CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

April 21, 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
Woodcrest Junior High School – Multi Purpose Room
2725 S. Campus Avenue, Ontario, CA 91761
4:00 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
April 21, 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 – 4:00 P.M.

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

Discussion and possible action:

a. Conference with Legal Counsel – Anticipated Litigation (Government Code 54954.5(c) and 54956.9(d)(2): One possible case. (Chidester, Margaret A. & Associates) (45 minutes)
b. Conference with Legal Counsel–Existing Litigation (Government Code 54954.4(c) and 54956.9)(d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (30 minutes)
c. Student Expulsion Matters (Education Code 35146, 48918 (c) & (j): Cases 15/16-26; 15/16-27; 15/16-28; and 15/16-32. (45 minutes)
d. 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. (45 minutes)
e. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 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. Chino Hills High School Basketball: CIF Southern Section 2AA Champions
2. Capturing Hearts, Don Lugo High School
3. Elementary Report Cards
4. Local Control and Accountability Plan
5. Measure M Final Report

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. CONSENT

Motion____Second___
Preferential Vote: ____
Vote: Yes ___No ____

II.A. ADMINISTRATION

II.A.1. **Minutes of the Regular Meeting of April 7, 2016**
Page 6 Recommend the Board of Education approve the minutes of the regular meeting of April 7, 2016.

II.B. BUSINESS SERVICES

II.B.1. **Warrant Register**
Page 13 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

II.B.2. **Fundraising Activities**
Page 14 Recommend the Board of Education approve/ratify the fundraising activities.

II.B.3. **Donations**
Page 17 Recommend the Board of Education accept the donations.

II.B.4. **Resolution 2015/2016-58 Temporary Borrowing Between Funds of the School District**
Page 19 Recommend the Board of Education adopt Resolution 2015/2016-58 Temporary Borrowing Between Funds of the School District.

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

II.C.1. **Revision of Board Policy 6200 Instruction—Adult Education**
Page 21
Recommend the Board of Education approve the revision of Board Policy 6200 Instruction—Adult Education.

II.D. EDUCATIONAL SERVICES

II.D.1. **Student Expulsion Cases 15/16-26, 15/16-27, 15/16-28, and 15/16-32**
Page 25
Recommend the Board of Education approve the student expulsion cases 15/16-26, 15/16-27, 15/16-28, and 15/16-32.

II.D.2. **School Probation Officer Program 2016/2017**
Page 26
Recommend the Board of Education approve the School Probation Officer Program 2016/2017.

II.E. FACILITIES, PLANNING, AND OPERATIONS

II.E.1. **Purchase Order Register**
Page 29
Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

II.E.2. **Agreements for Contractor/Consultant Services**
Page 30
Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

II.E.3. **Surplus/Obsolete Property**
Page 32
Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

II.F. HUMAN RESOURCES

II.F.1. **Certificated/Classified Personnel Items**
Page 37
Recommend the Board of Education approve/ratify the certificated/classified personnel items.

II.F.2. **Rejection of Claim**
Page 42
Recommend the Board of Education reject the claim and refer it to the District's insurance adjuster.

III INFORMATION

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

III.A.1. Page 43

New Courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB

Recommend the Board of Education receive for information new courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB.

III.A.2. Page 71

Revision of Board Policy and Deletion of Administrative Regulation 6162.5 Instruction—Student Assessment

Recommend the Board of Education receive for information the revision of Board Policy and Deletion of Administrative Regulation 6162.5 Instruction—Student Assessment.

IV. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

V. ADJOURNMENT

Date posted: April 15, 2016
Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CONSENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
April 7, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:30 P.M.

1. Roll Call
   President Cruz called to order the regular meeting of the Board of Education, Thursday, April 7, 2016, at 4:31 p.m. with Blair, Cruz, Feix, Na, and Orozco present. President Cruz left closed session from 4:43 p.m. to 5:53 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., Asst. Superintendent, Educational Services
   Grace Park, Ed.D., Assistant Superintendent, Human Resources
   Gregory J. Stachura, Asst Supt., Facilities/Planning/Operations (absent)

2. Public Comment on Closed Session Items
   Gayle Borcherding and April Borcherding addressed the Board regarding public employee discipline/dismissal/release.

3. Closed Session
   President Cruz adjourned to closed session at 4:31 p.m. regarding conference with legal counsel anticipated and existing litigation; student discipline matters; conference with legal labor negotiators, A.C.T. and CSEA; public employee discipline/dismissal/release; and public employee appointment: Coordinators of Special Education and Information Services. President Cruz stated there was a typographical error in item "b" of the closed session agenda. Government Code section 54954.4 (c) should read Government Code section 54954.5 (c).

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

1. Report Closed Session Action
   President Cruz reconvened the regular meeting of the Board of Education at 7:07 p.m. The Board met in closed session from 4:31 p.m. to 6:58 p.m. regarding conference with legal counsel anticipated and existing litigation;

student discipline; conference with legal labor negotiators, A.C.T. and CSEA; public employee discipline/dismissal/release; and public employee appointment: Coordinators of Special Education and Information Services. By a unanimous vote of 5-0, with Feix, Blair, Na, Orozco and Cruz voting yes, the Board took action to appoint JuliAnn Lopez as Coordinator of Special Education effective April 8, 2016; and Maggie Bunten as Coordinator of Information Services effective April 25, 2016. No further action was taken that required public disclosure.

2. Pledge of Allegiance
   Country Springs ES student Natalie Zhou led the Pledge of Allegiance.

I.C. PRESENTATIONS

1. Student Showcase: Country Springs ES
   Country Springs ES 4-6th grade choir performed a medley of music accompanied by volunteer choir director Dianne Gire.

2. Chino HS: Erika Aguila, CIF Central Division 150lb. Wrestling Champ
   President Cruz presented Chino HS student Erika Aguila with a certificate of recognition for achieving the title of 2016 CIF Central Division 150lb. Wrestling Champion.

3. Ayala HS: Basketball, CIF Southern Section 3AA
   President Cruz presented the Ayala HS Boys Basketball with a certificate in recognition.

4. Don Lugo HS: Joe Marcos, Athletic Director
   President Cruz presented Joe Marcos with a certificate of appreciation for his years of service to the District.

5. Adult School
   Carl Hampton, Adult School Principal, provided an overview of the WASC accreditation.

6. HOPE Resource Center
   Ed Graham, Chino Hills City Council member, presented a donation to the District in the amount of $1,000.00 for the HOPE Resource Center.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Shweta Shah reiterated her feelings for the talented students in the District; acknowledged the achievements of the various athletic teams throughout the District; and commended schools and students for doing things themselves.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Todd Hancock, A.C.T. President, expressed condolences at the loss of unit member Matthew Garcia from Chino HS; said there have been five teachers lost this year; recognized Dianne Gire (volunteer choir director) for her musical talent; said Ayala HS choirs swept all awards during spring break in Seattle, and gave kudos to Tiffany Fernandez and the students; thanked Joe Marcos for all that he has done for athletics; spoke about the African-American Freedom Trail in Boston and abolitionist Prince Hall; recognized that at the last Board meeting both Associations and the Board were unified regarding its decision on OPA; and closed by speaking about bargaining and trying to find solutions.

Denise Arroyo, CSEA President, acknowledged Country Springs ES's performance, Ayala HS's achievement, and student wrestling champion Erika Aguila; said it was nice to see the Board, Superintendent, and Associations on the same page regarding OPA; thanked the District for restorations; acknowledged the work of security at the last Board meeting; said CSEA is still advocating for extra custodial help at Cal Aero K-8; and said she has questions for Mr. Hampton regarding courses that may be advantageous to unit members.

Yvette Farley**,** CHAMP President, thanked the Board and Julian Rodriguez for sending staff to the CUE conference in Palm Springs; thanked, in advance, Julian Rodriguez and Beverly Beemer for their support during SBAC testing; said that last week Tom Mackessy, Chaparral ES Principal, represented CHAMP at the Legislative Action Day in Sacramento; gave a reminder that on April 18, ACSA Region 12 will be having its Spring Celebration in San Bernardino; said CHAMP is offering scholarships for graduating seniors of CHAMP members; and ended with commenting on the use of "words."

Student representative Shweta Shah excused herself from the meeting at 8:33 p.m.

I.F. COMMENTS FROM COMMUNITY LIAISONS

Art Bennett, Chino Hills City Council, said he misses the opening words of inspiration and encouragement; spoke about the recent athletic successes of Chino Hills HS and Ayala HS, and other accomplishments achieved in various areas; spoke about Canyon Hills JHS Robotics success; and spoke about the education students are receiving in the District.

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

Jim Case addressed the Board regarding Board responsiveness; Russell Mills addressed the Board regarding prayer; Michael Calta addressed the Board in favor of prayer**;** and Lisa Greathouse addressed the Board regarding the prayer lawsuit.

President Cruz called a recess from 8:33 p.m. to 8:39 p.m.

I.H. CHANGES AND DELETIONS

The following change was read into the agenda: Item III.B.3., Donations, under "donor purchasing department," replaced the word HON with Exel US, and inserted the word HON before Task Chairs.

II. ACTION

II.A. HUMAN RESOURCES

II.A.1. **Resolution 2015/2016-56 Notice of Layoff of Certain Classified Staff Pursuant to Education Code 45117 and 45298**
Moved (Blair) seconded (Orozco) motion carried unanimously (3-2, Blair and Feix voted no) to adopt Resolution 2015/201-56 Notice of Layoff of Certain Classified Staff pursuant to Education Code 45117 and 45298.

II.A.2. **Resolution 2015/2016-57 Notice of Layoff and Elimination of Certain Child Development Permit Staff**
Moved (Orozco) seconded (Blair) motion carried (4-1, Feix voted no) to adopt Resolution 2015/2016-57 Notice of Layoff and Elimination of Certain Child Development Permit Staff.

III. CONSENT

Feix pulled for separate action item III.C.2., and III.E.1. Moved (Na) seconded (Blair) carried unanimously (5-0) to approve the consent items as amended.

III.A. ADMINISTRATION

III.A.1. **Minutes of the Regular Meeting of March 17, 2016, and Special Meeting of March 23, 2016**
Approved the minutes of the regular meeting of March 17, 2016, and special meeting of March 23, 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.

III.B.3. Donations
Accepted the donations, as amended.

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

III.C. EDUCATIONAL SERVICES

III.C.1. Student Expulsion Cases 15/16-17, 15/16-20, 15/16-21, 15/16-23, and 15/16-24
Approved the student expulsion cases 15/16-17, 15/16-20, 15/16-21, 15/16-23, and 15/16-24.

III.C.2. School-Sponsored Trips
Moved (Blair) seconded (Orozco) motion carried (4-1, Feix voted no) to approve the following school-sponsored trips: Canyon Hills JHS; Ayala HS; Chino HS; Chino Hills HS; and Don Lugo HS.

III.C.3. Revision of Board Policy 0460 Philosophy, Goals, Objectives, and Comprehensive Plans—Local Control and Accountability Plan
Approved the revision of Board Policy 0460 Philosophy, Goals, Objectives, and Comprehensive Plans—Local Control and Accountability Plan.

III.C.4. Revision of Board Policy 5141.6 Students—School Health Services
Approved the revision of Board Policy 5141.6 Students—School Health Services.

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.

III.D.3. Surplus/Obsolete Property
Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items
Moved (Blair) seconded (Na) motion carried (4-1, Feix voted no) to approve/ratify the certificated/classified personnel items.

III.E.2. **Revision of Board Policy 4121 Personnel—Temporary/Substitute Personnel**
Approved the revision of Board Policy 4121 Personnel—Temporary/Substitute Personnel.

IV INFORMATION

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

IV.A.1. **Revision of Board Policy and Administrative Regulation 6200 Instruction—Adult Education**
Received for information the revision of Board Policy and Administrative Regulation 6200 Instruction—Adult Education.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair thanked Principal Sue Pederson and her staff for hosting the Board meeting; acknowledged April as Autism Awareness Month; attended the CTA/A.C.T. Common Core Summit; and said that Don Lugo HS's theatre arts program will be performing *You're a Good Man Charlie Brown*.

James Na thanked Don Lugo HS students who contacted him regarding the last Board meeting; spoke about Ayala HS and Chino Hills HS basketball teams for their successes and said their success comes at a price; thanked the Ayala HS choir program; attended the Ayala HS sign language program; spoke about Dan Fjelsted's resignation; acknowledged Shweta Shah for being one of the top students in the region; and spoke about conversations with students at CVLA and Don Lugo HS regarding adults caring about youths.

Pamela Feix attended the A.C.T. Common Core professional development day, and thanked Dr. Park and Mrs. Fellows for attending and representing the District; spoke about Ayala HS's basketball team's road to CIF finals, and Chino Hills HS's basketball team's accomplishments; and said both schools were a positive reflection on our District and community, and thanked them for what they did for the District.

Sylvia Orozco acknowledged retirees on the agenda; congratulated Ayala HS, Chino Hills HS, student-athlete John Edgar, Jr. (Ayala HS basketball), and student-athlete Lonzo Ball, (Chino Hills HS basketball); and gave a public accounting of Board member registered votes regarding the prayer lawsuit.

Superintendent Joseph said Canyon Hills JH's Robotics Team won the VEX California Robotics Championship on March 12 in Pasadena; said drum line teams from Ayala and Chino Hills High Schools won the 2016 Winter Guard International Western Percussion Championship, held March 20 in San Bernardino; said Don Lugo HS's Theatre Arts will present the musical *"You're A Good Man, Charlie Brown"* on April 7-16; and said nominations are available on the District's website for the annual Richard Gird Educational Hall of Fame awards.

President Cruz attended the District's annual Festival of the Arts at Magnolia JHS, acknowledged the collaborative efforts of students from Magnolia JHS, Briggs K-8, and Eagle Canyon ES for providing musical and theatrical entertainment, and extended kudos to Troy Ingram, Reprographics Manager, for designing the program; and attended the Special Education dance at Chino Hills HS.

VI. ADJOURNMENT

President Cruz adjourned the regular meeting of the Board of Education at 9:15 p.m.

_____ _____

Andrew Cruz, President Pamela Feix, Clerk

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

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

DATE: April 21, 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

$1,464,855.10 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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DATE: April 21, 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
April 21, 2016

SITE/DEPARTMENT	ACTIVITY/DESCRIPTION	DATE
Glenmeade ES		
PTA	Family Fun Night	4/22/16
PTA	Book fair	5/9/16 - 5/13/16
PTA	Graduation Souvenir Sale	6/6/16 - 6/7/16
Hidden Trails ES		
PTA	Spirit Night at Chino Hills Pizza Co.	4/27/16
Marshall ES		
PTO	Movie Night	5/13/16
Magnolia JHS		
ASB - General	Color Run	5/25/16
Ayala HS		
BAC Boosters	Band Night Out at Smash Burger	4/22/16
Key Club	Spirit Day at Bruxie	4/22/16
Dance Production	Off Campus Krispy Kreme Donut Sale	4/22/16 - 5/6/16
Athletic Training	After School Gatorade Sale	4/22/16 - 6/30/16
Economics Club	Pieology Family Night Out	4/27/16
Key Club	Pacific Fish Grill Family Night Out	4/29/16
HALO Club	Coin Donation for Autism	5/2/16 - 5/31/16
Football Boosters	Spring Football Camp Raffle* *(Approved by the Department of Justice)	5/4/16 - 6/3/16
Academic Decathlon	Bruxie Family Night Out	5/6/16
Dance Production	Dance Production Refreshment Sale	5/19/16 - 5/20/16
Track and Field	Donation Drive	4/8/16 - 4/30/16
Spirit Team Boosters	Graduation Flower Sale	6/8/16
Spirit Team Boosters	Junior Cheer Camp	6/21/16 - 6/22/16
Chino HS		
Sports Boosters - Softball	Ono Hawaiian BBQ Family Night Out	4/29/16
ASB - General	Field Day Carnival	5/20/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
April 21, 2016

SITE/DEPARTMENT	ACTIVITY/DESCRIPTION	DATE
Chino Hills HS		
Club Ed	After School Italian Ice Sale	4/22/16
Internet Club	Scoops N Scoops Family Night Out	5/16/16
Don Lugo HS		
Folklorico Workshop	Folklorico Workshop	4/23/16 & 5/21/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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DATE: April 21, 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
April 21, 2016

DEPARTMENT/SITE DONOR	ITEM DONATED	APPROXIMATE VALUE
HOPE Center		
Nexcom West Coast Distribution Center	Household & School Supplies	$9,400.00
Canyon Hills JHS		
Charles Abbott Associates, Inc.	Cash	$500.00
Don Lugo HS		
Ganelle Kemble	Cash	$15.00
Marnie Solis	Cash	$15.00
Arturo Carcido	Cash	$20.00
Patricia Sturchio	Cash	$50.00
Edward Rushing	Cash	$25.00
Louis Sevilla	Cash	$25.00
Eric & Celia Collings	Cash	$40.00
Ayres Landscape Service, Inc.	Cash	$50.00
Arturo Carcido	Cash	$50.00
Linda Flexser	Cash	$50.00
John, Edward & Helen Rushing	Cash	$50.00
Manuel Leon & Alicia Placencia	Cash	$65.00
J. Apolinar Reyes	Cash	$65.00
Nicholas & Shelly Ryan	Cash	$65.00
Rafael & Ana Sanchez	Cash	$65.00
Ricardo & Lizbeth Valdez	Cash	$65.00
C.J. & E.D. Flores	Cash	$80.00
Carol Hernandez	Cash	$85.00
R & T Living Trust	Cash	$100.00
Kimberly Cabrera	Cash	$100.00
Target	Cash	$940.34

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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DATE: April 21, 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: **RESOLUTION 2015/2016-58 TEMPORARY BORROWING BETWEEN FUNDS OF THE SCHOOL DISTRICT**

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BACKGROUND

The cash flow of revenues for certain funds in the District does not always match the cash flow of expenditures during that year. When a mismatch between receipt of projected revenues and ongoing expenditures occur, it could cause a shortage of cash.

Interfund borrowing is a form of borrowing on a temporary basis between other available funds of the District. Education Code 42603 specifies that the governing board of any school district may direct funds to be temporarily transferred to another fund or account of the District. Interfund borrowing must be repaid in the same fiscal year, or the following year, if borrowing takes place within 120 days of fiscal year end.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2015/2016-58 Temporary Borrowing Between Funds of the School District.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

Chino Valley Unified School District
Resolution 2015/2016-58,
Resolution to Authorize Temporary Borrowing
Between Funds of the School District

WHEREAS, the San Bernardino County Treasurer does not have authority to honor warrants drawn on school district funds with insufficient cash balances in the absence of an approved borrowing arrangement with the District;

WHEREAS, the Board of Education of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the District for payment of obligations as authorized by Education Code 42603;

WHEREAS, actual interfund transfers shall be accounted for as temporary loans between funds and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW THEREFORE, BE IT RESOLVED:

1. The Board of Education of the Chino Valley Unified School District hereby authorizes, for fiscal year 2016/2017, temporary transfers between the following funds and authorizes the San Bernardino County Treasurer to honor warrants drawn on those funds, regardless of their cash balances, provided the aggregate cash balance of all those funds is positive: All funds.

2. The Board of Education of the Chino Valley Unified School District hereby authorizes the Superintendent or his designee to approve any actual interfund transfers processed between the above-mentioned funds and requires that any actual transfer of funds pursuant to this resolution be ratified by the Board as soon as practicable.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 21st day of April 2016.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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DATE: April 21, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent, Curriculum, Instruction, Innovation, and Support
Carl W. Hampton, Principal, Adult School

SUBJECT: **REVISION OF BOARD POLICY 6200 INSTRUCTION – ADULT EDUCATION**

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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 District practice. This agenda item was presented to the Board on April 7, 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 6200 Instruction – Adult Education.

FISCAL IMPACT

None.

WMJ:NE:CWH:smr

ADULT EDUCATION

The Board of Education recognizes that education is a lifelong process that it is important for individuals to continuously develop new skills.

The Superintendent or designee shall develop and oversee the District's adult education program. The Board shall approve all courses to be offered in this program.

GRADUATION REQUIREMENTS FOR AN ADULT DIPLOMA

HIGH SCHOOL GRADUATION SHALL REQUIRE A TOTAL OF 180 UNITS OF COURSE CREDIT AS PRESCRIBED BY THE CHINO VALLEY UNIFIED SCHOOL DISTRICT (CVUSD) AND THE STATE DEPARTMENT OF EDUCATION.

1. CREDITS WILL BE GIVEN FROM THE 9TH GRADE AND BEYOND IN THE AREA OF REQUIRED SUBJECTS SUCH AS ENGLISH, MATH, SCIENCE, AND SOCIAL STUDIES, AS WELL AS ANY ELECTIVE SUBJECTS. CREDITS FROM 8TH GRADE MAY BE GIVEN FOR QUALIFYING MATH COURSES THAT COULD BE USED TOWARDS HIGH SCHOOL GRADUATION REQUIREMENTS.

2. PHYSICAL EDUCATION IS NOT A REQUIREMENT OF ADULT SCHOOL.

3. FIVE UNITS OF CREDIT WILL BE GIVEN FOR COURSES CONSISTING OF A MINIMUM OF 60 HOURS OF INSTRUCTION AT CHINO VALLEY ADULT SCHOOL.

4. TRANSFER OF CREDITS BY CONCURRENTLY ENROLLED HIGH SCHOOL STUDENTS: STUDENTS MAY TRANSFER A MAXIMUM OF 20 CREDITS EARNED FROM CHINO VALLEY ADULT SCHOOL BACK TO A CVUSD HIGH SCHOOL IN ORDER TO RECEIVE A DIPLOMA FROM THE HIGH SCHOOL OF ATTENDANCE.

REQUIRED SUBJECTS

A. MATH: 20 CREDITS - COMMENCING WITH THE 2003/2004 SCHOOL YEAR, AND EACH YEAR THEREAFTER, ALL STUDENTS MUST COMPLETE A YEAR OF ALGEBRA OR HIGHER. (EDUCATION CODE 51224.5)
B. ENGLISH: 30 CREDITS
C. LIFE SCIENCE: 10 CREDITS
D. PHYSICAL SCIENCE: 10 CREDITS
E. U. S. HISTORY: 10 CREDITS
F. AMERICAN GOVERNMENT: 5 CREDITS
G. WORLD HISTORY: 10 CREDITS
H. ECONOMICS: 5 CREDITS

ADULT EDUCATION (cont.)

I. FINE ARTS OR FOREIGN LANGUAGE OR CAREER TECHNICAL EDUCATION/REGIONAL OCCUPATIONAL PROGRAM: 10 CREDITS
J. ELECTIVES: 70 CREDITS
K. TOTAL OF 180 CREDITS MUST BE EARNED
L. RESIDENCE: TWO COURSES OF WORK TOTALING 10 CREDITS MUST BE TAKEN AT CHINO VALLEY ADULT SCHOOL TO QUALIFY FOR AN ADULT HIGH SCHOOL DIPLOMA

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

Legal Reference:

EDUCATION CODE
8500-8538 Adult education
41975-41976.2 Adult education; authorized classes and courses
44865 Qualifications for home teachers and teachers in special classes
46190-46192 Adult school; days of attendance
46300.4 Independent study in adult education
46351-46352 Adult classes
51040 Prescribed courses
51224.5 – Mathematics course requirement
51225.3 Requirements for graduation
51241-51246 Exemptions from attendance
51730-51732 Elementary school special day and evening classes
51810-51815 Community service classes
51938 Parental excuse from sexual education or HIV/AIDS prevention education
52500-52523 Adult schools
52530-52531 Use of hospitals
52540-52544 Adult English classes
52550-52556 Classes in citizenship
52570-52572 Disabled adults
52610-52616.24 Finances
52651-52656 Immigrant Workforce Preparation Act
60410 Books for adult classes
CODE OF REGULATIONS, TITLE 5
10501 Adult education
10508 Records and reports
10530-10560 Standards
10600-10615 Adult education innovation
UNITED STATES CODE, TITLE 8
1184 Foreign students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Adult Education Handbook for California, 1997
CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES
0319.97 Amendments to F-1 Student Visa Requirements, LO: 1-97

ADULT EDUCATION (cont.)

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
0600.92 Using Independent Study in Adult Education Programs: An Option
0609.88 Education Fees for F-1 Visa Students
0622.87 Discrimination Against the Handicapped in Adult Education Programs

Chino Valley Unified School District
Policy adopted: August 21, 1997
Revised: May 5, 2011
REVISED:

Chino Valley Unified School District
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: April 21, 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: **STUDENT EXPULSION CASES 15/16-26, 15/16-27, 15/16-28, AND 15/16-32**

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BACKGROUND

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

A student may be expelled only by the Board of Education. The Board shall expel, as required by law, any student found to have committed certain offenses listed in Education Code 48915.

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

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve the student expulsion cases 15/16-26, 15/16-27, 15/16-28, and 15/16-32.

FISCAL IMPACT

None.

WMJ:JC:SJ:lmc

Chino Valley Unified School District
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: April 21, 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: **SCHOOL PROBATION OFFICER PROGRAM 2016/2017**

==========

BACKGROUND

The Chino Valley Unified School District has participated in the San Bernardino County Probation Department's School Probation Officer program since 1999/2000. School probation officers are assigned to school districts throughout the county and have offices located on school campuses. The main focus is to improve truancy and identify at-risk youth that may benefit from intervention/prevention services through funding received from the Juvenile Justice Crime Prevention Act.

The School Probation Officer program shall be effective on July 1, 2016, and shall terminate June 30, 2017, which provides two full-time probation officers. School probation officers make referrals to counseling agencies, parenting programs, anger management, gang intervention, drugs and alcohol rehabilitation programs, etc. The probation officer will be utilized as a resource guide to work with students and their families regarding problems that reach beyond the school setting and which are affecting the students' academic progress.

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

RECOMMENDATION

It is recommended the Board of Education approve the School Probation Officer Program 2016/2017.

FISCAL IMPACT

Estimated payment total for fiscal year 2016/2017 is $56,224.00.

WMJ:JC:SJ:lmc

SAN BERNARDINO COUNTY

F A S

STANDARD CONTRACT

FOR COUNTY USE ONLY

☐ New ☒ Change ☐ Cancel	FAS Vendor Code	SC	Dept. PRB	A	Contract Number 11-510 A-5
ePro Vendor Number					ePro Contract Number
County Department: Probation		Dept. PRB	Orgn. PRB		Contractor's License No.
County Department Contract Representative: Renee Ford		Telephone (909)387-5918			Total Contract Amount: Not to Exceed $ 333,488

Contract Type: ☒ Revenue ☐ Encumbered ☐ Unencumbered ☐ Other:

If not encumbered or revenue contract type, provide reason:

Commodity Code	Contract Start Date	Contract End Date	Original Amount	Amendment Amount
	07/01/2011	06/30/2017	$55,250	$278,238

Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No	Amount
SIG	PRG	PRG		8842	400SCHPO	$ 56,244
						$
						$

Project Name: JJCPA School PO

Estimated Payment Total by Fiscal Year

FY	Amount	I/D	FY	Amount	I/D
2016-17	$56,244				

THIS CONTRACT is entered into in the State of California by and between the County of San Bernardino, hereinafter called the County, and

Name: Chino Valley Unified School District — hereinafter called District

Address: 5130 Riverside Drive

Chino, CA 91710

Telephone: (909) 628 - 1201 — Federal ID No. or Social Security No.:

IT IS HEREBY AGREED AS FOLLOWS:

(Use space below and additional bond sheets. Set forth service to be rendered, amount to be paid, manner of payment, time for performance or completion, determination of satisfactory performance and cause for termination, other terms and conditions, and attach plans, specifications, and addenda, if any.)

Amendment No. 5

WHEREAS, the County and District have previously entered into an Agreement, Contract No. 11-510 which first became effective July 1, 2011, and;

WHEREAS, the County and District now desire to amend the Agreement;

NOW THEREFORE, in consideration of mutual covenants and conditions, the parties hereto agree the Agreement, Contract No. 11-510, is amended as follows:

Auditor-Controller/Treasurer/Tax Collector Use Only	
☐ Contract Database	☐ FAS
Input Date	**Keyed By**

1. AMEND that portion of Section VII (Term), which now reads:

   "This contract shall be effective on July 1, 2015, and shall terminate June 30, 2016."

   TO READ:

   "This contract shall be effective on July 1, 2016, and shall terminate June 30, 2017."

2.

3. All other provisions and terms of this Agreement shall remain the same and are hereby incorporated by reference.

4. Upon approval by both parties, this amendment will go into effect on July 1, 2016.

COUNTY OF SAN BERNARDINO

►

James Ramos, Chairman, Board of Supervisors

Dated: _____

SIGNED AND CERTIFIED THAT A COPY OF THIS DOCUMENT HAS BEEN DELIVERED TO THE CHAIRMAN OF THE BOARD

Laura H. Welch
Clerk of the Board of Supervisors
of the County of San Bernardino

By _____
Deputy

Chino Valley Unified School District
(Print or type name of corporation, company, contractor, etc.)

By ► _____
(Authorized signature - sign in blue ink)

Name _____
(Print or type name of person signing contract)

Title _____
(Print or Type)

Dated: _____

Address 5130 Riverside Drive

Chino, CA 91710

Approved as to Legal Form	Reviewed by Contract Compliance	Presented to BOS for Signature
►	►	►
Carol A. Greene, Deputy County Counsel		Michelle Scray Brown, Chief Probation Officer
Date	Date	Date

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

DATE: April 21, 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

$9,966,797.37 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
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Humility • Civility • Service

DATE: April 21, 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
CIIS-1516-085 AVID Center HQ. To provide elementary AVID Program. Submitted by: Elementary Curriculum Duration of Agreement: July 1, 2016 – June 30, 2017	Contract Amount: $25,680.00 Funding Source: Innovation Funds

EDUCATIONAL SERVICES	FISCAL IMPACT
ES-1516-046 Los Angeles County Department of Education. To provide parent requested enrollment of grades 6-12 at specialized secondary schools for the 2015/2016 school year. Submitted by: Educational Services Duration of Agreement: April 22, 2016 – June 30, 2016	Contract Amount: Per P1 and P2 data. Funding Source: General Fund

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1516-007 Charter Bus Express Charters & Tours, LLC. To provide charter bus services. Submitted by: Transportation Department Duration of Agreement: April 22, 2016 – June 30, 2017	Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Site Funds/Transportation Department

MASTER CONTRACTS	FISCAL IMPACT
MC-1516-120 CPR Success. To provide staff CPR training at school sites. Submitted by: Health Services/Purchasing Department Duration of Agreement: April 22, 2016 – June 30, 2018	Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Site Funds/General Fund
MC-1516-121 Six Flags Magic Mountain. To provide field trip venue. Submitted by: Chino HS/Purchasing Department Duration of Agreement: April 22, 2016 – June 30, 2019	Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters
MC-1516-122 The Chameleons. To provide Magical Mime theater. Submitted by: Chaparral ES/Purchasing Department Duration of Agreement: April 22, 2016 – June 30, 2019	Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
MC-1516-007 M1 Pali Institute. To provide 5th/6th grade camp facilities and activities. Submitted by: Oak Ridge ES/Purchasing Department Duration of Agreement: July 1, 2015 – June 30, 2018 Original Agreement Board Approved: June 25, 2015	Increase contract amount from $275.00 to $285.00 per student. Funding Source: ASB/PFA/PTA, Boosters, Parents
ES-1516-002 M1 Therapy Mantra, Inc. To provide speech and language therapy services. Submitted by: Educational Services Duration of Agreement: July 1, 2015 – June 30, 2016 Original Agreement Board Approved: June 25, 2015	Increase contract amount from $400,000.00 to $571,130.00 Funding Source: Special Education
ES-1516-012 M1 Communicaide. To provide interpreters and translation services. Submitted by: Educational Services Duration of Agreement: July 1, 2015 – June 30, 2018 Original Agreement Board Approved: June 25, 2015	Increase contract amount from $20,000.00 to $28,574.00 Funding Source: Special Education

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

DATE: April 21, 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
April 21, 2016

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
File Cabinet			Special Education
File Cabinet			Special Education
File Cabinet			Special Education
Nurse Cot			Special Education
Medical Chair (old)	AltimateMedical		Special Education
Positioning Walker	Mulholland		Special Education
Desk Chair (Broken)			Special Education
Desk Chair (Broken)			Special Education
Desk Chair (Broken)			Special Education
Desk Chair (Broken)			Special Education
Chair (old)			Special Education
Chair (old)			Special Education
Laptop	Dell	25626/6S1RPD1	Technology
Laptop	Dell	41452/37H6PX1	Technology
MacBook	Apple	25739	Technology
Latitude D620	Dell	24501/5TR5VC1	Technology
DVD ROM 16x Max	CD/DVD Dup.Sys.	24266	Technology
Apple G5 CPU	Apple	24121	Technology
Apple Monitor	Apple	24122	Technology
Latitude C610	Dell	14161/36-67678/J6SL41	Technology
Latitude E5440	Dell (POH)	44666\3LZYM12	Technology
Switch 4210 52 port	3COM	29026	Technology
Switch 4400	3COM	18346	Technology
Switch 4400	3COM	18341	Technology
Switch 4400	3COM	18344	Technology
Switch 4400	3COM	18343	Technology
Switch 4400	3COM	20863	Technology
Switch 4400	3COM	18348	Technology
Switch 4400	3COM	21973	Technology
Switch 4400	3COM	21971	Technology
Switch 4400	3COM	19281	Technology
Switch 4400	3COM	21976	Technology
Switch 4400	3COM	24611	Technology
Switch 4400	3COM	18349	Technology
Switch 4400	3COM	18351	Technology
Switch 4400	3COM	18342	Technology
Switch 4400	3COM	18355	Technology
Switch 4400	3COM	18347	Technology

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Switch 4400	3COM	21975	Technology
Switch 4400	3COM	21974	Technology
Switch 4400	3COM	21978	Technology
Switch 4400	3COM	21979	Technology
Switch 4400	3COM	17923	Technology
Switch 4400	3COM	20150	Technology
Switch 4400	3COM	21981	Technology
Switch 4400	3COM	21980	Technology
Switch 4400	3COM	21977	Technology
Super Stack #2 4500-26	3COM	24610	Technology
Super Stack #3	3COM	22354	Technology
Switch 4210 52 Port	3COM	31675	Technology
Super Stack #2	3COM	17077	Technology
Switch 4210 26 Port	3COM	31001	Technology
Switch 4200G 24 Port	3COM	31668	Technology
Server		16797	Technology
Switch 50 Port	3COM	24152	Technology
Switch 50 Port	3COM	23721	Technology
Switch 50 Port	3COM	23720	Technology
Switch 50 Port	3COM	23719	Technology
Switch 4400	3COM	16908	Technology
Switch 48 Port	3COM	31669	Technology
Switch 26 Port	3COM	23718	Technology
Switch 12 Port	3COM	27147	Technology
Super Stack II	3COM	34023	Technology
Super Stack II	3COM	34021	Technology
Dell Power Connect 6224	3COM	39220	Technology
Dell Power Connect 6224	3COM	39221	Technology
HP Laserjet P2015	HP	24657	Technology
Lighting Controller	James	103917	Technology
Laptop	Dell	HVQK4S1/39749	Technology
Netbook	Dell	FWM1YK1	Technology
Laptop	Dell	29452	Technology
Laptop E5400	Dell	Bxfygm1/33079	Technology
Laptop E5400	Dell	C868NN1/34209	Technology
Laptop E5400	Dell	3QQM1P1/34154	Technology
Laptop E5400	Dell	CV48WN1/33876	Technology
DVD/VCR	Go Video	4300	Technology
DVD/VCR	Go Video	4278	Technology
DVD/VCR	Go Video	4275	Technology
Laptop 5420	Dell	8tz6mq1/39161	Technology
Laptop 5400	Dell	31037/92RJTK1	Technology

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Laptop 5420	Dell	8p7v5s1/39823	Technology
Laptop 5400	Dell	2mqm1p1/34114	Technology
Laptop 5400	Dell	J92BWN1/33760	Technology
Laptop E6400 ATG	Dell	Wdo-mo-jcampbel	Technology
Pro Curve Net. Switch	HP	40164	Technology
Wireless Lan Switch	3COM	24169	Technology
Super Stack 3	3COM	23723	Technology
Switch 4210 52 Port	3COM	31694	Technology
Super Stack 3	3COM	25218	Technology
Router	3COM	23722	Technology
Super Stack 3 26 Port	3COM	23724	Technology
Wireless Lan Switch	3COM	24170	Technology
Super Stack 3 28 Port	3COM	23728	Technology
Super Stack 3 26 Port	3COM	23726	Technology
Super Stack 3 28 Port	3COM	23727	Technology
Super Stack 3 26 Port	3COM	32384	Technology
Super Stack 4 24 Port	3COM	25213	Technology
Super Stack 24 Port	3COM	25179	Technology
Pro Curve Net. Switch	HP	40163	Technology
Switch 4210 52 Port	3COM	31682	Technology
Switch 4210 52 Port	3COM	31683	Technology
Switch 4400	3COM	16781	Technology
Super Stack 3	3COM	23738	Technology
Switch 12 Port	3COM	29012	Technology
Super Stack 3	3COM	23730	Technology
Super Stack	3COM	27142	Technology
Laptop Latitude	Dell	39161	Technology
Pro Curve Net. Switch	HP	40171	Technology
Switch 52 Port	3COM	31686	Technology
Switch 24 Port	3COM	27148	Technology
Latitude E5400	Dell	31048 / 6DLKTK1	Technology
UPS 450	APC	5S1001T23428	Technology
Latitude E5420	Dell	39189/ 8TXVLQ1	Technology
Optiplex 755	Dell	29186/47C6TH1	Technology
Optiplex 780 LFF	Dell	33972/CZ782P1	Technology
Optiplex 780 LFF	Dell	33934/4H80RN1	Technology
Optiplex 780 LFF	Dell	34210/7H80RN1	Technology
Optiplex 780 LFF	Dell	33935/5H80RN1	Technology
Audio Meter	Maico	A00285/2955	Technology
Laptop	Dell	32054/HQP3XL1	Technology
UPS SC450	APC	5S1001T23434	Technology
Projector	Epson	34378/KM3F071081L	Technology

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Printer 3400	Xerox	14814/ YY6003718	Technology
Latitude D600	Dell	2DTVG31	Technology
Latitude E5400	Dell	33016/gl0jgm1	Technology
Latitude E5420	Dell	40345/5j0cbt1	Technology
Latitude E5400	Dell	Bxdjxg1	Technology
Switch 4210 PWR	3COM	33567	Technology
Switch 4210 PWR	3COM	33569	Technology
Superstack 4	3COM	32390	Technology
Switch 4210	3COM	30999	Technology
Switch 4400	3COM	20152	Technology
Switch 4210	3COM	31688	Technology
Laserjet 2420dn	HP	21180	Technology
Switch 4400	3COM	21616	Technology
Switch 4210	3COM	31678	Technology
Switch 4400	3COM	16782	Technology
Switch 4210	3COM	33177	Technology
Switch 4210	3COM	33178	Technology
Switch 4210	3COM	33179	Technology
Superstack 4	3COM	25201	Technology
Superstack 3 4200	3COM	25205	Technology
Superstack 3 4200	3COM	25204	Technology
Superstack 3 4200	3COM	25203	Technology
Superstack 3 4200	3COM	25206	Technology
Switch 4210	3COM	31689	Technology
Switch 29014	3COM	29014	Technology
CPU	Dell	33934	Technology
CPU	Dell	33935	Technology
CPU	Dell	29186	Technology
CPU	Dell	33972	Technology
CPU	Dell	32294	Technology
TV	Magnavox	67654756	Adult School
TV	Magnavox	67654760	Adult School
TV	Magnavox	67654774	Adult School
VCR	Sharp	712722759	Adult School

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

DATE: April 21, 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/or 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

NAME	POSITION	LOCATION	EFFECTIVE DATE
HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2015/2016 SCHOOL YEAR			
FERNANDEZ, Anthony	Special Ed. Teacher	Chino Hills HS	04/22/2016
RETIREMENT			
ECHNOZ, Deborah (27 years of service)	Elementary Teacher	Borba ES	04/09/2016
FULTON, Nicola (27 years of service)	Elementary Teacher	Oak Ridge ES	06/09/2016
MELLON, Dianna (24 years of service)	Elementary Teacher	Wickman ES	08/01/2016
MESERVE, Judith (19 years of service)	PE Teacher	Townsend JHS	06/30/2016
RESIGNATION			
BEHNKE, Robert	Special Ed. Teacher	Glenmeade ES	06/08/2016
SAVAGLIO, Candice	Special Ed. Teacher	Rolling Ridge ES	06/09/2016
AUTRY, Daniel	Social Science Teacher	Ayala HS	04/21/2016
CLOUSE, Cynthia	Math Teacher	Chino Hills HS	06/30/2016
CLOSING OF OFFICIAL RECORDS			
GARCIA, Matthew	Social Science Teacher	Chino HS	04/01/2016
APPOINTMENT – EXTRA DUTY			
DONOHO, Julie	Track (GF)	Briggs K-8	04/22/2016
MEDRANO, Maria (NBM)	Soccer (GF)	Briggs K-8	04/22/2016
MILLER, Amy	Soccer (GF)	Briggs K-8	04/22/2016
WEINSTEIN, Danielle	Track (GF)	Briggs K-8	04/22/2016
BOOTH, William	7th Grade Basketball (GF)	Canyon Hills JHS	04/22/2016
SANDVIK, Jillian (NBM)	Colorguard (B)	Canyon Hills JHS	04/22/2016
DREW, Scot	Volleyball (GF)	Woodcrest JHS	04/22/2016
SAMUEL, Randy (NBM)	Track (GF)	Chino Hills HS	04/22/2016
DELETE – EXTRA DUTY			
SCHWEITERT, Valerie	Volleyball (GF)	Woodcrest JHS	04/22/2016

CERTIFICATED PERSONNEL

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

NGUYEN, Angela

STANFORD, Summer

CLASSIFIED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE
HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE			
APPOINTMENT			
DE LA CRUZ, Christina	Nutrition Services Asst. I (NS)	Glenmeade ES	04/22/2016
HARRIS, Sarah	Nutrition Services Asst. I (NS)	Marshall ES	04/22/2016
DAMICO, Jonathan	IA/SPED/SH (SELPA/GF)	Ayala HS	04/22/2016
MULL, Rocio	Security Person (GF)	Chino HS	04/22/2016
TURK, Maryann	Security Person (GF)	Chino Hills HS	04/22/2016
GUARACHA, Alicia	Custodian I (GF)	Adult School	04/22/2016
OLIVARES, Anastacia	Bus Driver (GF)	Transportation	04/22/2016
RUIZ, Blanca	Account Clerk II (GF)	Transportation	04/28/2016
PROMOTION			
MEYER, Sylvia	FROM: Bilingual Typist Clerk I (GF) 3.5 hrs./200 work days and Typist Clerk I (GF) 4 hrs./201 work days TO: Attendance Clerk (GF) 8 hrs./195 work days	Briggs K-8 Briggs K-8 Briggs K-8	04/22/2016
GOMEZ, Michelle	FROM: Typist Clerk II (GF) 8 hrs./201 work days TO: Counseling Asst. (GF) 8 hrs./213 work days	Canyon Hills JHS Canyon Hills JHS	04/22/2016
CHANGE IN ASSIGNMENT			
HUIE, Kelly	FROM: IA/SPED/RSP (SELPA/GF) 3.5 hrs./181 work days TO: IA/SPED/SDC (SELPA/GF) 5 hrs./181 work days	Canyon Hills JHS Canyon Hills JHS	04/22/2016

CLASSIFIED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
RESIGNATION			
ARELLANO, Valerie	Asst. Principal's Sec. (GF)	Don Lugo HS	06/08/2016
RETIREMENT			
ROJAS, Stella (26 years of service)	Typist Clerk II (GF)	Ramona JHS	06/16/2016
BIZZARO, Joyce (26 years of service)	Counseling Asst. (GF)	Townsend JHS	07/01/2016
HORMUTH, Karen (20 years of service)	Nutrition Services Asst. II (NS)	Ayala HS	04/04/2016

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JANUARY 1, 2016, THROUGH JUNE 30, 2016

DE LOS RIOS, Irene	IA/SPED/SH	Cortez ES
GONZALEZ, Byron	IA/SPED/SH	Cal Aero K-8
BACON, Cassie	IA/SPED/SH	Canyon Hills JHS
JONES, Marsha	IA/SPED/SH	Ramona JHS
DONG, Kristine	IA/SPED/SH	Chino Hills HS

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

ARREDONDO, Irma	ERMER, Madison	HARRIS, Sarah
HOUDETSANAKIS, Andrea	LEEWOOD, Lisa	LOERA, Bertha
QUEVEDO, Lizette	SHAH, Sejal	SOLANO, Crystal

(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: April 21, 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

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BACKGROUND

Claim 16-04-02 was submitted on April 4, 2016, by Elvia Ortega, a parent at Ramona JHS. Claimant alleges damage to her vehicle after a school security person driving a District vehicle reversed back and hit her parked car. Claimant seeks reimbursement for vehicle damages in the amount of $1,178.50.

The Board is requested to reject the claim against the District to allow the insurance carriers 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

INFORMATION

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

DATE: April 21, 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 COURSES: AP COMPUTER SCIENCE PRINCIPLES; INNOVATION TO COMMERCIALIZATION: ENGLISH AND PRODUCT DEVELOPMENT (UCCI); AND CALCULUS AB**

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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.

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative.

Innovation to Commercialization: English and Product Development (UCCI) combines English Language Arts Common Core State Standards with the Advanced Manufacturing Career Technical Education Standards. This course will introduce and then lead each student through the design process of an original product that meets a need that has been identified by each student in his or her surrounding community. Students will be expected to read a variety of short stories, expository pieces, technical documents, novels, analyze information provided in multimedia formats, all of which provides the vehicle for developing and refining listening, speaking, reading, and writing skills in the context of product design. Specific writing in this course includes the composition of user manuals, proposals, literary analysis, research responses/essays, persuasive texts, and marketing materials.

Calculus AB is taught at the rigor of a college level course. The course covers functions, limits, and continuity, differentiation and integration of functions of a single real variable. Applications from higher level sciences are addressed as well. The class is similar in rigor to the AP Calculus course, but is taught at a slower pace. Instructional methods and/or strategies are specifically geared to support the delivery of the curriculum and the course goals in a balanced fashion. Whole class instruction, small group instruction, discussion, think-pair-share, power point presentations, student demonstration, daily assignments, warm-up quizzes, and interactive instruction are all used on a regular basis for all portions of the course outline. Student presentations and projects are assigned and displayed for all units. Poster, Riemann Sum, and Area and Volume projects are a few examples of larger student work than the typical daily assignment. Study guides are assigned for each unit. Students are encouraged to receive and/or provide peer tutoring to help reinforce their mathematical understanding. Instructional approaches support the eight Standards for Mathematical Practices from the Common Core State Standards.

These courses were 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 courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB.

FISCAL IMPACT

None.

WMJ:NE:DJ:ede

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: Anthony Pittman Position/Title: Instructor Phone: (909) 627-3584 E-mail: anthony_pittman@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title	AP Computer Science Principles
2. Transcript Title/Abbreviation	AP CSP
3. Transcript Course Code/Number	
4. Seeking Honors Distinction	Yes
5. Subject Area/Category	Meets the "g" elective UC/CSU requirement
6. Grade level(s)	10-12
7. Unit Value	5 units per semester / 10 units – elective
8. Length of Course	Two (2) semesters/one (1) year
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:

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students will learn computer programming in multiple programming languages, and apply these skills to the construction of computer applications to solve problems in a project-based setting.

15. Prerequisites:	Algebra 1 / Integrated Math 1

16. History of Course Development:

In the spring of 2011, over 100 college and university computer science department chairs and professors who reviewed the AP Computer Science Principles Curriculum Framework provided the following attestations:

- 88% believe the course is a college-level computing course.
- 86% indicated they would award college credit.
- 70% indicated they will be offering a comparable course.

See the list:
https://advancesinap.collegeboard.org/stem/computer-science-principles/higher-ed-support

17. Textbooks:	Online and supplemental course materials are used
18. Supplemental Instructional Materials:	1. *Blown to Bits: Your Life, Liberty, and Happiness After the Digital Explosion* by Abelson, Leeden, and Lewis, 2010 (ISBN-13: 978-0137135592) 2. Access to computers with appropriate software 3. Access to mobile devices

B. COURSE CONTENT

Course Purpose:

Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies.

Students who take an AP Computer Science Principles course will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

The AP Computer Science Principles is organized around the investigation of seven big ideas, all of which are fundamental principles essential to thrive in future college courses and a variety of computing and STEM (science, technology, engineering, mathematics) careers. Emphasizing these key big ideas helps students build a solid understanding and facility with computing and computational thinking. These integral understandings can be applied in further studies of computer science and provide a pathway for becoming a well-educated and informed citizen who understands how computer science impacts people and society.

Course Outline:

The computational thinking practices capture important aspects of the work that computer scientists engage in at the level of competence expected of AP Computer Science Principles students. The computational thinking practices help students coordinate and make sense of knowledge to accomplish a goal or task. They enable students to engage with the course content by developing computational artifacts and analyzing data, information, or knowledge represented for computational use. In addition, the computational thinking practices require students to learn to collaborate to build computational artifacts and communicate their purpose. Because the AP Computer Science Principles content and the computational thinking practices are equally important, each learning objective directly correlates to a

computational thinking practice. This correlation to a computational thinking practice is denoted at the end of a learning objective.

Curriculum Framework at:
https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-computer-science-principles-curriculum-framework.pdf

Key Assignments:
A two and a half to three week project each semester.

Instructional Methods and/or Strategies:
- Project-based learning strategies
- 21st Century
- Work-based

Assessment Including Methods and/or Tools:
The AP Computer Science Principles assessment consists of two parts: a through-course assessment and the end-of-course AP Exam. Both of these parts will measure student achievement of the course learning objectives. For the through-course assessment, students will upload digital artifacts and written responses via a Web-based digital application. The end-of-course AP Exam will be a paper and pencil exam.

Through – Course Assessment
The through-course assessment is a set of performance tasks designed to gather evidence of student proficiency in the learning objectives. Performance tasks assess student achievement in more "real-world" ways than are available on a timed exam. In addition, there are learning objectives that are more effectively measured in a performance task, such as those included in the Creativity big idea. The performance tasks are summative assessments, and will be completed in the classroom. The two performance tasks are:

1. Explore – Implications of Computing Innovations
   Students explore the impacts of computing on social, economic, and cultural areas of our lives.
2. Create – Applications from Ideas
   Students create computational artifacts through the design and development of programs. Prior to administering the performance tasks, teachers should prepare their students by teaching the skills embodied in the learning objectives and the content articulated in the essential knowledge statements. Instruction may include practicing the performance tasks before administering them to students. Once a teacher administers a performance task with the intent to submit student artifacts for AP scoring purposes, students must complete the task without assistance from the teacher.

Distinguishing features of the performance tasks include the following:
Each performance task covers numerous learning objectives, distributed across several big ideas.
- The Create performance task requires both collaborative and individual effort as well as reflections on each student's contribution to the task.
- Each task requires students to describe or analyze their work, whether the work includes research, the creation of an artifact (e.g., a video, spreadsheet, graph, or electronic slide show), or the creation of a program.

For the latest pilot (DRAFT) versions of the AP Computer Science Principles performance tasks and rubrics, go to:
http://www.collegeboard.com/html/computerscience/index.html?excmpid=MTG77-ED-1-apcs

CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Brian Engstrom Position/Title: Teacher Phone: 909 591-3902 E-mail: brian_engstrom@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title:	Innovation to Commercialization: English and Product Development (UCCI)
2. Transcript Title/Abbreviation	IC English
3. Transcript Course Code/Number	
4. Seeking Honors Distinction	No
5. Subject Area/Category	English
6. Grade level(s)	12
7. Unit Value	5 credits per semester/ 10 total credits – English
8. Length of Course	Two (2) semesters / one (1) year
9. Was this course previously approved by UC?	Yes
10. Is this course classified as a Career Technical Education course?	Yes
11. Is this course modeled after an UC approved course?	Yes
12. Repeatable for credit?	No
13. Date of Board Approval	

14. Brief Course Description:

Innovation to Commercialization combines English Language Arts Common Core State Standards with the Advanced Manufacturing Career Technical Education (CTE) Standards. This course will introduce and then lead each student through the design process of an original product that meets a need that has been identified by each student in his or her surrounding community. Students will be expected to read a variety of short stories, expository pieces, technical documents, novels, analyze information provided in multimedia formats, all of which provides the vehicle for developing and refining listening, speaking, reading and writing skills in the context of product design. Specific writing in this course includes the composition of user manuals, proposals, literary analysis, research responses/essays, persuasive texts, and marketing materials. As students approach the creation of their own product, they will examine case studies of inventions and their impact on history, society and the environment; conduct a needs assessment of their surrounding community; consider the ethics involved in the creation and manufacturing of a product; perform a cost analysis; explore the laws of intellectual property and how they apply to the student's product; analyze marketing and advertising techniques of products; and ultimately create a comprehensive portfolio of their work throughout the design process of their original product.

15. Prerequisites:	One year as a LEAD academy student.
16. Context for Course: This course will be taught to LEAD academy seniors. It will be team taught with the senior capstone course Engineering Design and Development. Students will be enrolled in both Engineering Design and Development and Innovation to Commercialization.	
17. History of Course Development: This course was developed at a 2015 UCCI institute to integrate manufacturing and product development with ERWC. This course was written for students in Linked Learning Academies with the focus of Engineering and Manufacturing.	
18. Textbooks:	Brown, Ryan A., Brown, Joshua W., and Berkeihiser, Michael. Engineering Fundamentals: Design, Principles, and Careers. Tinley Park, IL: Goodheart-Willcox Publisher, 2014. ISBN: 978-1-61960-220-5
19. Supplemental Instructional Materials:	Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. Handbook of Technical Writing. Boston, MA: Bedford/St. Martins, 2006. Print. http://www.wipo.int/freepublications/en/youth.html download Your Own World of IP (designed for 12-19 year olds) http://www.uspto.gov/learningandresources/outreachandeducation-information on patents designed for educators https://edpuzzle.com/EdPuzzle http://www.thisamericanlife.org/radioarchives/episode/441/whenpatentsattack WBEZ Radio This American Life “When Patents Attack!” (episode 441, July 22, 2011). http://www.thisamericanlife.org/radioarchives/episode/496/whenpatentsattack Parttwo WBEZ Radio This American Life “When Patents Attack... Part Two!” (Episode 496, May 31, 2013). Lego Documentary “Inside Lego” YouTube: “How to” videos The Jungle, 1984 (5), Frankenstein, Jurassic Park (3), Brave New World (5), Sound of Thunder (3) , Feed (5)

	Poynter http://www.poynter.org/ Truth in Marketing Standards, Federal Trade Commission http://www.ftc.gov/tipsadvice/businesscenter/advertisinganddmarketing Federal Trade Commission http://www.ftc.gov/ Cautions/Warnings and Safety (including the use of standard symbols), if applicable http://www.youtube.com/watch?v=xiiUQsyiDnk HOME Documentary on Backpack Beds by Swags for Homeless, directed by Phoebe Hartley http://www.youtube.com/watch?v=zsu27zTm908 Forbes 400 Members Set The Bar In Business And Philanthropy The Art of Doing Good: Where Passion Meets Action by Charles Bronfman BusinessDictionary.com http://www.businessdictionary.com/definition/consumeranalysis.html Shark Tank: http://abc.go.com/shows/sharktank KickStarter: https://www.kickstarter.com/ Quirky: https://www.quirky.com/shop Stanford d. school: http://dschool.stanford.edu/

B. COURSE CONTENT

Course Outline:

Unit 1: Introduction to the Design Process

Unit 1 Overview: In this unit, students will be introduced to the design process through various resources, such as videos and articles. These teacher selected articles and videos will demonstrate the design process from start to finish and thereby provide concrete examples of engineers/inventors responding to needs. Once they have gone through the design process, the teacher will help students identify a need, problem or opportunity for a new product (keeping in consideration the confines of the materials). Students will then apply ideation techniques to develop a prototype using materials provided by the teacher (i.e. building blocks, toothpicks/marshmallows, newspaper, cardboard, etc.). As they create the prototype, students will create a user manual. Once the user manual is created, students will trade with others to do a user trial. The observing students will be responsible for silently taking observation notes as they witness areas that are unclear in their manuals. After doing their observations, students will revise their user manuals, do another user trial, and then complete a final revision of their manuals. The final version of this manual will become part of each student's portfolio. This unit overall provides students with a basic foundation of the design process while giving them an opportunity to explore the components and relevance of technical writing.

Key Assignments

Thinking About Design Decisions: In this assignment, students are introduced to the design process and complete a design process template, including an attached prototype sketch. The instructor will design or choose a design process template (such as "Introduction to Design Thinking" or other resources from "Stanford d. School") that details the design process. Criteria for the template includes: recording interview responses, determining their users' needs based on the interview, defining the specific need, recording their ideation ideas, and drafting a sketch of their prototype. Students will be assigned a need scenario, such as: "More people need to take the stairs" and will follow the abovementioned design process, using the template to guide their process. In the testing phase, students should share their sketch and receive feedback. Finally, students will watch a video that demonstrates how other designers solved the assigned or a similar need. For the above example of "More people need to take the stairs," an instructor may use the video "Piano Stairs The Fun Theory." After the video, students will write a reflective piece in which they explain how the designers in the video met the need and reflect on changes they would make to their own prototype based on this video.

Creating a Prototype with User Manual: Students will read online articles (such as those from IAM consultants that demonstrate the importance and function of user manuals. These articles will help students to understand the importance of and serve as models for consistency (grammar, format, etc.), audience, clarity, etc. in technical documentation. Using knowledge from the design process, students will create their own prototype and a user manual for the prototype. To direct the creation of prototypes and their manuals, the instructor will provide students with an expository text, such as NY Times' "California Imposes First Ever Mandatory Water Restrictions to Deal with Drought," that will be used to determine a need, problem, or opportunity for a new product (keeping in consideration the confines of the materials they will be given i.e. building blocks, toothpicks/marshmallows, newspaper, or cardboard). Students' created user manuals must be formatted according to a style guide that will be used throughout the whole course for writing a manual. The user manual will convey the assembly process clearly and accurately through the effective selection and organization of necessary information. Students must consider audience and determine the information that is relevant for inclusion.

Key "User Manual" Requirements

- Suggested material and tool list
- The adherence to a style guide
- Organization of content: Major Sections, subheadings, etc.
- Inclusion of Goals of Actions (consistent use of infinitive verb form or gerund)
    - *Building the frame*
    - *To build the frame*
- Inclusion of Response of Actions, if applicable (consistent verb choice)
- Imperative verb forms for Actions
    - *Secure the axle*
- Cautions/Warnings and Safety (including the use of standard symbols), if applicable
- Use of graphics/diagrams/visuals
- Formatting via a style guide (This includes indentations for Actions/Response, placement of warning/caution icons and information, placement of notes, etc.)
- Industry standard, consistent grammar usage (imperative or gerund forms for actions) (Simple and direct verb forms *try* vs. *attempt; do* vs. *execute* ; *show* vs. *display*)
- Use of transition words/phrases, if necessary

User Trial and Manual Revision:

Student prototypes and user manuals must now go through a user trial process. Students must note/record their own observations notes during user trial process. Students will strengthen their manuals by editing, rewriting, and revising them based on user trial observations with the goal of producing a more accurate, organized and precisely worded user manual. The observation notes should record the actions of the people testing their manual as well as reflections as to what needs to be improved based on the observation (unexpected issues). The final version of this manual and images of its prototype will become part of each student's Unit 8 portfolio.

Unit 2: Case Study: Learning from History

Case Study: Learning from History At the Drawing (or Writing Board) Students will use the information and their practice pertaining to the design process (from Unit 1) to look at historical case studies of innovations, their inventors, and impact. Students can either start with an invention they want to research or a specific inventor they want to learn more about. First students will read biographical information about their inventor and complete a biographical analysis. Next students will complete a contextual analysis of the historical and societal influences leading to the invention. Students will combine both the biographical and contextual analyses into a detailed timeline of the inventor's life and historical time period. The design analysis will have students look at the original invention's design, materials, and means of production and possibly how those elements have evolved over time. Next students will analyze the environmental impact and safety concerns of this invention. Finally, based on their analysis of their case study, students will complete a need analysis for their proposed product. All final versions of the Unit 2 assignments will become part of each student's Unit 8 portfolio.

Key Assignments

Biographical Synthesis Paper: Students will apply research methodologies to evaluate multiple sources of information presented in different media or formats on an inventor of their choosing. The research should focus on how the inventor applied various ideation techniques to develop his or her ideas and concepts as well as how the inventor identified a need, problem, or opportunity for a new product, product line, system design, or service. Then in a short synthesis paper, students will integrate their research by citing strong and thorough textual evidence to support an analysis of the biographical influences that led that individual to create his or her invention.

Contextual Analysis: Students will evaluate multiple sources of information (35) in order to examine the historical and societal influences that led to the invention that they chose in the biographical synthesis paper. Citing strong and thorough textual evidence, students will write an analytical paper in which they identify which historical and societal influences they believe most significantly influenced the invention and explain their reasoning.

Timeline: The biographical synthesis paper and contextual analysis will be simplified and combined in the visual format of a timeline in which the major events in the inventor's life are documented along with the historical and social influences that influenced the invention. The timeline allows students to synthesis the two prior assignments in a visual format.

Design Analysis: After analyzing the biographical and historical influences of the inventor, students will look more closely at the design of the invention itself. Students will conduct additional research investigating the design elements that went in to the original invention, the materials used for that design, and the means of production. Additionally, students will research how these elements have changed or evolved over time. These findings will be presented in an analytical paper.

Environmental Impact/Safety Analysis: Building upon their learning in the design analysis, students will research environmental sustainability and assess the specific environmental impact(s) of the invention in terms of choice of materials and means of production. Secondly, students will look at the relative safety concerns of the invention: both its production and its use. Students will present their findings in a visual graphic.

Inventor/Invention Multimedia presentation: Compiling their learnings from the previous key assignments in this unit, students will produce a multimedia presentation that is 3-5 minutes in length and educates their classmates about their inventor and her/his invention, the societal influences that created a need for that invention, an explanation of the design of that invention and the environmental and/or safety issues associated with that invention. After each presentation the audience will evaluate to what extent this invention meets the social needs, wants or benefits of a society (the essential question for the course).

Need Analysis: As the culminating project of this unit, students will begin to apply their understanding of product design to come up with their own product solution. Following the design process students will identify a general need they see, interview at least 25 potential users that represent a cross section of stakeholders and will then define a specific need based upon their findings. Students will defend the specific need they identified, and the rationale and methodology they used, in an individual interview with their instructor. During this interview, students are expected to provide their instructor with data that supports their findings.

Unit 3: The Ethics of Invention

Once students have identified a need, they will continue through the design process (ideating, prototyping, testing, and redesigning) but now factoring in the possible impacts (intended and unintended consequences) and environmental sustainability of their product. Students will first ideate and create a prototype based upon their defined need and justify their design choices in a written reflection. Next, students will learn about the positive and negative effects that an invention can have by reading a fictional text that provides an example of how an invention/innovation can have an extreme impact (possible examples: *Jurassic Park* , *Brave New World* , *I, Robot*). Using a dialectical journal, students will identify inventions in the text, track the impact those inventions have, and evaluate to what extent the impact(s) was/were intended or not. Students will then participate in a class debate on the moral issue of who is ethically responsible for an invention and its use/impact. Finally, students will synthesize their understanding of societal impacts in this unit with their investigation of environmental sustainability from Unit 2 to make redesign choices on their prototype based on their assessment.

Key Assignments

Ideate and Prototype: Based on the Need Analysis completed in Unit 2, students will apply ideation techniques to brainstorm and sketch multiple concepts of realistic solutions to their defined need. Students will then edit their concepts and identify a key product that solves the problem, fulfills the need, or addresses an opportunity. Next, students will create a preliminary design of their product concept utilizing drawing, computer software (graphic or CAD), and/or conceptual model fabrication techniques. Finally, students will write a one page explanation on the choice of their design and justify how this choice best solves the defined need. The final version of this assignment will become part of each student's Unit 8 portfolio.

Dialectical Journal: After developing a prototype, students will learn how product design can have an intended or unintended societal impact. To foster this understanding, students will start with analyzing the interplay of inventions and societal factors in a work of fiction. Through a novel, such as *Jurassic Park*, *Brave New World*, *I, Robot* or a similarly themed text, students will analyze the development over the course of the text of the societal impact of an invention. While reading, students will identify innovations and inventions in the text and maintain a dialectical journal citing strong and thorough textual evidence evaluating:

1. the need(s) to which the invention responds,
2. the impact of that invention, positive and negative, on an individual, society, and/or the environment, and
3. how the impact(s) change or develop over the course of the text.

Students will utilize this evaluation in evaluating and redesigning their own prototype.

Moral Dilemma Debate: Students will synthesize their literature analysis and their case study from Unit 2 to debate to what extent an inventor is responsible for the societal impact of his or her invention. The class will work in teams to construct an argument on this topic using prior knowledge gained from previous assignments and any additional research needed. Ultimately student teams will defend their position with cited research in a formal class debate. Students will use the conclusions they draw from the debate to take another look at their prototype in the next assignment.

Prototype Testing and Redesign: Based on their findings in the debate and drawing from their understandings from their Environmental Impact/Safety Analysis from Unit 2, students will evaluate/"test" their own prototype through the lens of possible societal impacts as well as environmental sustainability. Through this assessment of the outcome of their prototype, students will identify any issues that need redesigning or refining related to function, construction, or other factors. Students will then create a new redesigned prototype and write a 23 page reflection justifying their redesign choices and how they address possible societal and environmental impacts. The final version of this assignment will become part of each student's Unit 8 portfolio.

Unit 4: Cost Analysis

Overview: Based on their redesigned prototype from Unit 3 and with a more thorough historical and ethical framework in place to evaluate their own work, students are ready to examine more practical matters in regards to design and assess various factors that contribute to the cost of a product. First, students will research and present a cost analysis looking at one element of their design and how it influences the cost. This data will then be used to write a product proposal and video presentation where they will need to market their design to a group of possible investors. All final versions of Unit 4 assignments will become part of each student's Unit 8 portfolio.

Key Assignments

Cost Analysis: Students identify one element of their design that affects the cost of manufacturing or cost of getting the product to market (e.g. for a molded plastic handle that is part of the design, the student may examine any or all of the following: material, manufacturing process, labor, transportation, or other aspect) and research variables that affect the cost of that element. Students then make strategic use of textual and graphical media (i.e. charts or graphs) to create a presentation of findings. Based on findings in the cost analysis, students either justify their design as cost effective, or document a modification to their design. Students will also apply these findings to the Written Product Proposal. Through this assignment, students expand their ability to assess the feasibility of design.

Written Product Proposal: After creating a cost analysis for a portion of their prototype, students will write an additional 23 page product proposal to attract possible investors. Students will need to include a summary of their need analysis, an explanation of the design solution (e.g., product, product line, system design, or service) that effectively communicates its features and benefits, an evaluation of possible business competition, and a justification of their cost analysis or redesign solution. The technical writing component of this unit demonstrates that students can write persuasively and justify their intentions using domain specific technical language and evidence from research.

Video Pitch: Students will use the information from the product proposal to create an "elevator pitch" video of no more than 90 seconds that is designed to convince a manufacturer or investor to commercialize the product. Students synthesize the information from the product proposal, produce a written draft of their pitch and ultimately revise it to convey a clear, concise, and distinctive argument that is appropriate to the audience. Videos will be given to industry experts or other potential stakeholders for feedback on their effectiveness.

Unit 5: Intellectual Property

The Other Tenth-How to Own Something that you Don't Possess.

Moving beyond the idea of production possibility, practicality, and responsibility explored in Unit Three, students now explore the economic feasibility, legal benefits, and pitfalls of intellectual property ownership. First, students research the nature and history of intellectual property and the process of obtaining ownership. Second, using real world situations, students will analyze legal and ethical issues related to intellectual property. Third, students examine case studies of legal decisions regarding intellectual property. Finally, students amend their product proposal from the previous unit to include justification of the legal uniqueness of their product. In order to demonstrate knowledge and skills gained in this unit, students will create and build upon a multimedia presentation that enhances understanding of findings, reasoning, and interest, using appropriate citations and research methodology.

Suggested resources:

http://www.streetlaw.org/en/home

http://www.wipo.int/about-ip/en/iprm/ World Intellectual Property Organization Handbook

http://www.educateip.org/index.php/multimediacasestudies

http://www.thisamericanlife.org/radio-archives/episode/441/whenpatentsattack
WBEZ Radio *This American Life* "When Patents Attack!" (episode 441, July 22, 2011).

http://www.thisamericanlife.org/radioarchives/episode/496/when-patents-attackparttwo
WBEZ Radio *This American Life* "When Patents Attack... Part Two!" (episode 496, May 31, 2013).

http://www.pubpat.org/

http://www.supremecourt.gov/opinions/12pdf/11796_c07d.pdf

Key Assignments

Owning Intellectual Property: Students are grouped and assigned to research the nature and history of intellectual property and the process of obtaining ownership in the following areas (one area per group): copyright, patent, trademark, industrial design, and geographical indications. For their type, student groups create a 34 minute multimedia presentation (Power point, Prezi, Google Slides, etc.) that includes examples of protected property, the reasoning behind developed systems for intellectual ownership, a brief history of intellectual ownership law and policy, and a description of the process in obtaining intellectual property. Groups present findings to the class, demonstrating the ability to synthesize information from multiple sources and showing evidence of planning and organization.

The Benefits and Detriments of Intellectual Property: Students research cases of legal battles over intellectual property to understand the various legal and ethical issues related to intellectual property. Students choose two or three legal issues and create a written summary of each legal battle, including an evaluation of the effectiveness of each side of the argument. Students post this writing onto a shared blog, website, or other shared source. All students are to read posts and show engagement through comments or other means of demonstrating reading.

Case Study: Students research a specific legal case more in depth, and create a 3-5 minute multimedia presentation (Power point, Prezi, Google Slides, etc.) that includes:

- A brief overview of the case or lawsuit.
- An analysis of the main points used on either side of the issue.
- An analysis of the intent and purpose of wording and rhetoric on both sides of the issue, and an evaluation of the effectiveness of this language.
- An objective argument that agrees or disagrees with the final decision of the case.

Note: there is enough easily available information in the given sources as well as others to avoid having several students research the same case. The final version of this assignment will become part of each student's Unit 8 portfolio.

Amendment to Written Product Proposal: In an amendment to the proposal from Unit 4 and using what they have learned from the prior assignments, students defend their design as legally unique or explain possible legal conflicts with the design. Students conduct a thorough search for existing patents that may have preceded their design. This amendment will include:

- A description of patent search attempts, thoroughness of searches, and found results.
- A description of an existing patented product that the student believes is closest in design to their own design.
- A justification with analysis of why their design is different enough from the closest existing patent to receive a patent OR a justification with analysis of why the closest existing patent may cause a legal issue for obtaining a patent.

*The amendment to the product proposal will be added to the Unit Four product proposal within each student's Unit 8 portfolio.

Optional Extension Assignment:
Students defend as original their design from Unit 3. In this activity, students complete a mock application for a patent with a peer group as a review panel, or defend their design against a mock infringement lawsuit in which the peer group serves as jury. This activity serves as preparation and practice for the "shark tank" activity in Unit 6.

Option: Replace peer groups with a panel of industry partners, teachers, or other group that provides a more authentic audience.

Unit 6: Marketing and Advertisements
Marketing and Advertisements
In this unit, students write a correctly formatted mid-length page analytical essay, including works cited that address the complexities of developing and promoting ideas to guide the formation of their own criteria based on information obtained from several literature sources like "1984," the Federal Trade Commission's "Truth in Marketing Standards," and "Shark Tank." Students examine commercials and print advertisements and participate in a product point of sale analysis to make logical inferences about the author's intent to write, present and defend a marketing plan. The culminating project is to develop a commercial for their product to anchor the importance of basic advertising and marketing complexities. All final Unit 6 assignments will become part of each student's Unit 8 portfolio.

Key Assignments

Advertising and Marketing Analysis Essay: Initially, students explore and examine several resources available through the Federal Trade Commission's "Teacher and Parent-Advertising and Marketing" site including the "Fact Sheets" and interactive games to write a basic guide delineating how to advertise and market products. Students examine several literature excerpts from varying texts like "1984" (government), "Brave New World" (society), and "Feed" (technology) and chart how each text addresses advertising and marketing objectives, obstacles, and outcomes. Students then research and summarize the advice from current practitioners like: Shark Tank, Kick Starter, or Quirky. Additionally, students research to examine the ethics of product development and marketing as a consumer and as a producer and present their findings. Finally, students write a correctly formatted analytical essay, including works cited that address the complexities of developing and promoting ideas.

Packaging and Promoting: Students distinguish the nuances between advertising and marketing as well as the perceived impact of marketing and advertising. As a launch, students examine products at their point of sale to help them understand package design concepts for a product or line of products as well as product placement. Students use a graphic organizer to compare two similar products that employ differing design elements (e.g., font, color, symbols, product proposition) to assess their effectiveness to communicate and influence consumer behavior. Students then draft a product label to advertise their intended product, mindful of their target consumer, integrating advertising principles and include a written justification of their design integrating specific design principles.

Marketing Plan: Students research key elements of a marketing plan from credible sources like Forbes and draft a template for their use. Students then draft two different marketing plans for their product that includes a different target consumer for each campaign to include: price, product name, brand, logo or label, and product positioning in their target retail market and present their marketing strategies, which include ethical practices through a peer review process similar to Shark Tank. The presentations must demonstrate organization, planning, and effective use of technical language when speaking. Finally, students integrate the feedback from the peer review and revise/finalize one marketing plan specific to only one target audience with a clearly articulated written explanation for their marketing plan.

Commercialization: Students produce one print advertisement and one commercial to align with their marketing plan. First, students examine several print advertisements promoting similar products to compare varying techniques and then develop a print advertisement and an accompanying 21st Century medium like a tweet. Next students analyze several commercials, and then critically annotate one commercial using a Voiceover tool like EDpuzzle modeled after the work of the Poynter Institute to prepare them to craft their own commercial. Students will create their own performance criteria and quality standard to measure and evaluate their commercial. Next students craft a story board for their commercial as a draft for peer feedback. Finally, students convert their storyboard to a 30 second commercial specific to their target audience and orally present key elements of their marketing plan and rationalization for their commercial design.

Optional Assignments:

How-to guide: Students develop a "how to advertise and market guide" for high school entrepreneurs explaining the basic tenants of advertising and marketing after synthesizing the information gained from diverse sources. Students revisit their draft and integrate the information gained from their literature reviews, their summaries, and analysis.

Unit 7: Catastrophe or Opportunity?

In Unit 7 students will focus on predicting, identifying, and solving problems, which could potentially affect a product. Through two different assignments, students will examine intrinsic and external factors that may affect the product. Some examples of intrinsic or external factors include change in demand, the availability of resources related to, and/or legal guidelines that may affect the product or service. In order to develop and propose solutions, students will gather relevant information from multiple sources to address different criteria requirements for product adaptation and consumer concerns.

Key Assignments

Prototype Testing Creating a Performance Evaluation Test: In order to emulate the later stages in advanced manufacturing, students will utilize a test group as part of the design process. Test groups will evaluate product performance of the prototypes that were designed in Unit 3. Each student will construct a document that contains their own performance criteria and quality standards to measure and evaluate their prototype.

- Student Created performance criteria and quality example: What is my product supposed to do or accomplish? Does it? How Well? This will be extremely specific to the product (i.e. A student designs a left handed mouse. It needs to make selections on the computer screen interface. The left hand mouse should feel comfortable in your hand, it should be easy to reach the buttons, etc.).

Prototype Testing Memo Performance Evaluation Test Observation and Feedback: Test groups will test the functionality and features and evaluate the results of the prototype against the student created performance criteria and quality standard. When applicable students will also predict unintended uses and possible dangers or health concerns related to their prototype. Using their own findings and the feedback from test groups, students will write a bullet pointed memo to a lead engineer (teacher, business partner, or other student) that describes their findings. This memo needs to follow an established format that uses parallel structure, concise diction, and an informed idea of audience/purpose.

An example of a product evaluation: manufacturers of a park bench which is intended for sitting or lying on, but some users will do skateboarding tricks on it. Students will identify any redesigning or additional corrections required to improve the overall quality, look, or performance of the product.

Overcoming Product Challenges: Students will prepare a multimedia presentation for a board of directors which suggests a strategy their company should adopt to confront and overcome a potentially catastrophic problem. Each student will act as a team lead for their product development. Students will be assigned a potentially catastrophic problem that is external (not intrinsic) to each product. Students will use a problem solving model to create a solution to the catastrophic problem, which must include: identifying root cause of the problem, exploring options and alternatives, selecting a solution among alternatives, and implementing a plan of action. Students do not need to implement the change, but instead must document an informative implementation plan proposal articulating how they would address the hypothetical problem, solution and plan of action. The following are examples of catastrophes that can be assigned or used as models for generating other ideas:

- Product is offensive to a particular demographic.
- Production country is now illegal to do business with.
- Prominent personality fuels negative publicity.
- Extremist groups targeting product. e.g. Environmentalists targeting SUV's.
- Negative publicity regarding environmental issues. e.g. Plastic water bottles clogging the ocean or coal power plants filling the air with smoke.

- Labor goes on strike and your product can't be made.
- Minimum wage increases, government mandated benefits.

The final version of this assignment will become part of each student's Unit 8 portfolio.

Unit 8: Student Portfolio Defending a product and/or position

Unit 8 Overview: This final unit represents a culmination of student learning throughout the year that will be presented as a portfolio (such as a binder, website, etc.). Their portfolio will demonstrate knowledge of the design process, technical writing, advertising/marketing, intellectual property as well as ethical considerations and sustainability as they apply to design. Students will also present (via Prezi or Power point presentation) their completed portfolio to a panel justifying the comprehensive preparedness of their product to move forward to the manufacturing stage.

Key Assignments

Portfolio: (Compilation of Multiple Assignment from Unit 1 to Unit 7) In preparation for the panel presentation, students will create a portfolio which complies the benchmark assignments of this course. The portfolio is a final compilation of student work throughout the course. The portfolio should minimally include:

1. Prototype manual and sketch (Unit 1)
2. All final versions of Unit 2 assignments
3. Ideate and prototype assignment (Unit 3)
4. Prototype Testing and Redesign reflection (Unit 3)
5. Cost Analysis Presentation and Video Pitch (Unit 4)
6. Product Proposal (Unit 4), including the Amendment (Unit 5)
7. Case Study (Unit 5)
8. Marketing Plan, Print Advertisement and Commercial (Unit 6)
9. Product performance evaluation test (Unit 7)
10. Prototype testing memo (Unit 7)
11. Video of the multimedia presentation to the Board of Directors (Unit 7)

Panel Presentation Proposal to Investors

At this point students have completed their product through a needs assessment, product design, prototype testing, and revisions, and their product is effectively completed and ready to be introduced to the market. Students draft and present a promotional pitch to a group of Venture Capitalists (teacher, administrator, other students, or business partners) for their investment consideration. This pitch will effectively communicate using written and oral communication skills developed over the year their products features and benefits. It should also include: a target consumer, brand, and product name.

Assessment Including Methods and/or Tools:

Assessment opportunities that allow continuous evaluation of student progress will be embedded throughout the course and will be a part of the learning experience. All students will be expected to achieve mastery of all topics, often with demonstration of mastery occurring during a public forum. The following strategies, which include both formal and informal assessment techniques, may include but are not limited to:

- Written tests with a variety of short answer, essay questions, and problems;

- Performance-based assessments such as experiments, demonstrations, discussions, debates, simulations, and projects;
- Presentations, both team and individual;
- A cumulative portfolio; and
- Written assignments (such as justification, investigations, primary and secondary research, evaluative, or technical).

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 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Jose Rivera Position/Title: AP Calculus AB/BC Teacher Phone: 909-606-7540 x 5148 E-mail: jose_rivera@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title	Calculus AB
2. Transcript Title/Abbreviation	Calc AB
3. Transcript Course Code/Number	
4. Seeking Honors Distinction	Yes
5. Subject Area/Category	Meets the "c" mathematics UC/CSU requirement
6. Grade level(s)	11-12
7. Unit Value	5 units per semester / 10 total credits – math
8. Length of course	Two (2) semesters / one (1) year
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:

This course is taught at the rigor of a college level Calculus course. The course covers functions, limits and continuity, differentiation and integration of functions of a single real variable. Applications from higher level sciences are addressed as well. The class is similar in rigor to the AP Calculus course, but is taught at a slower pace.

15. Prerequisites	Integrated Math 1, Integrated Math 2, Integrated Math 3

16. Context for Course:

In Calculus, we approach problems from each of the four major angles: graphically, numerically, algebraically, and verbally. Since calculus connects with so many other disciplines, especially physics, we take advantage of many opportunities to offer demonstrations and activities that allow the students to see and touch the calculus we learn.

Instructional Methods and/or Strategies are specifically geared to support the delivery of the curriculum and the course goals in a balanced fashion. Whole class instruction, small group instruction, discussion, think-pair-share, power point presentations, student demonstration, daily assignments, warm-up quizzes, and interactive instruction are all used on a regular basis for all portions of the course outline. Student presentations and projects are assigned and displayed for all units. Poster projects, Riemann Sum projects, Area and Volume projects are a few examples of larger student work than the typical daily assignment. Study guides are assigned for each unit. Students are encouraged to receive and/or provide peer tutoring to help reinforce their mathematical understanding. Instructional approaches support the eight Standards of Mathematical Practice in the Common Core State Standards as stated explicitly in items 1-8 below.

Make sense of problems and persevere in solving them

Students make sense of problems and persevere in solving them throughout all units of Calculus. They analyze the meaning of a problem for understanding, including givens, constraints, relationships, and goals of each problem. They make conjectures about the form and meaning of the solution and plan a solution pathway, looking for multiple entry points. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Calculus students use their graphing calculator to get the information they need to explore, analyze, graph, calculate, and solve problems. Calculus students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships. They also use graphs, diagrams, illustrations, and concrete objects or pictures to help conceptualize and solve a problem, specifically for the calculus of motion, related rates, and area and volume problems. Calculus students check their answers to problems using multiple methods (graphical, algebraic, numerical and verbal approaches), and continually explain and justify their answers. The eight common core state standards are embedded in assignments and assessments.

Reason abstractly and quantitatively

Calculus students make sense of quantities by indicating units of measure for distance, displacement, position, velocity, acceleration, average value, anti-derivatives, related rates, lengths of curves, area, and volume problems. Students reason abstractly and quantitatively throughout all units of calculus. They can represent a given situation symbolically and manipulate the representing symbols. They give meaning to the symbols in an applied context appropriate for rates of change, area, volume in physics, business, and a variety of applications.

Construct viable arguments and critique the reasoning of others

Calculus students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data in the appropriate context from which the data arose. Students listen respectfully to the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Students are continually asked to reason, explain, and justify their solutions on a regular and daily basis. Bald answers are not accepted.

Model with mathematics

Calculus students use functions to describe how quantities are increasing, decreasing, concave up, and concave down. They will analyze maxima, minima, and points of inflection, as well as intervals where a function is increasing and decreasing. Calculus students make accurate assumptions and approximations to simplify complicated situations. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, tables, graphs, charts and formulas, two-dimensional models of area, and 3-D models of volume. Students are graphing position, velocity, and other functions on a regular basis. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Use appropriate tools strategically

Calculus students use appropriate tools strategically when solving mathematical problems. These tools include pencil and paper, concrete models, diagrams and charts, a graphing calculator, and "Calculus in Motion" software. Calculus students make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. They detect possible errors by strategically using estimation and other mathematical analysis. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Calculus students use technological tools to explore and deepen their understanding of concepts.

Attend to precision

In all units and assignments, calculus students must attend to precision. Calculus students must communicate precisely to others. They use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They calculate accurately and efficiently and specify units of measure, accurate to at least three decimal places, either rounded or truncated in accordance with AP standards. They know how to use the STO feature on their graphing calculator and they learn not to round off intermediate results. Calculus students clearly label axes to clarify the correspondence with quantities in a problem. All answers must be accurate, preferably in fraction or radical form. Use of e and π notation is encouraged.

Look for and make use of structure

Calculus students look closely to discern a pattern or structure. They also can step back for an overview and shift perspective. They can see complicated things, such as piecewise functions, as single objects or as being composed of the sum of its pieces. Rules, properties, and theorems are developed sequentially and proved.

Look for and express regularity in repeated reasoning

Calculus students look for and express regularity in repeated reasoning throughout all units. They notice if calculations are repeated, and look both for general methods and for shortcuts. Calculus students find patterns and repetition in implicit differentiation, solving separable differential equations and Newton's method of approximating zeros of functions, just to name a few specific instances. As they work to solve a problem, calculus students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

The eight common core state standards are embedded in assessments.

1. Students make sense of problems and persevere in solving them throughout all units of calculus. Novel multi-step problems occur regularly on assessments.
2. Students reason abstractly and quantitatively throughout all units of calculus. Assessments include free-response questions which allow for both abstract and quantitative reasoning to be demonstrated.
3. Calculus students construct viable arguments and critique the reasoning of others. Students are continually asked to justify and explain their reasoning. Bare-bone answers, without justification, are not accepted on assignments or assessments.
4. Calculus students model with mathematics through the use of graphs, diagrams, illustrations, sign charts, tables, formulas, slope fields, two-dimensional models of area, and 3-D models of volume. Students are graphing position, velocity, and other functions on a regular basis. Students analyze functions from formulae, graphs, and data tables on assessments involving derivatives and anti-derivatives.

5. Calculus students use appropriate tools strategically. They use their graphing calculator regularly. Calculus students use technological tools to explore and deepen their understanding of concepts. Smart Board technology and responders are utilized for assessments. The AP Calculus website provides a wealth of outstanding test bank items, which are used for both direct and free response assessment.
6. In all units and assignments, calculus students must attend to precision. All answers must be accurate, preferably in fraction or radical form. Use of e, pi, and radical notation in solutions is encouraged. Decimal approximations must be accurate to three decimal places, either rounded or truncated in accordance with AP standards. Students learn NOT to round off intermediate results.
7. Calculus students look closely to discern a pattern or structure throughout all units. Rules, properties, and theorems are developed sequentially, proved, and assessed.
8. Calculus students look for and express regularity in repeated reasoning on assessments throughout all units.

17. Textbooks:	Calculus Graphical, Numerical, Algebraic Pearson Prentice Hall

B. COURSE CONTENT

Course Purpose:

The purpose of this course is to provide a pathway for students who have taken the necessary prerequisites to take AP Calculus AB but do not want to rush through the course. The class is similar in rigor to the AP Calculus course, but is taught at a slower pace. This course does not have the same time restriction as the AP test, allowing student to have more time with the material. The course will also provide students who are not being successful with 1st semester AP Calculus AB another path to take calculus.

Course Outline:

Unit 1: Pre-Requisites for Calculus

Slopes, lines, and linear equations will be reviewed in this unit. Average rate of change and slope of the secant line will lead to instantaneous rate of change and the slope of the tangent line. Difference quotient will be used and then we will progress to the limit of the difference quotient as approaches zero. Point-slope form will be emphasized. The relationship of the slopes of a function and its inverse will be revisited. We will conduct a quick and concise review of trigonometric ratios and basic trigonometric identities. Functions and their graphs will be reviewed including domain and range, odd and even functions, the graph of a semi-circle, the absolute value function, greatest integer function, piecewise functions, exponential functions, logarithmic functions, inverse functions, and composite functions. The difference quotient will be used to find average rate of change of a function. In the next unit, we will explore how the limit of the difference quotient leads to the derivative.

Unit 2: Limits and Continuity

We begin this unit with rates of change: average rate of change and instantaneous rate of change. Rates of change will be analyzed by table, by graph, or by equation. Limits will be introduced graphically, algebraically, and numerically. Limits will be defined informally and formally. One-sided limits, when a limit fails to exist, limit theorems, limits involving infinity, and limits involving the difference quotient will all be explored. This is where we make connections as we transition from slope to difference quotient then derivative.

Continuity will be defined informally and formally. Continuity will be explored for piecewise functions. Continuity will be analyzed at a hole, at a jump discontinuity, and at vertical asymptotes. Students will also apply the Intermediate Value Theorem and the Extreme Value Theorem to continuous, differentiable functions on a closed interval.

Unit 3: Derivatives: graphically, algebraically, and numerically

This unit begins with the concept of local linearity. Then we learn that differentiability implies continuity. We will transition from the limit of the difference quotient (or the limit of the slope) definition of derivative to some of the more efficient techniques for finding derivatives. We will use point-slope form to find tangent and normal lines. We will use the power rule to find first derivatives, second derivatives, and higher order derivatives. Application problems in this unit include particle motion involving position, displacement, total distance travelled, velocity, speed and acceleration. Students will be expected to determine if an object is speeding up or slowing down, where a function is increasing or decreasing, and the concavity of a function. Students will analyze functions graphically, algebraically, and numerically.

Techniques of differentiation will be explored and practiced to proficiency. These include the power rule, product rule, quotient rule, and the chain rule. Students will discover the six trig derivatives and the six inverse trig derivatives. These rules will be derived, proved, and used to solve variety of problems, both theoretical and applied. Students will learn implicit differentiation and use implicit techniques to solve related rates problems. They will also find derivatives of exponential and logarithmic functions.

Students will use curve sketching to analyze functions visually and graphically. They will find exact maxima, minima, and points of inflection. They will use the first derivative test and the second derivative test to find extrema. They will determine when a function is increasing, decreasing, concave up, and concave down. Students will also analyze the behavior of a function at a cusp, corner, vertical asymptote or other discontinuity, and the end behavior of the function. Students will use L'Hopital's Rule to find the limit of a function at a point resulting in indeterminate form.

Calculator Use**:** Students are introduced to the 2nd-calc-6 feature on their graphing calculator to find dy/dx at a particular value and the nDeriv function to graph derivatives at one or all x-values. The calculator helps facilitate class discussion comparing a function with its first derivative and second derivative, comparing extrema of f (x) with zeros of f '(x), comparing points of inflection of f (x) with extrema of the f '(x), comparing the degree of f (x) with the degree of f '(x), and the overall discussion of increasing and decreasing slope.

Unit 4: Applications of the Derivative

Students will learn to find extreme values on a closed interval, examining candidates at critical points and endpoints. They will apply the Extreme Value Theorem. Students will also apply the Mean Value Theorem and Rolle's Theorem to differentiable functions on a given interval. Students will solve optimization problems, related rates problems, linearization problems and Newton's Method problems

Unit 4 Calculator Use: Calculator use will be ongoing and regular as students solve application problems in this unit.

Unit 5: Definite and Indefinite Integrals

Students will learn to solve definite and indefinite integrals. First they will be introduced to the Trapezoid Rule and Riemann Sums – left, right, and midpoint. They will learn the Fundamental Theorem of Calculus, both Part 1 and Part 2. They will understand the Mean Value Theorem for definite integrals, properties of definite and indefinite integrals. They will learn to solve definite integrals with a negative integrand and definite integrals where the lower bound is greater than the upper bound.

Students will find anti-derivatives of powers, trig functions, exponential and logarithmic functions. Students will find anti-derivatives that result in inverse trig functions. Students will become proficient at the techniques of u-substitution, integration by parts, and integration by using partial fractions. U-substitution will be used for both definite and indefinite integrals.
Students will complete a Riemann Sum investigation which will include in-depth analysis of a function and the area between the curve and the x-axis. Students will compare the left Riemann sum, the right Riemann sum, the midpoint Riemann sum, the Trapezoid sum, and the definite integral result. Students will find when an approximation overestimates or underestimates the actual area and they will make and justify conclusions about the accuracy of each sum as an estimate of the area.

Students will use anti-differentiation to solve a variety of application problems including accumulation (input-output) problems and particle motion problems.

Unit 5 Calculator Use: Using graphing technology and available programs, we explore Riemann sums and the Trapezoid Rule. Calculators are used to confirm definite integrals that we have first found numerically. We also discuss regions below the x-axis and regions that are found both above and below the x-axis. Students use the 2nd-calc-7 function to find the anti-derivative of a function on a closed interval. Class discussion emphasizes the concept of area under the curve.

The calculator is also used in the process of adding Riemann sums, using STAT, the Lists, formulae in the title bar of the lists, SUM (L4)--under 2nd List, MATH.

Unit 6: The Calculus of Growth and Decay
Slope Fields will be drawn and analyzed in this unit. Separable differential equations will be solved using a four step process (separate the variables, integrate both sided, find the general solution including the constant of integration, solve for the particular solution). Applications will include exponential growth and decay, predator-prey population problems and direct proportion differential equations that lead to the exponential function (where C is the constant of integration and k is the constant of proportion), and other differential equations for real-world applications. Students will learn Euler's Method for solving differential equations in this unit. Unit 6 also includes the technique of u-substitution for solving indefinite and definite integrals.

Unit 6 Calculator Use: Calculator use will be embedded in unit 6. The graphing calculator will be allowed for five primary purposes.

1. to plot the graph of a function, as needed
2. to find x-intercepts or zeros of a function
3. to numerically calculate a derivative
4. to numerically calculate the value of a definite integral

Unit 7: The Calculus of Plane and Solid Figures
In this unit, students will learn to find the area between two curves. Cross sections may be perpendicular to the x-axis or the y-axis. Some problems will be calculator enabled and some will not. Students will learn to find the volume of a solid of revolution with both horizontal and vertical axes. Students will also find the volume of a solid with known cross-sections. Cross sections may be perpendicular to the x-axis or the y-axis. Students will learn to find volumes of revolution by using the disk method, the washer method, and by cylindrical shells. This unit will also include finding the length of a plane curve, aka finding arc length.

Unit 8: Additional Techniques for Integration

Students will use integration by parts to find the integral of a product of two functions. Students will learn the ILATE acronym for choosing the parts in integration by parts. Students will also learn tabular integration, aka rapid repeated integration by parts. In this unit, students will find the integral of the natural logarithm function and the common logarithmic function. Students will also use trigonometric substitution, specifically the power reduction formulas to find integrals of powers of trigonometric functions. Students will also use advanced trigonometric substitution to find integrals of trigonometric functions. Integration of Rational Functions will be solved using the technique of partial fraction decomposition. Partial fractions will include proper and improper fractions in the integrand. Students will also integrate piecewise continuous functions.

Key Assignments: Key Assignments and Student Activities

Unit 1: Pre-Requisites for Calculus

Any student who has completed the pre-requisites may take this class, reinforcing equity and access for all students. Because some students are coming from honors classes and other students are coming from regular class, students will fill out an inventory of concepts, labeling their level of learning: Introduction, Reinforcement and extension, Mastery, and Technology Interface (A Pre-AP Mathematics Curriculum Plan by Benita Albert). There are columns covering their mathematics education from 6th grade to present. This shows the students their strengths and weaknesses, as well as providing a terrific tool for the teacher to supplement the curriculum to address areas of weakness.

Graph match will be another key assignment, where 25 graphs will be matched with their equations. This is an activity done in pairs as an in-class activity. It is done without calculators and requires the students' critical thinking about asymptotes, intercepts, symmetry, absolute value, domain and range and extrema in order to create the match. The goal is for the student to produce a match for all the equations. The student learns there are many tools at his/her disposal and not just making an x-y table. All the previous knowledge listed above is synthesized to be able to complete the worksheet.

Unit 2: Limits of Trigonometric Functions

In this activity, students explore the graph of $y = (\sin x)/x$ as $x \to 0$. First students use their graphing calculators to investigate the function graphically. Second, they confirm their observations by analyzing the function numerically. Next, they consider the data numerically from a data table in the neighborhood of. Finally, students extend their finding to other functions such as $y = (\cos(x) - 1)/x$ as $x \to 0$ and $y = (\sin(ax))/bx$ as $x \to 0$. The student learns that different tools are necessary to be able to find answers. Also the answer can be confirmed in various modalities: graphing and numerically using the data. They will experience one of the examples of limits, where there is no value on the graph where the x is approaching.

Unit 3: Graphing the Derivative of a Function

Students explore derivatives by analyzing and discovering the derivative of a mystery function. Mystery functions include $y = x^2$, $y = \sin(x)$, $y = \cos(x)$, $y = \tan(x)$, and $y = e^x$. Students take turns coming to the Smart Board to plot points on the graph of the derivative of each mystery function; in time, the derivative function comes into view. Students will often begin by identifying where the derivative is 0. Then they pick out slopes of 1 and –1, and soon the derivative function materializes. The students learn how to use the dy/dx on the graph of a graphing calculator. They are also have an opportunity to hypothesize and make conjectures about derivatives.

Derivative Poster Project

This activity enables students to summarize what they have learned about derivatives from the limit of the difference quotient to derivatives of trigonometric, exponential, and logarithmic functions. Posters are presented to the class and subsequently displayed for all to see.

Unit 4: Optimization

Unit four has plenty of thinking problems between both the optimization and the related rate problems. One of the classic problems that will be discussed and assigned is the fabricating a box problem. A flat piece of tin is given. Squares are to be cut out of the corners to maximize the volume. What is the length of the squares and what is the maximum volume? Students will be given a worksheet to guide them in what is expected: diagram, equation, graph, analytic work, and answer. Then they will have to come up with their own optimization problem and solve it. The students will again use graphical and analytic means to find the answer. Coming up with their own problem helps solidify the process of these types of problems, as well as allowing for creativity.

Unit 5: Riemann Sum and Trapezoid Sum Project

In this activity, students are each given a unique function on a closed interval. Students compare and contrast the methods for calculating the area under a curve (e.g., left Riemann sum, right Riemann sum, midpoint Riemann sum, Trapezoid sum and the definite integral). Students analyze the results of using these various methods in a book format. They chart which methods are overestimates and which are underestimates of the actual definite integral area. They analyze their particular function for increasing intervals, decreasing, intervals, concavity and points of inflection. The book format allows students to illustrate and explain their findings in a finished product.

Another key assignment is using Larry Peterson's brilliant worksheet on the Fundamental Theorem of Calculus, Using the Rule of Three. This worksheet packet walks the students through the relationship between an area function and an original function. It connects for them in a tangible way the idea of an integral and a definite integral, using graphical, analytical and numerical methods. In the Fundamental Theorem of Calculus Part 2, the worksheet highlights the important fact the the chain rule never goes away.

Unit 6: Exploration Lab "Seeing the Slopes"

Students will explore the differential equation $dy/dx = \cos x$ and compare it to a given graph that is the general solution, the family functions $y1 = \sin x + L1$, where $L1 = (-3, -2, -1, 0, 1, 2, 3,)$. These are familiar graphs, so students can know where $\cos x = 0$ and compare it in the graph. The y coordinate is explored. Does it affect the value of $dy/dx = \cos x$? Why or why not? The assignment also explores slopes when $x = 0$ or $x=pi$. Students complete the exploration, verbally explaining what they discover. They work in pairs. The students starts to "see" the slopes and how to produce a family of curves without solving the differential equation, simply by looking carefully at the slopes. This is the idea behind slope fields (Exploration from Finney, Demana, Waits, Kennedy text, Calculus).

Unit 7: Fruits and Vegetable Lab

Students work in pairs to determine the volume of a banana, squash, potato, etc., using graph paper, their calculators, and the disk or washer method for determining volumes of solids of revolution. They hand in a written report that describes how they determined the volume and their findings. [Borrowed from Kent Tarr, Monte Vista Christian School, Watsonville, CA]

Unit 8: Partial Fractions

Students will use integration by parts to find the integral of a product of two functions. Students will learn the ILATE acronym for choosing the parts in integration by parts. Students will also learn tabular integration, aka rapid repeated integration by parts. In this unit, students will find the integral of the natural logarithm function and the common logarithmic function. Students will also use trigonometric substitution, specifically the power reduction formulas to find integrals of powers of trigonometric functions. Students will also use advanced trigonometric substitution to find integrals of trigonometric functions. Integration of Rational Functions will be solved using the technique of partial fraction decomposition. Partial fractions will include proper and improper fractions in the integrand. Students will also integrate piecewise continuous functions.

Instructional Methods and/or Strategies:

1. Lecture: This instructional pattern features one day of lecture followed by one or two days of follow-up/in-class practice. PowerPoint slides and "Calculus In Motion" software programs often supplement the instruction, and students are encouraged to interact by asking questions, conjecturing, and otherwise articulating their ideas.
2. Group Work: Group work is also an essential aspect of the class, fostering teamwork and problem-solving skills.
3. Hands-on Activities/Assignments: When appropriate, students make use of their graphing calculators to explore functions, graphs, etc., and detailed examples are provided to demonstrate the correct keystrokes.

Assessment Including Methods and/or Tools:

Student grades are determined on a weighted scale. Class work, projects, study team tests and assignments are weighed 30%, and quizzes and individual tests, including the final, are weighed 70%. Class work and assignments: Cornell notes, examples, assignments and homework are the foundation of the assessment process. They provide immediate feedback on content mastery to the instructor, as well as the student. Homework: Students can expect nightly homework to finish any assignments that have not been completed in class. Study Team Tests: A practice test in small groups of 3-4 students is held prior to every unit test. Problems are challenging, require collaboration, and sometimes extend beyond the classroom. Peer tutoring is encouraged and required during team tests. Student Projects and Activities: Throughout the course, students undertake various projects that tie into the course content. These activities are designed to make the math hands-on, relevant, and practical. Activities are frequently in pairs or in small groups. Projects and activities are graded according to a pre-determined rubric.

Quizzes: Students take quizzes weekly, which lead up to a larger exam at the end of every chapter of the text. Tests/Exams: Tests occur at the end of each chapter. The tests are comprised of direct problems, multiple choice questions, and free response problems which include writing explanations and justification. A comprehensive, accumulative final exam is given at the end of each semester and counted as two test grades.

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

DATE: April 21, 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 A. Rodriguez, Director, Assessment and Instructional Technology

SUBJECT: **REVISION OF BOARD POLICY AND DELETION OF ADMINISTRATIVE REGULATION 6162.5 INSTRUCTION – STUDENT ASSESSMENT**

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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 District practice. Board policy 6162.5 Instruction – Student Assessment 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. The Board Policy deletes material reflecting state regulations on test preparation repealed by Register 2014, No. 6. The administrative regulation is being deleted as it pertains to the Standardized Testing and Reporting Testing program, which was replaced by the CAASPP assessment system.

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 deletion of Administrative Regulation 6162.5 Instruction – Student Assessment.

FISCAL IMPACT

None.

WMJ:NE:JAR:smr

STUDENT ASSESSMENT

The Board of Education recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in District programs, and/or eligibility for graduation. In addition, SUMMARY DATA ON STUDENT ASSESSMENT RESULTS SHALL BE USED BY THE DISTRICT TO IDENTIFY AND REVIEW STUDENT ACHIEVEMENT GOALS IN THE DISTRICT'S LOCAL CONTROL AND ACCOUNTABILITY PLAN AND EVALUATE DISTRICT EDUCATIONAL PROGRAMS ~~program effectiveness shall be based in part on indicators of student achievement~~.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

To obtain the most accurate evaluation of student performance, the District shall use a variety of measures, including District, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

(cf. 3553 - Free and Reduced Price Meals)

In selecting or developing a District assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it ALIGNS WITH MATERIAL ~~corresponds to the adopted curriculum~~ that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6162.54 - Test Integrity/Test Preparation)

STUDENT ASSESSMENT (cont.)

The Superintendent or designee shall provide professional development AS NEEDED to assist administrators~~,~~ AND teachers ~~and paraprofessionals~~ in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131/4313 - Staff Development)

When districtwide and school-level results of student assessments are published~~,~~ BY the STATE, THE Superintendent or designee may provide supplementary information to assist parents/guardians and the ~~local~~ community in UNDERSTANDING ~~interpreting~~ test results ~~and evaluating school performance~~.

(cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the STATE achievement testS administered ~~under the Standardized Testing and Reporting Program~~ pursuant to Education Code 60640-60649~~,~~ OR ANY PREDECESSOR ASSESSMENTS

2. The results of any end-of-course examinations taken~~,~~

3. The results of any vocational education certification examinations taken~~.~~

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any persons, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if her/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

Legal Reference:
EDUCATION CODE
313 Assessment of English language development
10600-10610 California Education Information System
44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)
49558 Free and reduced-price meals; use of individual applications and records

STUDENT ASSESSMENT (cont.)

51041 Evaluation of educational program
51450-51455 Golden State Seal Merit Diploma
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
60600-60649 Assessment of academic achievement, especially:
60640-60649 California Assessment of Student Performance and Progress
60800 Physical fitness testing
60810-60812 Assessment of English language development
60850-60859 High school exit examination
60900 California Longitudinal Pupil Achievement Data System
CODE OF REGULATIONS, TITLE 5
850-864 California Assessment of Student Performance and Progress
1200-1225 High School Exit Examination
UNITED STATES CODE, TITLE 20
9622 National Assessment of Educational Progress

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Key Elements of Testing, May 2004
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Teachers' Use of Student Data Systems to Improve Instruction, 2007
WEBSITES
California School Boards Association: www.csba.org
California Department of Education, Testing and Accountability: www.cde.ca.gov/ta
Smarter Balanced Assessment Consortium: www.smarterbalanced.org
U.S. Department of Education: www.ed.gov

Chino Valley Unified School District
Policy adopted: August 21, 1997
Revised: August 20, 2009
Revised: January 6, 2011
REVISED:

STUDENT ASSESSMENT

STANDARDIZED TESTING AND REPORTING

The Superintendent or designee shall administer the mandatory state achievement test in the Standardized Testing and Reporting (STAR) Program to all students in grades 2 through 11, inclusive of the standards based achievement test provided for in education code 60642.5. The state board shall establish a testing period to provide that all schools administer these tests to pupils at approximately the same time during the instructional year. (Education Code 60640)

(cf. 6174 - Education for English Language Learners)

Following the first year of enrollment in a California public school, students of limited English proficiency shall continue to take a second achievement test in their primary language, if such a test is available, as well as the statewide assessment in English.

Pursuant to Section 1412(a)(17) of Title 20 of the United States Code, individuals with exceptional needs, as defined in Education Code Section 56026, shall be included in the testing requirement of subdivision (b) with appropriate accommodations in administration, where necessary, and those individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment.

Appropriate adaptations or accommodations may be made in administering the achievement test to students eligible for Special Education or Section 504 Programs, including but not limited to large print, Braille, extended time, or the use of a reader or scribe. The reading section of any test shall not be read, interpreted or translated to any student. (Code of Regulations, Title 5, Section 852)

(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

Individuals with exceptional needs as defined in Education Code 56026, shall be included in the testing requirement with appropriate accommodations in administration where necessary, and those individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment. (Education Code 60640)

Any student shall be excused from any or all parts of statewide student assessments upon written request by his/her parent/guardian. (Education Code 60615)

The Superintendent or designee shall arrange two make-up days for the testing of students who were absent during the period that any school administered the

STUDENT ASSESSMENT (cont.)

achievement test. All make up testing must be completed within the appropriate testing window. (Education Code 60640; Code of Regulations, Title 5, Section 855)

On or before September 30 of each school year, the Superintendent or designee shall designate a District Coordinator who shall serve as the District Representative and Liaison with the California Department of Education (CDE) for all matters relating to the STAR Program. The Superintendent or designee also shall designate a Coordinator at each test site. (Code of Regulations, Title 5, Sections 857-858)

The Superintendent or designee shall report the results of each student's test in writing to the student's parent/guardian within 20 working days of receiving results from the test publisher. If the test results are received from the publisher after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. The report shall include a clear explanation of the purpose of the test, the student's score and its intended use by the District. (Education Code 60641; Code of Regulations, Title 5, Section 863)

(cf. 5145.6 - Parental Notifications)

Individual student's scores shall also be reported to their school and teachers and shall be included in their student records, individual test results shall not be released without the permission of the student's parents/guardians. (Education Code 60641)

(cf. 5125 - Student Records)

District-wide, school-level and grade-level results shall be reported to the Board at a regularly scheduled meeting. The Board shall not receive individual student's scores or the relative position of any individual students. (Education Code 60641)

(cf. 9321.1 - Closed Session Actions and Reports)

As a condition to receiving an apportionment, the District, the Superintendent or designee shall report the following information to the CDE: (Education Code 60640; Code of Regulations, Title 5, Section 862)

1. The number of pupils enrolled in the District in grades 2 through 11, inclusive on the first day of testing in the District.

2. The number of pupils in the District to whom an achievement test was administered in grades 2 through 11, inclusive.

3. The number of pupils in each school tested with the alternate performance assessment.

STUDENT ASSESSMENT (cont.)

4. The number of pupils in the District who were exempted from the test at the request of their parents/guardians pursuant to Education Code 60615.

5. The number of pupils with demographic information only who were not tested for any reason other than a parent or guardian exemption.

6. The number of Limited English Proficient students who were administered the primary language test pursuant to Education Code 60640(f) and 60640(g).

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the achievement test administered under the Standardized Testing and Reporting Program pursuant to Education Code 60640-60647

2. The results of any end-of-course examinations taken

3. The results of any Vocational Education Certification examinations taken

Chino Valley Unified School District
Regulation Approved: August 21, 1997
Revised: February 4, 1999
Revised: November 3, 2011
DELETED: