2015/2016-50, 2015/2016-51, and 2015/2016-52 for authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

WMJ:GJS:pw

**Chino Valley Unified School District
Resolution 2015/2016-49
Authorization to Utilize the General Services Administration
Contract GS-07F-0326T With Electronics Technologies Corporation,
USA/Schlage Lock, LLC
to Purchase Access Control Systems, Electronic Door Entry Control Hardware,
Locking Devices and Installation
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure access control systems, electronic door entry control hardware, locking devices and installation for the District;

WHEREAS, General Services Administration currently has a piggyback contract, Contract GS-07F-0326T, in accordance with Public Contract Code 20118 with Electronics Technologies Corporation, USA/Schlage Lock, LLC that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of access control systems, electronic door entry control hardware, locking devices and installation through the piggyback contract procured by the General Services Administration Contract GS-07F-0326T.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of access control systems, electronic door entry control hardware, locking devices and installation through the piggyback contract originally procured by the General Services Administration Contract GS-07F-0326T is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of access control systems, electronic door entry control hardware, locking devices and installation in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the General Services Administration Contract GS-07F-0326T.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of April 18, 2012, for the term ending April 17, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 3rd day of March 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2015/2016-50
Authorization to Utilize the State of California Multiple Awards Schedule (CMAS)
Contract 3-15-84-0042A With Time & Alarm Systems
to Purchase Fire Alarm Systems and Security Access Control Systems
Through the CMAS**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure fire alarm systems and security access control systems for the District;

WHEREAS, CMAS currently has a contract, Contract 3-15-84-0042A, in accordance with Public Contract Code 20118 with Time & Alarm Systems that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of fire alarm systems and security access control systems through the contract procured by the CMAS Contract 3-15-84-0042A.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of fire alarm systems and security access control systems through the contract originally procured by the CMAS Contract 3-15-84-0042A is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of fire alarm systems and security access control systems in accordance with Public Contract Code 20118 through the contract originally procured by the CMAS Contract 3-15-84-0042A.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of April 8, 2015, for the term ending September 30, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 3rd day of March 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2015/2016-51
Authorization to Utilize the State of California Multiple Awards Schedule (CMAS)
Contract 3-15-84-0042D With Time & Alarm Systems
to Purchase Security Access Control Systems
Through the CMAS**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure security access control systems for the District;

WHEREAS, CMAS currently has a contract, Contract 3-15-84-0042D, in accordance with Public Contract Code 20118 with Time & Alarm Systems that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of security access control systems through the contract procured by the CMAS Contract 3-15-84-0042D.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of security access control systems through the contract originally procured by the CMAS Contract 3-15-84-0042D is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of security access control systems in accordance with Public Contract Code 20118 through the contract originally procured by the CMAS Contract 3-15-84-0042D.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of December 3, 2015, for the term ending November 30, 2020.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 3rd day of March 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2015/2016-52
Authorization to Utilize the State of California Multiple Awards Schedule (CMAS)
Contract 3-15-70-3176A With Time & Alarm Systems
to Purchase Data Communication Fiber and Equipment
Through the CMAS**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure data communication fiber and equipment for the District;

WHEREAS, CMAS currently has a contract, Contract 3-15-70-3176A, in accordance with Public Contract Code 20118 with Time & Alarm Systems that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of data communication fiber and equipment through the contract procured by the CMAS Contract 3-15-70-3176A.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of data communication fiber and equipment through the contract originally procured by the CMAS Contract 3-15-70-3176A is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of data communication fiber and equipment in accordance with Public Contract Code 20118 through the contract originally procured by the CMAS Contract 3-15-70-3176A.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of May 6, 2015, for the term ending October 31, 2017.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 3rd day of March 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Martin Silveira, Director, Maintenance, Operations, and Construction
Beverly Beemer, Director, Technology
**SUBJECT: RESOLUTION 2015/2016-53 FOR AUTHORIZATION TO UTILIZE THE
LEVEL 3 CUPCCAA BID LIMIT FOR THE REPLACEMENT OF THE
AYALA HS FIRE ALARM SYSTEM**

=====

BACKGROUND

On May 9, 2013, the Board of Education adopted Resolution 2012/2013-71, Adoption of California Uniform Public Construction Cost Accounting Act (CUPCCAA). Per Public Contract Code 22030, the adoption of CUPCCAA allows the use of alternate bidding procedures for projects under \$175,000.00, while still ensuring the District receives the lowest pricing possible from responsible vendors and contractors.

Per Public Contract Code Section 22034(f), projects exceeding \$175,000.00 up to \$187,500.00 may be completed under CUPCCAA with the adoption of a resolution by four-fifths vote of the Board.

Adoption of this resolution will allow the District to proceed with the replacement of the fire alarm system at Ayala HS.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2015/2016-53 for authorization to utilize the level 3 CUPCCAA bid limit for the replacement of the Ayala HS fire alarm system.

FISCAL IMPACT

\$179,363.14 to Capital Facilities Fund 25.

WMJ:GJS:MS:BB:pw

**Chino Valley Unified School District
Resolution 2015/2016-53
Authorization to Utilize the Level 3 CUPCAA Bid Limit
for the Replacement of the Ayala HS Fire Alarm System**

WHEREAS, the Chino Valley Unified School District, Board of Education adopted Resolution 2012/2013-71, Adoption of California Uniform Public Construction Cost Accounting Act ("Informal Bidding Act") on May 9, 2013; and

WHEREAS, the Uniform Public Construction Cost Accounting Act (Act), located at Public Contract Code 22000 et. seq., authorizes California local agencies to utilize less formal bidding procedures for public works and maintenance projects valued at less than \$175,000.00 or the current limit of the Act at the time of project; and

WHEREAS, if all bids received exceed \$175,000.00, the public agency may, by adoption of a resolution by a four-fifths vote, award the contract to the lowest responsible bidder in the amount of \$187,500.00 or less if the cost estimate of the public agency was reasonable; and

WHEREAS, the District invited bids utilizing an informal bid process as authorized by the Public Contract Code section 22034 for the replacement of the Ayala HS Fire Alarm System, due to the reasonable estimate by staff of a cost of \$175,000.00 or less; and

WHEREAS, one bid was received from Time & Alarm Systems in the amount of \$179,363.14.

NOW THEREFORE, BE IT RESOLVED by the Board of Education of the Chino Valley Unified School District, as follows:

1. The Board of Education, by at least a four-fifths affirmative vote, finds that staff's estimate of \$175,000.00 or less was reasonable, and the lowest responsible bidder should be awarded the contract as it does not exceed \$187,500.00.
2. Upon reviewing the bids submitted for the work to be performed pursuant to the plans and specifications, the Board of Education hereby finds that Time & Alarm Systems (Contractor), is the lowest responsible bidder for the replacement of the Ayala HS Fire Alarm System. The Contractor's bid is hereby accepted in the total amount of \$179,363.14.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 3rd day of March 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
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DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

Board approval of personnel transactions is required by Board Bylaw 9324 Bylaws of the Board - Minutes and Recordings and Education Code 35163. Included are new hires based on need, which includes replacements, growth, and class size reduction.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the certificated/classified personnel items.

FISCAL IMPACT

All personnel assignments are within the approved staffing ratio for the appropriate school year budget.

WMJ:GP:LF:RR:jaf

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
--------------------	------------------------	------------------------	------------------------------

HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2015/2016 SCHOOL YEAR

RETIREMENT

MARCOS, Joseph (37 years of service)	PE Teacher/ Athletic Director	Don Lugo HS	06/10/2016
ROBINSON, Sandra (20 years of service)	Special Ed. Teacher	Alternative Ed.	06/10/2016

RESIGNATION

BORCHERDING, April	Elementary Teacher	Country Springs ES	06/08/2016
FIDEL, Jodee	Elementary Teacher	Dickey ES	06/08/2016
CASSETTA, Maria	Elementary Teacher	Dickson ES	06/09/2016
YANEZ, Ashley	Elementary Teacher	Liberty ES	06/08/2016
BUTLER, Jessica	Art Teacher	Ayala HS	06/30/2016

APPOINTMENT – EXTRA DUTY

URBINA JR., Erick (NBM)	Band (B)	Townsend JHS	03/04/2016
PLASCENCIA, Emmanuel (NBM)	Boys Soccer (GF)	Ayala HS	03/04/2016
MIKAN, Timothy (NMB)	Band (B)	Chino HS	03/04/2016
URBINA JR., Erick (NBM)	Band (B)	Chino Hills HS	03/04/2016
HORSLEY, Christopher	Golf (GF)	Don Lugo HS	03/04/2016

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE AUGUST 17, 2015, THROUGH JUNE 30, 2016

BLYSTONE, Matthew	KOSTA, Joseph	TATUM, Esmeralda
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CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

DELACRUZ, Johnathan	IA/Childhood Ed (C)	Dickey ES SOAR	03/04/2016
WEAST, Alysia	Childcare Spec. (C)	Rolling Ridge FC	03/04/2016
GOMEZ, Michelle	Typist Clerk II (GF)	Canyon Hills JHS	03/04/2016
FEKETE, Susan	IA/SPED/RSP (SELPA/GF)	Chino HS	03/04/2016
ANTHONY Sr., Marc	Bus Driver (GF)	Transportation	03/04/2016
MURILLO, Kimberly	Bus Driver (GF)	Transportation	03/04/2016

RE-HIRE FROM 39 MONTH RE-EMPLOYMENT LIST

CORLEW, Gloria	Nutrition Services Asst. II (NS)	Chino HS	03/04/2016
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CHANGE IN ASSIGNMENT

DOMINGUEZ, Irene	FROM: IA/Computer Assisted Instruction (C) 4 hrs./136 work days TO: IA/Computer Assisted Instruction (C) 6 hrs./181 work days	Walnut ES Special Ed.	03/04/2016
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PLACED ON 39 MONTH RE-EMPLOYMENT LIST

MCINTOSH, Andrea	Elementary Library/Media Center Assistant (GF)	Walnut ES	02/24/2016
MISQUEZ, Sherry	Nutrition Services Asst. I (NS)	Cal Aero K-8	02/19/2016

RESIGNATION

ARROYO, Michelyn	Childcare Specialist (C)	Hidden Trails FC	02/23/2016
ARROYO, Michelyn	IA/Childhood Ed (C)	Hidden Trails FC	02/23/2016
HIZEY, Jessica	IA/Childhood Ed (C)	Newman FC	02/25/2016

RETIREMENT

DE OLIVEIRA, Wanderlei (17 years of service)	Custodian II (GF)	Wickman ES	03/19/2016
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CLASSIFIED PERSONNEL (cont.)

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2015, THROUGH JUNE 30, 2016

BAENA, Tony	CARRASCO-ALCARAZ, Francisco	EMMONS, Jason
GARIBAY, Betty	GONZALEZ, Melanie	GOOD, Stephanie
LOPEZ, Victor	MORREIRA, Richard	MOYER, Aaron
STAAB, Stacy	TODD, Michelle	TORRES, Monica
TURLEY, Coleen	VARGAS, Erika	VAZQUEZ, Evelyn
VELASQUEZ, Maribel		

(504) = Federal Law for Individuals with Handicaps
(ACE) = Ace Driving School
(ASB) = Associated Student Body
(ASF) = Adult School Funded
(ATE) = Alternative to Expulsion
(B) = Booster Club
(BTSA) = Beginning Teacher Support & Assessment
(C) = Categorically Funded
(CAHSEE)= California High School Exit Exam
(CC) = Children's Center (Marshall)
(CDF) = Child Development Fund
(CSR) = Class Size Reduction
(CVLA) = Chino Valley Learning Academy
(CWY) = Cal Works Youth
(E-rate) = Discount Reimbursements for Telecom.
(G) = Grant Funded
(GF) = General Fund
(HBE) = Home Base Education
(MM) = Measure M – Fund 21
(MAA) = Medi-Cal Administrative Activities
(MH) = Mental Health – Special Ed.
(NBM) = Non-Bargaining Member
(ND) = Neglected and Delinquent
(NS) = Nutrition Services Budget
(OPPR) = Opportunity Program
(PFA) = Parent Faculty Association
(R) = Restricted
(ROP) = Regional Occupation Program
(SAT) = Saturday School
(SB813) = Medi-Cal Admin. Activities Entity Fund
(SELPA) = Special Education Local Plan Area
(SOAR) = Students on a Rise
(SPEC) = Spectrum Schools
(SS) = Summer School
(SWAS) = School within a School
(VA) = Virtual Academy
(WIA) = Workforce Investment Act

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Daniel P. Mellon, ARM-P, Director, Risk Management and Human Resources

SUBJECT: REJECTION OF CLAIM

=====

BACKGROUND

Claim 16-02-01 was submitted on February 9, 2016, by Justin Lawler, a spectator visiting Chino Hills HS. Claimant alleges damage to his vehicle after a baseball hit the windshield. This occurred during an afterschool baseball scrimmage game. Claimant seeks reimbursement for vehicle damages in the amount of \$150.00.

The Board is requested to reject the claim against the District to allow the insurance carrier to investigate the merits of the claim and make a recommendation regarding disposition.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education reject the claim and refer it to the District's insurance adjuster.

FISCAL IMPACT

Unknown at present.

WMJ:GP:DPM:lag

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Grace Park, Ed. D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources
SUBJECT: INTERNSHIP AGREEMENT WITH BRANDMAN UNIVERSITY

=====

BACKGROUND

Internship agreements provide a high quality of learning, support and practical classroom experience for professionals in training. The Chino Valley Unified School District has an opportunity to establish an internship agreement with Brandman University.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the internship agreement with Brandman University.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf



INTERNSHIP CONTRACT AGREEMENT

by and between

BRANDMAN UNIVERSITY

and

CHINO VALLEY UNIFIED SCHOOL DISTRICT

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Ontario Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission. (Education Code Section 44455). For renewals, please see Education Code Section 44456.

I. General Provisions

a. The UNIVERSITY agrees and verifies that:

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

b. The DISTRICT agrees and verifies that:

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least one academic year, subject to the District's personnel policies and State law(s).
- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

II. Support and Supervision Requirements

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Interns

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic

standards, frameworks, and accountability systems that drive the curriculum of public schools.

- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.
- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
 - (1) valid corresponding Clear or Life credential,
 - (2) three years successful teaching experience, and
 - (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.
- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- vii. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- viii. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

III. THE PARTIES MUTUALLY AGREE

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date

of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions..

- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT 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 or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents 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 the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. 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.
- E. 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.

**FIELDWORK SITE CONTACT
INFORMATION:**

Chino Valley Unified School District
5130 Riverside Drive
Chino, CA 91710
Attn: Melissa Martinez, Administrative
Secretary I-Confidential
Tel: (909) 628-1201 x1113

**UNIVERSITY CONTACT
INFORMATION:**

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Tel: (949) 341-9811

- F. 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.
- G. 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.
- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. 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

Brandman University and the Chino Valley Unified School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on May 31, 2016, and continuing until May 30, 2018 (2-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

SIGNATURES:

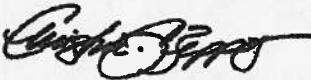
**DISTRICT
REPRESENTATIVES:**

Signature: _____
Name: _____
Title: Superintendent
Date: _____

Signature: _____
Name: _____
Title: Human Resources
Date: _____

UNIVERSITY:

Signature: _____
Name: Phillip L. Doolittle
Title: Executive Vice Chancellor of Finance and
Administration and Chief Financial Officer
Date: _____

Signature: 
Name: Dr. Christine Zeppos
Title: Dean, School of Education
Date: _____

APPENDIX A

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

- (5) **Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.
- (7) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.
- (8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c).

APPENDIX B
Support and Supervision Activities

Potential Support & Supervision Activities to be Provided by the District
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
Support & Supervision Activities Provided through the University
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

**May also be used towards the 45-hour EL Support & Supervision Requirement.*

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum,
Instruction, Innovation, and Support
Don Jones, Director, Secondary Curriculum and Instruction

**SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE
REGULATION 6146.1 INSTRUCTION – HIGH SCHOOL
GRADUATION REQUIREMENTS**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy and Administrative Regulation 6146.1 Instruction – High School Graduation Requirements are being revised to reflect new law Senate Bill 172, which suspends, through the 2017/2018 school year, the requirement that each student completing grade 12 successfully pass the high school exit exam as a condition of receiving a diploma or graduating from high school and requires districts to retroactively grant a diploma to any student who met all graduation requirements other than the exit exam requirement since 2003/2004 school year. Revisions also reflect new law Assembly Bill 220, which requires that one mathematics course required for graduation be equivalent to Algebra I or Mathematics I; new law Assembly Bill 1764, which provides that any district requiring more than two mathematics courses may award credit for an approved computer science course; new law Senate Bill 695 which requires any district that requires health education for graduation to include instruction in sexual harassment and violence; new law Assembly Bill 1806, which provides that a homeless student who transfers any time after completing his/her second year of high school is exempted from locally establishing high school graduation requirements; and new law Assembly Bill 1166, which allows homeless students and foster youth such an exemption even if the district fails to provide timely notice of the availability of the exemptions.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6146.1 Instruction – High School Graduation Requirements.

FISCAL IMPACT

None.

WMJ:NE:DJ:smr

HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

COURSE REQUIREMENTS

TO OBTAIN A HIGH SCHOOL DIPLOMA, STUDENTS SHALL COMPLETE AT LEAST THE FOLLOWING COURSES IN GRADES 9-12, WITH EACH COURSE BEING ONE YEAR UNLESS OTHERWISE SPECIFIED:

1. FOUR COURSES IN ENGLISH
2. THREE COURSES IN MATHEMATICS

STUDENTS SHALL MEET OR EXCEED STATE ACADEMIC CONTENT STANDARDS FOR ALGEBRA I (INTEGRATED MATHEMATICS I). COMPLETION OF SUCH COURSEWORK PRIOR TO GRADE 9 SHALL SATISFY THE ALGEBRA I (INTEGRATED MATHEMATICS I) REQUIREMENT.

STUDENTS MAY BE AWARDED UP TO ONE MATHEMATICS COURSE CREDIT FOR SUCCESSFUL COMPLETION OF AN APPROVED COMPUTER SCIENCE COURSE THAT IS CLASSIFIED AS A "CATEGORY C" COURSE BASED ON THE "A-G" COURSE REQUIREMENTS FOR COLLEGE ADMISSION.

(cf. 6011 - Academic Standards)

3. TWO COURSES IN SCIENCE, INCLUDING BIOLOGICAL AND PHYSICAL SCIENCES (EDUCATION CODE 51225.3)
4. THREE COURSES IN SOCIAL STUDIES, INCLUDING UNITED STATES HISTORY AND GEOGRAPHY; WORLD HISTORY, CULTURE, AND GEOGRAPHY; A ONE-SEMESTER COURSE IN AMERICAN GOVERNMENT AND CIVICS; AND A ONE-SEMESTER COURSE IN ECONOMICS (EDUCATION CODE 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

5. TWO COURSES IN VISUAL OR PERFORMING ARTS, FOREIGN LANGUAGE, INCLUDING AMERICAN SIGN LANGUAGE, OR CAREER TECHNICAL EDUCATION (CTE)

TO BE COUNTED TOWARDS MEETING GRADUATION REQUIREMENTS, A CTE COURSE MUST MEET THE UC/CSU "F" REQUIREMENT AND SHALL BE ALIGNED TO THE CTE MODEL CURRICULUM STANDARDS AND FRAMEWORK ADOPTED BY THE STATE BOARD OF EDUCATION.

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)

6. TWO COURSES IN PHYSICAL EDUCATION, UNLESS THE STUDENT HAS BEEN OTHERWISE EXEMPTED PURSUANT TO OTHER SECTIONS OF THE EDUCATION CODE (EDUCATION CODE 51225.3)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.1 - Family Life/Sexual Education Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)

BECAUSE THE PRESCRIBED COURSE OF STUDY MAY NOT ACCOMMODATE THE NEEDS OF SOME STUDENTS, THE BOARD SHALL PROVIDE ALTERNATIVE MEANS FOR THE COMPLETION OF PRESCRIBED COURSES IN ACCORDANCE WITH LAW.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

~~The Graduating Class of 2012 shall meet the requirements set forth for the Graduating Class of 2013 with the exception of the Health Education Course requirement.~~

Effective with the Graduating Class of 2013~~6~~ and each class thereafter.

All students receiving a high school diploma from the District shall:

1. Achieve a cumulative G.P.A. of 2.0. AND
2. ~~Pass both sections of the California High School Exit Examination (CAHSEE).~~
3. Complete the course requirements as follows:

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

Subject	Units per Subject	Total Units per Subject
English/Reading		40 units
Mathematics:		30 units
Algebra I/INTEGRATED MATH I (if taken at the high school level)	10 units	
Other higher level math	20 units	
Physical Education		20 units
Visual and Performing Arts (VAPA)/Foreign Language		20 units*
*One VAPA course may be replaced with Career Technical Education		
Science:		20 units
Biological Science	10 units	
Earth/Physical Science	10 units	
Social Science:		30 units
World History, Culture and Geography-or European History Advanced Placement	10 units	
U.S. History and Geography	10 units	
Principles of American Democracy	5 units	
Economics or Consumer Economics	5 units	
Health Education		5 units
Electives (no more than 20 units combined in Office Practice, Teacher's Aide, and Library Aide)		60 units
Total Units of Credit		225 units

Students who complete Algebra 1/INTEGRATED MATH I, or ~~Algebra 1 and Geometry~~ with a grade of "C" or better in junior high school, shall be required to successfully complete only two years of mathematics (20 units) at the high school level in order to qualify for a diploma. Students who take Algebra I/INTEGRATED MATH I or ~~Algebra 1 and Geometry~~ in junior high school will not receive high school graduation credit and shall be required to complete 225 total units of credit in grades 9 – 12.

To be counted towards meeting graduation requirements, a course in career technical education shall be aligned to the career technical model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)
 (cf. 6142.6 - Visual and Performing Arts Education)
 (cf. 6178 - Career Technical Education)

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

~~Students who complete the course requirements, but who have failed to meet one of the additional requirements for a diploma shall receive a Certificate of Credit instead of a diploma and shall be allowed to participate in graduation ceremonies pursuant to Board~~

~~Policy 5127 Graduation Ceremonies and Activities.~~

~~Students who are eligible for a Certificate of Credit are those who meet all course requirements but have failed to meet one of the following criteria:~~

- ~~1. Achieve a cumulative GPA of 2.0 or~~
- ~~2. Pass both sections of the California High School Exit Examination (CAHSEE).~~

~~Students who have not completed all course requirements are not eligible for a certificate and shall not participate in graduation ceremonies. Students who have failed to meet both of the additional requirements listed above are not eligible for a certificate and shall not participate in graduation ceremonies.~~

~~(cf. 5118 Transfers)~~

~~(cf. 5127 Graduation Ceremonies and Activities)~~

~~(cf. 6146.3 Reciprocity on Standards of Proficiency/Graduation Requirements)~~

~~(cf. 6142.2 World/Foreign Language Instruction)~~

~~(cf. 6142.6 Visual and Performing Arts Education)~~

~~The Superintendent or designee shall exempt or waive specific course requirements for foster youth, HOMELESS STUDENTS, AND or children of military families in accordance with Education Code 51225.1 and 49701.~~

~~(cf. 6173 - Education for Homeless Children)~~

~~(cf. 6173.1 - Education for Foster Youth)~~

~~(cf. 6173.2 - Education for Children of Military Families)~~

High School Exit Examination

~~As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)~~

~~(cf. 6146.4 Differential Graduation and Competency Standards for Students with Disabilities)~~

~~(cf. 6159 Individualized Education Program)~~

~~(cf. 6162.52 High School Exit Examination)~~

~~Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)~~

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

~~(cf. 5148.2—Before/After School Programs)~~

~~(cf. 6176—Weekend/Saturday Classes)~~

~~(cf. 6177—Summer School)~~

~~(cf. 6179—Supplemental Instruction)~~

~~Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254) THESE Students may adhere to the graduation course requirements in place for their original graduation year.~~

~~(cf. 1312.4—Williams Uniform Complaint Procedures)~~

~~(cf. 5145.6—Parental Notifications)~~

~~(cf. 6164.2—Guidance/Counseling Services)~~

~~The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except of the passage of the exit exam and the resources that have been offered to such students.~~

~~Students who have passed all the District's graduation requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a Certificate of Completion.~~

~~The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a Certificate of Completion and the resources that have been offered to such students.~~

Retroactive Diplomas

~~UNTIL JULY 31, 2018, ANY STUDENT WHO COMPLETED GRADE 12 IN THE 2003/2004 SCHOOL YEAR OR A SUBSEQUENT SCHOOL YEAR AND HAS MET ALL APPLICABLE GRADUATION REQUIREMENTS OTHER THAN THE PASSAGE OF THE HIGH SCHOOL EXIT EXAMINATION SHALL BE GRANTED A HIGH SCHOOL DIPLOMA. (EDUCATION CODE 60851.6)~~

~~The District may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a District school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. The District also may retroactively grant a diploma to a deceased former student who satisfies theSE above conditions MAY BE GRANTED A RETROACTIVE. The diploma shall TO be received by the deceased student's HIS/HER next of kin. (Education Code 51430)~~

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

~~In addition, the District may grant a diploma to a veteran who entered the military service of the United States while he/she was a District student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)~~

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the District.

Appeal Process

In order to qualify for a regular high school diploma from the District, each student shall meet all requirements as set forth by the California State Board of Education and the Chino Valley Unified School District Board of Education. When awarding a diploma, the Board certifies that the student has met all state and local requirements. Seniors who are deemed ineligible to graduate on the basis of their failure to maintain a 2.0 grade point average or to satisfactorily complete the three (3) year mathematics requirement and their parents/guardians shall be afforded due process to appeal based on special circumstances. The procedures for appeal are as follows:

1. Formal appeals shall be presented to the school principal in writing and shall set forth a statement of the facts and the specific remedy sought.
2. If the appeal is not resolved at the school site level, the parties may appeal to the Superintendent.
3. The Superintendent shall hold a hearing with the senior and parents/guardians as soon as such meeting can be convened, but in no case later than five (5) business days following receipt of the written appeal. The Superintendent shall notify the senior and parents/guardians of his/her decision whether to deny or authorize the senior's graduation as soon as such decision is firm, but in no case later than 24 hours after the hearing. The Superintendent may expeditiously provide initial notification in person or via phone. Written notification shall be provided.
4. If the decision is to deny the senior's graduation, the notification shall inform the senior and parents/guardians that they may appeal to the Board of Education. If the senior and/or parents/guardians decide to appeal to the Board of Education, they shall inform the Superintendent. The Superintendent shall notify Governing Board members.
5. The Board of Education appeals panel, which shall consist of two Board members and the Superintendent, will hear the appeal as soon as possible, but in no case later than 48 hours from notification by the Superintendent. The decision of that panel is final.

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

6. If the student and/or parents/guardians fail to meet any of the guidelines set forth above, the student waives his/her right to further appeal.

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas; foreign exchange students
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
60851.5 Suspension of high school exit examination
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEBSITES

California School Boards Association: www.csba.org
California Department of Education, High School: www.cde.ca.gov/ci/gs/hs
University of California, List of Approved a-g Courses:
www.universityofcalifornia.edu/admissions/freshman/requirements

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: August 10, 2000

Revised: February 1, 2001

Revised: June 5, 2003

Revised: June 2, 2005

Revised: February 2, 2006

Revised: January 24, 2008

Revised: May 1, 2008

Revised: July 16, 2009

Revised: May 6, 2010

Revised: February 16, 2012

REVISED:

HIGH SCHOOL GRADUATION REQUIREMENTS

NOTIFICATIONS

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

(cf. 6145.6 - International Exchange)

(cf. 6146.11 - Alternative Credits toward Graduation)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about District high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the District that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

(cf. 5145.6 - Parental Notifications)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

~~Foreign exchange students may receive honorary diplomas pursuant to Education Code 51225.5.~~

~~Units toward subject area requirements for graduation will be awarded only for satisfactory completion of an entire course. Students may not combine units from different courses in lieu of completing a year-long course. Students may not repeat the same semester of a course to meet course requirements; for example, successful completion of fall semester of biology twice does not meet the course requirement for a year of life science. Successful completion of only one semester of a year-long course will receive elective credit only.~~

~~California High School Exit Examination~~

~~At the beginning of each school year or at the time a student transfers into the District, the Board of Education shall provide written notification to all students in grades 9-12 and to their parents/guardians that, each student completing the 12th grade shall be required to successfully pass the state's high school exit examination as a condition of graduation.~~

HIGH SCHOOL GRADUATION REQUIREMENTS (cont.)

~~The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination. (Education Codes 48980, 60850, 60859) The examination shall be administered in accordance with law, board policy, and administrative regulation.~~

~~(cf. 5145.6 – Parental Notifications)
(cf. 6162.52 – High School Exit Examination)~~

~~When students do not demonstrate sufficient progress toward passing the exit examination, supplemental instruction offered by the District shall be designed to assist students to succeed on the exit examination and shall reflect statewide academic standards to the extent that the District has aligned its curriculum with those standards. (Education Code 60851)~~

~~(cf. 6179 – Supplemental Instruction)~~

~~Supplemental instruction shall include supplemental instructional programs for students in grades 7-12 who do not demonstrate sufficient progress toward passing the exit examination. (Education Code 37252)~~

~~(cf. 5123 – Promotion/Acceleration/Retention)
(cf. 6177 – Summer School)~~

~~A student, including an English learner, who has not passed the exit exam by the end of grade 12 shall be provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first. (Education Code 35186)~~

~~(cf. 6162.52 – High School Exit Examination)
(cf. 6179 – Supplemental Instruction)~~

Chino Valley Unified School District

Regulation approved: August 21, 1997

Revised: August 10, 2000

Revised: June 5, 2003

Revised: June 2, 2005

Revised: January 24, 2008

Revised: April 17, 2008

Revised: June 18, 2009

Revised: April 1, 2010

Revised: February 2, 2012

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Don Jones, Director, Secondary Curriculum and Instruction

SUBJECT: NEW COURSE INTEGRATED MATHEMATICS 3 HONORS

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Integrated Mathematics 3 Honors is the third course of a three course series which includes all of the Common Core State Standards from Integrated Mathematics 2 Honors. It builds and strengthens students' conceptual knowledge of tools of geometry, similarity through transformations, symmetry, congruence through transformations, trigonometry, quadratic functions, polynomials and quadratics functions, and their inverses. Integrated Mathematics 3 Honors also includes linear relations and functions, systems of equations, polynomials and their functions, radical functions and relations, exponential and logarithmic functions, and a continued study of statistics.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information new course Integrated Mathematics 3 Honors.

FISCAL IMPACT

None.

WMJ:NE:DJ:ede

Chino Valley Unified School District

High School Course Description

CONTACTS

1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Website: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Don Jones Position/Title: Director Phone: (909) 628-1201 E-mail: don_jones@chino.k12.ca.us

A. COVER PAGE - COURSE ID

1. Course Title:	Integrated Mathematics 3 Honors
2. Transcript Title/Abbreviation:	Int Math 3 H
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction?	Yes
5. Subject Area/Category:	Meets "c" a-g UC/CSU math requirement
6. Length of Course:	Two (2) semesters/one (1) year
7. Grade level(s):	9-12
8. Unit Value:	5 credits per semester/10 total credits – math
9. Was this course previously approved by UC?	Yes
10. Is this course classified as a Career Technical Education course?	No
11. Is this course modeled after an UC-approved course?	Yes
12. Repeatable for credit?	Yes
13. Date of Board Approval:	
14. Brief Course Description:	Integrated Mathematics 3 Honors is the third course in a three course series which includes all of the Common Core State Standards from Integrated Mathematics 2 Honors. It builds and strengthens students' conceptual knowledge of tools of geometry, similarity through transformations, symmetry, congruence through transformations and trigonometry. Integrated Mathematics 3 Honors also includes linear relations and functions, quadratic functions, systems of equations, polynomial functions, inverse functions, radical functions and relations, exponential and logarithmic functions, and a continued study of statistics.
14. Prerequisites:	Integrated Mathematics 2 Honors
15. Context for Course:	Daily class work is designed around structured tasks. The lessons involve opportunities for students to work individually and cooperatively, to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students will share their mathematical thinking, and develop their ability to think critically and problem solve. Students will daily use at least one of the eight Standards of Mathematical Practice.
15. Textbooks:	McGraw-Hill – Integrated Mathematics 3

Chino Valley Unified School District

High School Course Description

B. COURSE CONTENT

Course Purpose:

The purpose of Integrated Mathematics 3 Honors is to develop students' ability to think mathematically and develop their conceptual understanding of and procedural fluency in mathematics. Integrated Mathematics 3 Honors will extend the mathematics students learned in earlier grades and continue the development of concepts in number and quantity, algebra, functions, modeling, geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, manipulatives, graphs, and diagrams will help students see the connections between different topics which will promote students' view that mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these representations. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning. Students who successfully complete this course will advance to Calculus.

Course Outline:

Unit 1: Linear Relations and Functions

Learning objectives:

- Use expressions and formulas to model and solve real world applications
- Explore the properties of real numbers
- Use modeling to solve equations and inequalities
- Analyze relations and functions including interpreting graphs and tables
- Explore linear relations and functions including interpreting key features in graphs and tables
- Write and graph linear equations
- Create and analyze linear equations
- Write, graph, and interpret piece wise defined functions, step functions, and absolute value functions
- Identify parent functions and understand the transformations as well as how to graph them
- Solve systems of equations utilizing multiple methods

Unit 2: Polynomials and Polynomial Functions

Learning objectives:

- Use the laws of exponents to simplify monomial expressions
- Multiply and divide monomial expressions involving exponents
- Add, subtract, and multiply polynomials
- Determine which strategy to use when dividing polynomials
- Use polynomial long division to find the quotient of two polynomials
- Use synthetic division to find the quotient of two polynomials
- Determine the left and right behaviors of a polynomial function
- Use the remainder theorem to find all zeros of a polynomial function
- Use the remainder theorem to determine the value of a function when x is given
- Graph a polynomial function
- Determine the minimum degree of a polynomial function given the graph of the function
- Find the relative maxima and minima of a polynomial function
- Factor polynomial
- Solve polynomial equations by factoring
- Find all zeros of a polynomial function by factoring
- Determine the interval in which the value of a function is increasing, decreasing, constant, positive or negative
- Determine the symmetry of a polynomial function
- Prove polynomial identities
- Use the factor theorem to determine whether a binomial is a factor of a larger polynomial
- Use the fundamental theorem of algebra to determine the number of zeros a function has

Chino Valley Unified School District

High School Course Description

- Use the rational zero test to find all possible rational zeros of a polynomial function
- Find all zeros of a function using synthetic substitution
- Know and apply the Binomial Theorem for the expansion of a binomial to a power greater than one using Pascal's Triangle

Unit 3: Inverses and Radical Functions and Relations

Learning objectives:

- Function operations (Add, subtract, divide, and multiply)
- Find composite functions
- Find the inverse of a function or relation
- Determine whether a function is one-to-one
- Formally verify two functions are inverses of each other using composition
- Graph radical functions
- Find the range and domain of radical functions
- Graph radical inequalities
- Solve radical equations
- Determine if a solution to a radical equation is extraneous
- Simplify radicals using the properties of radicals
- Use a calculator to approximate the value of a radical
- Use the properties of radicals to simplify a radical expression
- Add, subtract, multiply, and divide radical expressions
- Use rational exponents to simplify expressions
- Rewrite a radical function using rational exponents
- Solve equations involving rational exponents
- Solve inequalities involving rational exponents

Unit 4: Exponential and Logarithmic Functions and Relations

Learning objectives:

- Evaluate logarithmic expressions
- Graph logarithmic functions using various methods
- Find the range and domain of logarithmic functions
- Use the properties of logarithms to rewrite a single log as the sum or difference of logs
- Use the properties of logarithms to condense the sum or difference of logs to a single statement
- Solve logarithmic equations using the one to one property
- Solve logarithmic inequalities using the one to one property
- Use the base change formula to evaluate a log of any base
- Use the properties of logarithms to solve logarithmic equations
- Solve exponential and logarithmic functions graphically
- Evaluate natural logarithms
- Solve exponential equations involving the number e
- Use logarithms to solve exponential equations
- Use logarithms to solve word problems involving exponential functions
- Solve problems involving the compound interest formulas
- Choose the best model to fit data (exponential vs. quadratic etc.)
- Derive the formula for the sum of a finite geometric series and use the formula to solve real-world problems

Unit 5: Rational Functions and Relations

Learning objectives:

- Perform operations with rational expressions
- Simplify rational and complex expressions

Chino Valley Unified School District

High School Course Description

- Apply properties of exponents to simply rational expressions and perform operations
- Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression
- Graph and interpret rational functions, including determining asymptotes and domain and range
- Apply transformations of parent functions
- Analyze and solve rational equations and inequalities
- Identify end behavior

Unit 6: Conic Sections

Learning objectives:

- Identify a conic section given an equation in standard form
- Graph a quadratic equation given a focus and directrix
- Given a graph, locate the focus and directrix of a quadratic equation
- Graph a circle given the general form of an equation
- Derive the equation of a circle given the endpoints of the diameter and/or radius
- Model real-world situations using the equation of a circle

Unit 7: Statistics and Probability

Learning objectives:

- Understand statistics as a process for making inferences about population parameters based on a random sample from that population
- Design statistical studies
- Recognize the purposes of and differences among sample surveys, experiments, and observational studies
- Explain how randomization relates to each
- Use data from a sample survey to estimate a population mean or proportion
- Develop a margin of error through the use of simulation models for random sampling
- Use data from a randomized experiment to compare two treatments
- Use simulations to decide if differences between parameters are significant
- Evaluate reports based on data
- Use probabilities to make fair decisions
- Analyze decisions and strategies using probability concepts

Unit 8: Introduction to Trigonometry and Trigonometric Functions

Learning objectives:

- Utilize the unit circle to evaluate the six basic trigonometric functions
- Understand radian measure of an angle as the length of the arc on the unit circle subtended by the central angle
- Convert between radian and degree measures
- Find and use co-terminal angles to evaluate periodic functions
- Simplify trigonometric functions using the reciprocal identities, quotient identities and Pythagorean identities, sum and difference identities, and half and double angle identities
- Determine the quadrant in which the terminal side of an angle resides
- Given the value of one trigonometric function and a quadrant, determine the remaining trig values
- Utilize reference angles to evaluate trigonometric functions
- Graph all six basic trigonometric functions to at least two periods
- Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline
- Verify trigonometric identities
- Solve oblique right triangles using the Law of Sines and Law of Cosines

Chino Valley Unified School District

High School Course Description

- Solve trigonometric equations over the set of real numbers of a specified interval

Unit 9: Modeling with geometry

Learning Objectives:

- Apply geometric methods to solve design problems such as designing an object to satisfy physical constraints or minimize cost and working with typographic grid systems based on ratios
- Discover the formulas for surface area and volume of solids
- Identify the shapes of two dimensional cross sections of three dimensional objects and identify three dimensional objects generated by the rotation of two dimensional objects
- Model area using quadratics

Key Assignments:

Modeling Exponential Growth and Decay Functions with M&M's.

Instructional Methods and/or Strategies:

- Guided inquiry/Problem based learning
- Direct instruction
- Kagan Cooperative Learning Structures
- Discourse
- Use of visual representations and concrete models
- Use graphic, algebraic, and numeric representations of problems

A variety of instructional strategies will be used throughout Integrated Mathematics 3 Honors. Instructional strategies will be utilized during whole group instruction, small group instruction, partner/pair work, and individual work. The key goal of instruction is to challenge students to think about and discuss mathematics while using the eight Standards for Mathematical Practice (MP).

The standards for mathematical practice emphasize the importance of making sense of problems and persevering in solving them (MP1), reasoning abstractly and quantitatively (MP2), and solving problems that are based upon everyday life, society, and the workplace (MP4). Implicit instruction models such as guided inquiry provide students with the time and support to successfully engage in mathematical inquiry by collecting data and testing hypothesis.

During guided inquiry, the teacher provides the data and then questions students to help them arrive at a solution to the problem. The teacher utilizes this strategy throughout each unit to encourage students to explore and make sense of mathematical situations. Content especially suited to the use of this strategy involves functions with patterns and geometric relationships.

Problem Based Learning:

In problem based learning, the teacher poses a problem or question, assists when necessary, and monitors students' methods and solutions. During the use of this strategy students work either individually or in cooperative groups to solve challenging problems with real world applications. Throughout problem-based learning teachers encourage students to think for themselves and show resourcefulness and creativity. When students engage in problem solving they must be allowed to make mistakes. The teacher creates a classroom environment that recognizes errors and uncertainties as inevitable accouterments of problem solving. Through class discussion and feedback, student errors become the basis of furthering understanding and learning. Problem based learning will be utilized during the introduction of a concept as well as at the end of a unit of study.

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High School Course Description

Direct Instruction:

Direct instruction is effective for teaching information and basic skills during whole class instruction. In the first phase the teacher introduces, demonstrates, or explains the new concept or strategy, asks questions, and checks for understanding. The second phase is an intermediate step designed to result in the independent application of the new concept or described strategy. In the relatively brief third phase student's work independently and receive opportunities for closure. This phase also often serves in part as an informal assessment of the extent to which students understand what they are learning and how they use their knowledge or skills in the larger scheme of mathematics.

Cooperative Learning:

The cooperative learning model involves students working either in partners or in mixed ability groups to complete specific tasks. It assists teachers in addressing the needs of the wide diversity of students that is found in many classrooms. The teacher presents the group with a problem or a task and sets up the student activities. While the students work together to complete the task, the teacher monitors progress and assists student groups when necessary.

Specific Kagan Cooperative Learning structures that will be used in Integrated Math 2 are as follows:

- Mix-n-Match
- Line-Ups
- Inside-Outside
- Circle Rally Coach
- Quiz-Quiz Trade
- Rally Robin
- Stand Up, Hand Up, Pair Up
- Talking Chips
- Timed Round Robin
- All Write Round Robin
- Round Table
- Mix Pair Rally Coach
- Fan-n-Pick

These structures will be utilized within each unit to introduce concepts, practice important skills, and review key content.

Discourse:

Throughout this course the teacher will facilitate classroom discussions to support student understanding. The Standards for Mathematical Practice expect students to demonstrate competence in making sense of problems (MP1), constructing viable arguments (MP3), and modeling with mathematics (MP4). Through discourse in the mathematics classroom, students will be expected to communicate their understanding of mathematical concepts, receive feedback, and progress to deeper understanding. The teacher will use facilitation techniques such as rephrasing student comments, allowing wait time, and asking students to revise peer statements. These discussions will support students as they relate the everyday language of their world to mathematical language and symbols. Mathematical discourse will be an essential component of each unit of study and will provide detailed information to the instructor regarding student understanding and progress.

Visual Representation and Concrete Models:

Visual representation and concrete modeling will be utilized to support student understanding of key content standards. The teacher will model effective use of diagrams, concept maps, graphic organizers, and flow charts to show relationships between concepts and develop deeper understanding. Learning that utilizes different modes of instruction is necessary to promote both student understanding and long-term memory. The mathematical practice standards

Chino Valley Unified School District

High School Course Description

suggest that students look for and make use of structure (MP7), construct viable arguments (MP3), model with mathematics (MP4), and use appropriate tools strategically (MP5).

In order to develop these mathematical habits, the teacher will emphasize meaningful relationships that connect concepts, utilize concept maps and graphic organizers to summarize lesson content and objectives, and facilitate student use of models and representations to demonstrate understanding. For example, teachers will use models to demonstrate the Pythagorean Theorem, utilize algebra tiles to demonstrate an algebraic expression, and use angles to demonstrate triangle congruencies.

Supporting Mathematical Practice 1: Make sense of problems and persevere in solving them

In Integrated Mathematics 3 Honors, students will discuss, think, work in groups, and share, which provides a classroom environment for students to make sense of problems, develop strategies, persevere in implementing the strategy, and analyze the results.

As students work collaboratively through problems, they will plan and execute a solution strategy. Each group member has the responsibility to monitor and evaluate the progress of the group, and to make suggestions for changing course, if necessary. Teachers will circulate through the room monitoring students' work, assessing progress, and redirecting with guided questions.

To bring closure and provide summary for each problem, teachers will ask thought-provoking questions that require students to explain their thinking and process. Multiple groups will present their solutions with class discussion centered on alternate solution paths, connections to prior concepts, and generalizations.

Supporting Mathematical Practice 2: Reason abstractly and quantitatively

Throughout the course, scenarios will help students recognize and understand that quantitative relationships seen in the real world are no different than quantitative relationships in mathematics. Some problems begin with real-world context to remind students that the quantitative relationships they already use can be formalized mathematically. Other problems will use real-world situations as an application of mathematical concepts.

Supporting Mathematical Practice 3: Construct viable arguments and critique the reasoning of others

In Integrated Math II classrooms, students are active participants in their learning; they are doing the work, presenting solutions, and critiquing each other. The teacher facilitates the discussion and highlights important connections, strategies, and conclusions.

Each lesson ends with the statement "Be prepared to share your solutions and methods." Students are expected to be able to communicate their reasoning and critique the explanation of others. As students explain problem-solving steps or the rationale for a solution, they will internalize the process and reasoning behind the mathematics.

Supporting Mathematical Practice 4: Model with mathematics

Activities throughout the course provide opportunities for students to create and use multiple representations (words, tables, graphs, and symbolic statements) to organize, record, and communicate mathematical ideas.

Manipulatives and various models are incorporated throughout to develop a conceptual understanding of mathematical concepts. These activities provide opportunities for students to develop strategies and reasoning that will serve as the foundation for learning more abstract mathematics. To foster the transfer of student understanding from concrete manipulatives to the abstract procedures, a variety of instructional prompts are used.

Chino Valley Unified School District

High School Course Description

Supporting Mathematical Practice 5: Use appropriate tools strategically

In Integrated Mathematics 3 Honors, activities throughout the course facilitate the appropriate use of tools including graphing calculators, rulers, protractors, compasses, and manipulatives. Tools are used in a variety of ways to build conceptual understanding, to explore concepts, and to verify solutions. Worked examples are provided as appropriate within lessons to demonstrate how to use various tools.

Supporting Mathematical Practice 6: Attend to precision

Each lesson throughout the course provides opportunities for students to communicate precisely when writing their solutions, and then sharing their solutions with their peers. Teachers ensure that students label units of measure and explain their reasoning using appropriate definitions and mathematical language.

Supporting Mathematical Practice 7: Look for and make use of structure

Activities throughout the course provide opportunities for students to analyze numeric, geometric, and algebraic patterns. Accompanying questions help students notice relationships for themselves as opposed to memorization of facts.

Supporting Mathematical Practice 8: Look for and express regularity in repeated reasoning

During activities throughout the course, students are provided opportunities to make observations, notice patterns, and make generalizations. Students are required to communicate their generalizations verbally and symbolically. This understanding will lead to greater transfer and ability to solve non-routine problems. In addition, teachers will facilitate discussions that highlight important connections, efficient strategies, and conclusions.

Assessment Including Methods and/or Tools:

- Daily Student Observation
- Formal Daily Assessment
- Performance Tasks
- End of Unit Test
- Projects
- Quizzes
- Semester Final Exam

A combination of both informal, formal, informative and summative assessments will be used to evaluate student progress towards students' ability to think mathematically, developing students' conceptual understanding of mathematics, and developing students' procedural fluency in mathematics.

Daily Student Observation:

Daily student observations are in class observations of students working on mathematics tasks, either independently or in groups. Walking around the room, actively listening to students, asking questions, directing discourse, and helping where needed are all forms of informal assessment. The instantaneous feedback to students about where to go next, what question they may want to ask themselves to gain insight into a problem, or simply correcting computational errors, results in this practice being a form of formative assessment. Teachers may use notes or they may focus their observations using checklists based on specific skills and concepts. In addition to notes and checklists, teachers may also use student whiteboards, Thumbs Up/Thumbs Down, or Fist to Five, to informally determine student understanding of the concept being taught.

Formal Daily Assessment:

Formal Daily Assessments are both in classroom and out of classroom assessments that teachers use to check for understanding. These assessments are typically done at the end of a lesson to see how much the students have learned.

Chino Valley Unified School District

High School Course Description

Examples of formal daily assessments are homework, class work, and Ticket out the Door. These types of assessments are formative because teachers use these assessments to gauge student understanding of the concept, procedure, or skill. Based on student results teachers modify lessons to meet the needs of their students.

Performance Tasks:

Performance Tasks consist of problems or scenarios that demand students engage in thinking about a problem, encourage them to justify their thinking, and often require students to engage with other students. Administered to individual students or to groups, performance tasks are often complex problem solving activities that require students to apply prior knowledge in a given situation or to extend current knowledge in new directions.

Both closed tasks and open tasks are used in Performance Tasks. Closed tasks will ask students to provide one correct answer and usually there is only one correct way to reach that answer. In Integrated Math 1, closed tasks will be used to evaluate student procedural fluency in mathematics. Open tasks will come in two forms, open-middle tasks and open-ended tasks. Open-middle tasks require one correct answer; however, students may provide different paths to the answer. Open-middle tasks are effective in assessing how students solve problems and think about mathematics. They reveal student thinking throughout the problem solving process and they give students the opportunity to develop and use their own strategies and to solve problems in ways that are most comfortable to them. Open-ended tasks have many correct answers and many correct routes to getting those answers. They include tasks that require students to make conjectures, solve non-routine problems, and justify their answers. Open-ended tasks often pose questions based in real situations, thereby giving the students a chance to see how mathematics is used outside the classroom. They often require students to make many decisions about using mathematics and sometimes require students to make assumptions and add pertinent information. They provide teachers with the opportunity to see how their students make problem-solving decisions and how they use the mathematics they have learned. Open-ended tasks also give students the opportunity to be creative and use their own ideas for solving problems. In Integrated Math 3 Honors, open tasks will be used to assess students' problem solving ability and conceptual understanding.

Performance Tasks will be given at the conclusion of units 3, 6, 9, and 12. The Performance tasks will be evaluated according to unit goals and objectives and scored with a Four-Point rubric shown below.

Got It: Evidence shows that the student essentially has the target concept or idea.

- Score of 4 Excellent: Full Accomplishment

Strategy and execution meet the content, process, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors.

- Score of 3 Proficient: Substantial Accomplishment

Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish objective.

Not Yet: Student shows evidence of major misunderstanding, incorrect concept or procedure, or failure to engage in task.

- Score of 2 Marginal: Partial Accomplishment

Part of the task is accomplished, but there is a lack of evidence of understanding or evidence of not understanding. Direct input or further teaching is required.

- Score of 1 Unsatisfactory: Little Accomplishment

Chino Valley Unified School District

High School Course Description

The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success.

End of Unit Test:

End of unit tests measure student learning of the content and skills in a unit. Such tests are linked to the specific learning goals of each unit (see course outline), the California Common Core Mathematics Standards for Integrated Mathematics 3 Honors, and utilizing the standards for mathematical practice. To effectively assess such goals, such tests should include various types of assessment items, including multiple choice, selected response, short answer, and both closed-tasks, and open-middle tasks (see Performance Tasks above). End of unit tests will be given at the end of each unit.

Projects:

Projects are another form of formal assessment that will be used in Integrated Mathematics 3 Honors. Projects are typically extended open-ended tasks. Like open-ended tasks, projects have many solutions with many routes to the solutions, but they require many more decisions from students, and projects typically will require students to work for a week or more. Projects focus on situations outside of school that require students to use different types of mathematics, such as algebra, geometry, or probability in the same task. Also, they connect mathematics to other subjects, such as language arts, science, social studies, art, or music.

Projects allow students to see mathematics in action outside the classroom by giving students a chance to connect mathematics with real situations and other subject areas. They also allow teachers to assess how students think, how our students persevere, and how they connect ideas. If presentations are part of the project, teachers are also able to see how students communicate mathematics orally.

Projects will be evaluated according to unit goals and objectives and scored with a Four-Point rubric shown below and will be given after units 2, 10, and 14.

Got It: Evidence shows that the student essentially has the target concept or idea.

- Score of 4 Excellent: Full Accomplishment

Strategy and execution meet the content, process, and qualitative demands of the task. Communication is judged by effectiveness, not length. May have minor errors

- Score of 3 Proficient: Substantial Accomplishment

Could work to full accomplishment with minimal feedback. Errors are minor, so teacher is confident that understanding is adequate to accomplish objective.

Not Yet: Student shows evidence of major misunderstanding, incorrect concept or procedure, or failure to engage in task.

- Score of 2 Marginal: Partial Accomplishment

Part of the task is accomplished, but there is a lack of evidence of understanding or evidence of not understanding. Direct input or further teaching is required.

- Score of 1 Unsatisfactory: Little Accomplishment

The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success.

Chino Valley Unified School District

High School Course Description

Quizzes:

In Integrated Mathematics 3 Honors, quizzes are used as formative assessments as part of a unit of study. Quizzes are linked to specific subset of learning goals within a unit of study, the California Common Core Mathematics Standards for Integrated Mathematics 3 Honors, and pays attention to the Standards for Mathematical Practice. To effectively assess such goals, quizzes should include various types of assessment items, including multiple choice, selected response, short answer, and both closed-tasks and open-middle tasks (see Performance Tasks above). A minimum of two quizzes will be given per unit.

Semester Final Exams:

Semester final exams are summative assessments designed to measure student learning of the content and skills learned in a semester. Such exams are linked to the specific learning goals of each unit taught in the semester, the California Common Core Mathematic Standards for Integrated Mathematics 3 Honors, and the Standards for Mathematical Practice. To effectively assess such goals, these tests will include various types of assessment items, including multiple choice, selected response, short answer, and both closed-tasks and open-middle tasks (see Performance Tasks above).

Semester final exams will be given twice a year, at the end of both fall and spring semesters.

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
Stephanie Johnson, Director, Student Support Services

**SUBJECT: NEW BOARD POLICY AND REVISION OF ADMINISTRATIVE
REGULATION 5111.1 STUDENTS – DISTRICT RESIDENCY**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. New policy reflects new law (AB 1101) which mandates any district that elects to conduct investigations of students' residency to adopt policy with specified components, including (1) the circumstances under which the district may initiate an investigation; (2) the investigatory methods that may be used, including whether the district may use the services of a private investigator; (3) a prohibition against surreptitious photographing or video-recording of students who are being investigated; and (4) an appeals process.

Policy also contains material formerly in administrative regulation re: enrollment not requiring district residency.

Regulation has been updated to reflect new law (SB 200 and AB 224) which provides that a student will be deemed to meet residency requirements if his/her parent/guardian lives with the student in the place of his/her employment within district boundaries at least three days during the school week. Regulation also contains material formerly in AR 5111.12 - Residency Based on Parent/Guardian Employment authorizing districts to grant residency status to students whose parent/guardian is employed within district boundaries for at least 10 hours during the school week (Allen bill transfers), and reflects provisions of SB 200 and AB 224 which provide that this option will sunset July 1, 2017, unless further legislation is passed.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the new Board Policy and revision of Administrative Regulation 5111.1 Students – District Residency.

FISCAL IMPACT

None.

WMJ:JC:SJ:lmc

DISTRICT RESIDENCY

THE BOARD OF EDUCATION DESIRES TO ADMIT ALL STUDENTS WHO RESIDE WITHIN DISTRICT BOUNDARIES OR WHO FULFILL THE DISTRICT RESIDENCY REQUIREMENTS THROUGH OTHER MEANS AS ALLOWED BY LAW. THE SUPERINTENDENT OR DESIGNEE SHALL DEVELOP PROCEDURES TO FACILITATE THE RECEIPT AND VERIFICATION OF STUDENTS' PROOF OF RESIDENCY.

(cf. 5116 - School Attendance Boundaries)

THE SUPERINTENDENT OR DESIGNEE SHALL ANNUALLY NOTIFY PARENTS/GUARDIANS OF ALL EXISTING ATTENDANCE OPTIONS AVAILABLE IN THE DISTRICT, INCLUDING, BUT NOT LIMITED TO, ALL OPTIONS FOR MEETING RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE. (EDUCATION CODE 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5145.6 - Parental Notifications)

THE SUPERINTENDENT OR DESIGNEE SHALL REQUIRE PARENTS/GUARDIANS TO PROVIDE DOCUMENTATION OF THE STUDENT'S RESIDENCY UPON ADMISSION TO A DISTRICT SCHOOL. A COPY OF THE DOCUMENT OR WRITTEN STATEMENT OFFERED AS VERIFICATION OF RESIDENCY SHALL BE MAINTAINED IN THE STUDENT'S MANDATORY PERMANENT RECORD. (5 CCR 432)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)

WHEN ESTABLISHING A STUDENT'S RESIDENCY FOR ENROLLMENT PURPOSES, THE SUPERINTENDENT OR DESIGNEE SHALL NOT INQUIRE INTO A STUDENT'S CITIZENSHIP OR IMMIGRATION STATUS.

A STUDENT'S ENROLLMENT MAY BE DENIED WHEN THE SUBMITTED DOCUMENTATION IS INSUFFICIENT TO ESTABLISH DISTRICT RESIDENCY. IN ANY SUCH CASE, THE SUPERINTENDENT OR DESIGNEE SHALL NOTIFY THE PARENT/GUARDIAN IN WRITING, INCLUDING SPECIFIC REASONS FOR THE DENIAL.

INVESTIGATION OF RESIDENCY

WHEN THE SUPERINTENDENT OR DESIGNEE REASONABLY BELIEVES THAT A STUDENT'S PARENT/GUARDIAN HAS PROVIDED FALSE OR UNRELIABLE EVIDENCE OF RESIDENCY, HE/SHE MAY MAKE REASONABLE EFFORTS TO DETERMINE THAT THE STUDENT MEETS DISTRICT RESIDENCY REQUIREMENTS.

DISTRICT RESIDENCY (cont.)

AN INVESTIGATION MAY BE INITIATED WHEN THE SUPERINTENDENT OR DESIGNEE IS ABLE TO IDENTIFY SPECIFIC, ARTICULABLE FACTS SUPPORTING THE BELIEF THAT THE PARENT/GUARDIAN HAS PROVIDED FALSE OR UNRELIABLE EVIDENCE OF RESIDENCY. (EDUCATION CODE 48204.1, 48204.2)

THE SUPERINTENDENT OR DESIGNEE MAY ASSIGN A TRAINED DISTRICT EMPLOYEE TO CONDUCT THE INVESTIGATION. THE INVESTIGATION MAY INCLUDE THE EXAMINATION OF RECORDS, INCLUDING PUBLIC RECORDS, AND/OR INTERVIEWS OF PERSONS WHO MAY HAVE KNOWLEDGE OF THE STUDENT'S RESIDENCY.

IF NECESSARY, THE SUPERINTENDENT OR DESIGNEE MAY EMPLOY THE SERVICES OF A PRIVATE INVESTIGATOR TO CONDUCT THE INVESTIGATION. BEFORE HIRING A PRIVATE INVESTIGATOR, THE SUPERINTENDENT OR DESIGNEE SHALL MAKE OTHER REASONABLE EFFORTS TO DETERMINE WHETHER THE STUDENT RESIDES IN THE DISTRICT. (EDUCATION CODE 48204.2)

THE INVESTIGATION SHALL NOT INCLUDE THE SURREPTITIOUS COLLECTION OF PHOTOGRAPHIC OR VIDEOGRAPHIC IMAGES OF PERSONS OR PLACES SUBJECT TO THE INVESTIGATION. HOWEVER, THE USE OF TECHNOLOGY IS NOT PROHIBITED IF DONE IN OPEN AND PUBLIC VIEW. (EDUCATION CODE 48204.2)

ANY EMPLOYEE OR CONTRACTOR ENGAGED IN THE INVESTIGATION SHALL TRUTHFULLY IDENTIFY HIMSELF/HERSELF AS AN INVESTIGATOR TO INDIVIDUALS CONTACTED OR INTERVIEWED DURING THE COURSE OF THE INVESTIGATION. (EDUCATION CODE 48204.2)

APPEAL OF ENROLLMENT DENIAL

IF THE SUPERINTENDENT OR DESIGNEE, UPON INVESTIGATION, DETERMINES THAT A STUDENT DOES NOT MEET DISTRICT RESIDENCY REQUIREMENTS AND DENIES THE STUDENT'S ENROLLMENT IN THE DISTRICT, HE/SHE SHALL PROVIDE THE STUDENT'S PARENT/GUARDIAN AN OPPORTUNITY TO APPEAL THAT DETERMINATION. (EDUCATION CODE 48204.2)

THE SUPERINTENDENT OR DESIGNEE SHALL SEND THE STUDENT'S PARENT/GUARDIAN WRITTEN NOTICE SPECIFYING THE BASIS FOR THE DISTRICT'S DETERMINATION. THIS NOTICE SHALL ALSO INFORM THE PARENT/GUARDIAN THAT HE/SHE MAY, WITHIN 10 SCHOOL DAYS, APPEAL THE DECISION AND PROVIDE NEW EVIDENCE OF RESIDENCY.

DISTRICT RESIDENCY (cont.)

THE BURDEN SHALL BE ON THE PARENT/GUARDIAN TO SHOW WHY THE DISTRICT'S DETERMINATION TO DENY ENROLLMENT SHOULD BE OVERRULED. (EDUCATION CODE 48204.2)

A STUDENT WHO IS CURRENTLY ENROLLED IN THE DISTRICT SHALL BE ALLOWED TO REMAIN IN ATTENDANCE AT HIS/HER SCHOOL PENDING THE RESULTS OF THE APPEAL. A STUDENT WHO IS NOT CURRENTLY ENROLLED IN THE DISTRICT SHALL NOT BE PERMITTED TO ATTEND ANY DISTRICT SCHOOL UNLESS HIS/HER APPEAL IS SUCCESSFUL.

IN AN APPEAL OF THE SUPERINTENDENT'S DETERMINATION THAT DISTRICT RESIDENCY REQUIREMENTS WERE NOT MET, THE BOARD SHALL REVIEW ANY EVIDENCE PROVIDED BY THE PARENT/GUARDIAN OR OBTAINED DURING THE DISTRICT'S INVESTIGATION AND SHALL MAKE A DECISION AT ITS NEXT REGULARLY SCHEDULED MEETING FOLLOWING THE PARENT/GUARDIAN'S REQUEST FOR THE APPEAL. THE BOARD'S DECISION SHALL BE FINAL.

ENROLLMENT NOT REQUIRING DISTRICT RESIDENCY

WHEN APPROVED BY THE BOARD AND THE APPROPRIATE AGENCY, THE DISTRICT MAY ENROLL STUDENTS FROM OTHER COUNTRIES WHO ARE IN THE UNITED STATES ON AN F-1 VISA OR ARE PARTICIPATING IN AN INTERNATIONAL EXCHANGE PROGRAM UNDER THE SPONSORSHIP OF A GOVERNMENT-APPROVED AGENCY.

(cf. 5111.2 - Nonresident Foreign Students)
(cf. 6145.6 - International Exchange)

THE DISTRICT MAY ENROLL A NONRESIDENT STUDENT LIVING IN AN ADJOINING STATE OR FOREIGN COUNTRY IN ACCORDANCE WITH EDUCATION CODE 48050-48052.

DISTRICT RESIDENCY IS NOT REQUIRED FOR ENROLLMENT IN A REGIONAL OCCUPATIONAL CENTER OR PROGRAM IF THERE ARE OPENINGS IN THE PROGRAM OR CLASS. (EDUCATION CODE 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

DISTRICT RESIDENCY (cont.)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination
35160.5 Intradistrict open enrollment
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance permits
48050-48054 Nonresidents
48200-48208 Compulsory education law, especially:
48204 Residency requirements
48204.1-48204.2 Evidence of residency
48300-48316 Student attendance alternatives, school district of choice program
48350-48361 Open Enrollment Act transfers
48852.7 Education of homeless students; immediate enrollment
48853.5 Education of foster youth; immediate enrollment
48980 Notifications at beginning of term
52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, 2012

WEBSITES

California School Boards Association: www.csba.org

California Department of Education: www.cde.ca.gov

California Secretary of State, Safe at Home Program: www.sos.ca.gov/safeathome

U.S. Department of Education, Office for Civil Rights: www2.ed.gov/ocr

Chino Valley Unified School District

POLICY ADOPTED:

DISTRICT RESIDENCY**Criteria for Residency**

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been admitted through AN ~~the district's~~ interdistrict attendance AGREEMENT, "SCHOOL DISTRICT OF CHOICE" TRANSFER, OR OPEN ENROLLMENT ACT TRANSFER program. (Education Code 46600, 48204, 48301, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries AND THE CAREGIVING ADULT SUBMITS AN AFFIDAVIT TO THAT EFFECT. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

(cf. 6183 - Home and Hospital Instruction)

8. THE STUDENT'S PARENT/GUARDIAN RESIDES OUTSIDE DISTRICT BOUNDARIES BUT IS EMPLOYED WITHIN DISTRICT BOUNDARIES AND LIVES WITH THE STUDENT AT THE PLACE OF EMPLOYMENT FOR A MINIMUM OF THREE DAYS DURING THE SCHOOL WEEK. (EDUCATION CODE 48204)

DISTRICT RESIDENCY (cont.)**Residency Based on Parent/Guardian Employment (Allen Bill Transfers)**

~~In addition,~~ District residency status may be granted to a student if at least one OF HIS/HER parents/guardians is physically employed within district boundaries FOR A MINIMUM OF 10 HOURS DURING THE SCHOOL WEEK. NO STUDENT SEEKING RESIDENCY ON THIS BASIS SHALL BE DENIED ENROLLMENT BASED ON RACE, ETHNICITY, SEX, PARENTAL INCOME, SCHOLASTIC ACHIEVEMENT, OR ANY OF THE INDIVIDUAL CHARACTERISTICS SET FORTH IN EDUCATION CODE 220. HOWEVER, THE SUPERINTENDENT OR DESIGNEE MAY DENY ENROLLMENT INTO THE DISTRICT IF ANY OF THE FOLLOWING CIRCUMSTANCES IS PRESENT: (Education Code 48204)

1. THE ADDITIONAL COST OF EDUCATING THE STUDENT WOULD EXCEED THE AMOUNT OF ADDITIONAL STATE AID RECEIVED AS A RESULT OF THE TRANSFER.
2. ENROLLMENT OF THE STUDENT WOULD ADVERSELY AFFECT THE DISTRICT'S COURT-ORDERED OR VOLUNTARY DESEGREGATION PLAN AS DETERMINED BY THE BOARD.
3. OTHER CIRCUMSTANCES EXIST THAT ARE NOT ARBITRARY.

SUCH CIRCUMSTANCES MAY INCLUDE, BUT ARE NOT LIMITED TO, OVERCROWDING OF SCHOOL FACILITIES AT THE RELEVANT GRADE LEVEL.

ONCE A STUDENT ESTABLISHES RESIDENCY ON THIS BASIS, HE/SHE SHALL NOT BE REQUIRED TO REAPPLY FOR ENROLLMENT IN SUBSEQUENT YEARS. THE STUDENT MAY CONTINUE TO ATTEND SCHOOL IN THE DISTRICT THROUGH THE HIGHEST GRADE LEVEL OFFERED BY THE DISTRICT IF THE PARENT/GUARDIAN SO CHOOSES AND IF AT LEAST ONE PARENT/GUARDIAN OF THE STUDENT CONTINUES TO BE PHYSICALLY EMPLOYED BY AN EMPLOYER SITUATED WITHIN DISTRICT BOUNDARIES, SUBJECT TO THE EXCEPTIONS IN ITEMS #1-3 ABOVE. (EDUCATION CODE 48204)

THE SUPERINTENDENT OR DESIGNEE MAY DENY A TRANSFER OUT OF THE DISTRICT BY A STUDENT WHOSE PARENT/GUARDIAN IS EMPLOYED WITHIN THE BOUNDARIES OF ANOTHER DISTRICT IF THE DIFFERENCE BETWEEN THE NUMBER OF STUDENTS ENTERING AND EXITING THE DISTRICT ON THE BASIS OF PARENT/GUARDIAN EMPLOYMENT EXCEEDS THE LIMITS PRESCRIBED IN EDUCATION CODE 48204. (EDUCATION CODE 48204)

DISTRICT RESIDENCY (cont.)

~~The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the District, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)~~

~~(cf. 5145.6 - Parental Notifications)~~

~~District residency is not required for enrollment in Regional Occupational Center or program. (Education Code 52317)~~

~~(cf. 6178.2 - Regional Occupational Center/Program)~~

Proof of Residency

~~The Superintendent or designee shall annually verify each student's district residency status and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)~~

~~(cf. 5111 - Admission)~~

~~(cf. 5125 - Student Records)~~

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipts
2. Rent property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434A, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiver adult within district boundaries, an affidavit executed by the care giving adult in accordance with Family Code 6552

~~(cf. 5141 - Health Care and Emergencies)~~

DISTRICT RESIDENCY (cont.)

The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the District, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

A PARENT/GUARDIAN SEEKING RESIDENCY STATUS ON THE BASIS OF HIS/HER EMPLOYMENT WITHIN DISTRICT BOUNDARIES SHALL SUBMIT PROOF OF THE EMPLOYMENT WHICH MAY INCLUDE, BUT NOT BE LIMITED TO, A PAYCHECK STUB OR LETTER FROM HIS/HER EMPLOYER LISTING A PHYSICAL ADDRESS WITHIN DISTRICT BOUNDARIES. SUCH EVIDENCE SHALL ALSO INDICATE THE NUMBER OF HOURS OR DAYS PER SCHOOL WEEK THAT THE PARENT/GUARDIAN IS EMPLOYED AT THAT LOCATION.

Failure to Verify Residency

~~When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. (Education Code 48204.1)~~

Safe at Home Program/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee MAY REQUEST ~~shall use the substitute address for all future communications and correspondence and shall not include the actual RESIDENCE address FOR THE PURPOSE OF ESTABLISHING RESIDENCY WITHIN THE DISTRICT BOUNDARIES BUT SHALL USE THE SUBSTITUTE ADDRESS FOR ALL FUTURE COMMUNICATIONS AND CORRESPONDENCE AND SHALL NOT INCLUDE THE ACTUAL ADDRESS in the student's file or any other public record. (Government Code 6206, 6207)~~

~~The Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. (Government Code 6206, 6207)~~

(cf. 3580 - District Records)

DISTRICT RESIDENCY (cont.)**Denial or Revocation of Enrollment**

If the Superintendent or designee, upon investigation, has determined that a student's enrollment or attempted enrollment is based on false evidence of residency, he/she shall revoke the student's enrollment. Before any such revocation, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice shall state the parent/guardian's right, within 10 school days, to schedule a meeting with a hearing officer to inspect supporting documents, rebut district evidence, question any district witnesses, and present oral and/or documentary evidence, including witnesses, on the student's behalf. For good cause the hearing officer may extend the meeting date for an additional 10 days to permit the parent/guardian to obtain required documentation.

If the parent/guardian fails to schedule the above meeting, the student's enrollment shall be revoked 11 school days after the date of the notice.

If the above meeting is held, the hearing officer shall prepare a written decision describing his/her findings. If the hearing officer's decision upholds the revocation, the parent/guardian shall be informed of his/her right to appeal to the Board of Education within 10 days. The hearing officer's decision shall be final unless appealed.

A parent/guardian who appeals to the Board shall have the right to have a representative present and to rebut district evidence, question any district witnesses, and present oral and/or documentary evidence, including witnesses, on the student's behalf. Except in cases where good cause is shown, the Board shall not reopen the record to consider evidence or argument which was not presented to the hearing officer. The student may continue to attend school during the period of the appeal.

The Board's decision shall be final.

Chino Valley Unified School District

Regulation approved: January 23, 1997

Revised: September 7, 2000

Revised: January 21, 2010

Revised: February 16, 2012

REVISED:

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
Stephanie Johnson, Director, Student Support Services
**SUBJECT: DELETION OF ADMINISTRATIVE REGULATION 5111.12
STUDENTS – RESIDENCY BASED ON PARENT/GUARDIAN
EMPLOYMENT**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Administrative Regulation 5111.12 Students – Residency Based on Parent/Guardian Employment is being deleted. The key concepts of this administrative regulation are now incorporated into Board Policy and Administrative Regulation 5111.1 Students – District Residency.

Old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the deletion of Administrative Regulation 5111.12 Students – Residency Based on Parent/Guardian Employment.

FISCAL IMPACT

None.

WMJ:JC:SJ:Imc

~~RESIDENCY BASED ON PARENT/GUARDIAN EMPLOYMENT~~**~~Applications for Admission into District Schools~~**

~~For purposes of determining eligibility for enrollment in a district school, district residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. (Education Code 48204)~~

~~(cf. 5111—Admission)~~

~~(cf. 5111.1—District Residency)~~

~~When applying for admission, the parent/guardian shall submit proof of the employment to the Superintendent or designee. This evidence may include, but not be limited to, a pay check stub or letter from his/her employer listing an actual address within district boundaries. Documentation listing only a post office box as an address shall not be accepted.~~

~~Such evidence shall also indicate the number of hours per school week that the parent/guardian is employed at that location.~~

~~The Superintendent or designee may deny enrollment based on parent/guardian employment if any of the following circumstances exists:~~

- ~~1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)~~
- ~~2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)~~
- ~~3. The school facilities are overcrowded at the relevant grade level.~~
- ~~4. Other circumstances exist that are not arbitrary. (Education Code 48204)~~

~~The student's parent/guardian shall be notified in writing of the Board's decision to deny admission. The notice shall include specific reasons for the denial. (Education Code 48204)~~

~~(cf. 5145.6—Parental Notifications)~~

~~Students enrolled in the District on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade offered by the district, if the parent/guardian so chooses and if at least one of the student's parents/guardians continues to be physically employed within district boundaries, subject to the restrictions specified in items #1-4 above. (Education Code 48204)~~

~~RESIDENCY BASED ON PARENT/GUARDIAN EMPLOYMENT (cont.)~~

~~The Superintendent or designee shall annually request the student's parent/guardian to provide evidence of the employment in order to determine the student's continuing eligibility for enrollment.~~

~~Request for Transfers Out of District Schools~~

~~When a student requests a transfer out of the district on the grounds that his/her parent/guardian is employed within the boundaries of another district, the Superintendent or designee may disallow the transfer for either of the following reasons: (Education Code 48204)~~

- ~~1. The difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204.~~
- ~~2. The transfer would negatively impact the district's court-ordered or voluntary desegregation plan.~~

~~Whenever a student's application for a transfer into or out of the District is denied, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.~~

~~(cf. 9324 – Minutes and Recordings)~~

Legal Reference:

EDUCATION CODE

~~46601 Failure to approve interdistrict attendance~~

~~46607 ADA calculation for residency based on parent employment~~

~~48200-48284 Compulsory education law, especially:~~

~~48204 Residency based on parent/guardian employment~~

ATTORNEY GENERAL OPINIONS

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

Management Resources:

WEBSITES

~~California School Boards Association: www.csba.org~~

~~California Department of Education: www.cde.ca.gov~~

~~Chino Valley Unified School District~~

~~Regulation approved: January 23, 1997~~

~~Revised: August 15, 2002~~

~~Revised: August 6, 2009~~

~~Revised: February 16, 2012~~

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources
SUBJECT: REVISION OF BOARD POLICY 4119.11, 4219.11, 4319.11 ALL PERSONNEL – SEXUAL HARASSMENT

=====
BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 4119.11, 4219.11, 4319.11 All Personnel – Sexual Harassment is being revised in accordance with AR 4030 Nondiscrimination in Employment.

New language is provided in UPPER CASE.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy 4119.11, 4219.11, 4319.11 All Personnel – Sexual Harassment.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf

All Personnel

BP 4119.11(a)
BP 4219.11(a)
BP 4319.11(a)

SEXUAL HARASSMENT

The Board of Education prohibits sexual harassment of District employees and job applicants. The Board also prohibits retaliatory behavior or action against District employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to staff.

(cf. 4112.9 - Employee Notifications)

3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any District employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, job applicant or a student, shall immediately report the incident to his/her supervisor, principal, District administrator or Superintendent.

A supervisor, principal or District administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with Administrative Regulation 4030 - NONDISCRIMINATION IN EMPLOYMENT. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

SEXUAL HARASSMENT (cont.)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any District employee who engages or participates in the sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a District employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

Office of Civil Rights and National Association of Attorneys General

Protecting Students from Harassment and Hate Crime, January, 1999

BP 4119.11(c)
BP 4219.11(c)
BP 4319.11(c)

SEXUAL HARASSMENT (cont.)

WEBSITES

California Department of Fair Employment and Housing: www.dfeh.ca.gov

Equal Employment Opportunity Commission: www.eeoc.gov

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr/index.html

Chino Valley Unified School District

Policy adopted: November 16, 1995

Revised: March 23, 2000

Revised: November 17, 2011

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: March 3, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources
**SUBJECT: REVISION OF BOARD POLICY 4121 PERSONNEL –
TEMPORARY/ SUBSTITUTE PERSONNEL**

=====
BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 4121 Personnel – Temporary/Substitute Personnel is being updated to reflect new law AB 304 which amends the Healthy Workplaces, Healthy Families Act to authorize paid sick leave accrual on a basis other than one hour for each 30 hours worked. This clarifies that retired annuitants who have not reinstated to the applicable public retirement system are excluded and provide that the District has no obligation to inquire as to why an employee uses sick leave or paid time off.

New language is provided in UPPER CASE under Paid Sick Leave Option 3.

Consideration of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Board Policy 4121 Personnel – Temporary/Substitute Personnel.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf

TEMPORARY/SUBSTITUTE PERSONNEL

The Board of Education recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

(cf. 4112.2 - Certification)

Hiring

The Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

(cf. 4113 - Assignment)

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The District shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

(cf. 4117.14 - Postretirement Employment)

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

(cf. 4117.3 - Personnel Reduction)

Classification

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

To address the need for additional certificated employees when regular District employees are absent due to leaves or long-term illness, the Board may classify a teacher

TEMPORARY/SUBSTITUTE PERSONNEL (cont.)

who is employed for at least one semester and up to one complete school year as a temporary employee. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

The Board also shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day to day during the first three months of any school term to teach temporary classes which shall not exist after that time or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)
2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of the school term (Education Code 44919)

(cf. 6200 - Adult Education)

3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the District (Education Code 44919)

(cf. 4127 - Temporary Athletic Team Coaches)

4. Serve in a position for a period not to exceed 20 working days in order to prevent the stoppage of District business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)
5. Serve only for the first semester because the District expects a reduction in student enrollment during the second semester due to mid-year graduations (Education Code 44921)

For purposes of classifying employees pursuant to item #1 or #2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. He/she may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

TEMPORARY/SUBSTITUTE PERSONNEL (cont.)

Salary and Benefits

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the District. (Education Code 44977, 45030)

Temporary employees shall participate in the health and welfare plans or other fringe benefits of the District.

(cf. 4154 - Health and Welfare Benefits)

Paid Sick Leave

The Superintendent or designee shall select either approach under Labor Code 246:

Option 1: Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Such employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)

Or

Option 2: Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours/3 DAYS of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

OPTION 3: EXCEPT FOR A RETIRED ANNUITANT WHO IS NOT REINSTATED. A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. The diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child. When the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1 - Personal Illness/Injury Leave)

TEMPORARY/SUBSTITUTE PERSONNEL (cont.)

No employee shall be denied the right to use accrued sick days and the District shall not in any manner discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging District violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep or records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 – Personal Illness/Injury Leave.

Release from Employment/Dismissal

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days that District schools are maintained during one school year. After serving 75 percent of the number of days that District schools are maintained during one school year, a temporary employee may be released as long as he/she is notified, before the last day of June, of the District's decision not to reelect him/her for the following school year. (Education Code 37200, 44954)

(cf. 4112.9 - Employee Notifications)

Reemployment as a Probationary Employee

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the District were maintained in that school year and is then employed as a substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

(cf. 4116 - Probationary/Permanent Status)

Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

TEMPORARY/SUBSTITUTE PERSONNEL (cont.)

A temporary employee hired pursuant to item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

A person employed pursuant to item #5 in the section "Classification" above who is then continued in employment beyond the first semester shall be classified as a probationary employee for the entire school year and shall be reemployed to fill any vacant positions in the District for which he/she is certified. Preference for available positions shall be determined by the Board as prescribed by Education Code 44846 and 44846. (Education Code 44921)

With the exception of on-call, day-to-day substitutes, any temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served in a certificated position in the District for at least 75 percent of each of two consecutive school years shall receive first priority if the District fills a vacant position for the subsequent school year at the grade level at which the employee served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

Legal Reference**EDUCATION CODE**

22455.5 provision of retirement plan information to potential members
 22515 Irrevocable election to join retirement plan
 37200 School calendar
 44252.5 State basic skills assessment required for certificated personnel
 44300 Emergency teaching or specialist permits
 44830 Employment of certificated persons; requirements of proficiency in basic skills
 44839.5 Employment of retirant
 44845 Date of employment
 44846 Criteria for reemployment preferences
 44909 Employees providing services through categorically funded programs
 44914 Substitute and probationary employment computation for classification as permanent employee
 44915 Classification of probationary employees
 44916 Time of classification; statement of employment status
 44917 Classification of substitute employees
 44918 Substitute or temporary employee deemed probationary employee; reemployment rights
 44919 Classification of temporary employees
 44920 Employment of certain temporary employees; classifications
 44921 Employment of temporary employees; reemployment rights (unified and high school districts)
 44953 Dismissal of substitute employees
 44954 Release of temporary employees
 44955 Layoff of permanent and probationary employees
 44956 Rights of laid-off permanent employees to substitute positions
 44957 Rights of laid-off probationary employees to substitute positions
 44977 Salary schedule for substitute employees
 45030 Substitutes
 45041 Computation of salary

TEMPORARY/SUBSTITUTE PERSONNEL (cont.)

45042 Alternative method of computation of less than one school year
45043 Compensation for employment beginning in the second semester
46060-56063 Substitute teachers in special education

GOVERNMENT CODE

3540.1 Educational employment relations act, definitions
220 Sections inapplicable to public employees

LABOR CODE

230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off
230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off
233 Illness of child, parent, spouse or domestic partner
234 Absence control policy
245-249 Healthy workplaces, healthy families act of 2014

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired person
5503 Physical examination for employment of retired persons
5590 Temporary athletic team coach
80025-80025.5 Emergency substitute teaching permits

COURT DECISIONS

McIntyre v. Sonoma Valley Unified School District (2012) 206 cal.app.4th 170
Stockton Teachers Association CTA/NEA v. Stockton Unified School District (2012) 204 cal.app.4th 446
Neily v. Manhattan Beach Unified School District, (2011) 192 cal.app.4th 187
California Teachers Association v. Vallejo City Unified School District, (2007) 149 cal.app.4th 135
Bakersfield Elementary Teachers Assn. v. Bakersfield City School District, (2006) 145 cal.app.4th 1260, 1277
Kavanaugh v. West Sonoma Union High School District, (2003) 29 cal.4th 911

Management Resources

WEBSITES

California School Boards Association: www.csba.org
Commission on Teacher Credentialing: www.ctc.ca.gov

Chino Valley Unified School District

Policy Adopted: June 11, 2015

REVISED: