



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

May 5, 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
4:25 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
May 5, 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 – 4:25 P.M.

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

Discussion and possible action:

- a. Conference with Legal Counsel–Existing Litigation (Government Code 54954.4(c) and 54956.9)(d)(1): 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)
- b. Student Expulsion Matters (Education Code 35146, 48918 (c) & (j)): Cases 15/16-22, 15/16-25, 15/16-33, 15/16-34, 15/16-35, and 15/16-36. (60 minutes)
- c. Student Admission Matter (Education Code 35146, 48916 (c)): Case 15/16-03A. (5 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. Odyssey of the Mind
2. Science Fair
3. Band Champions
4. Baldy View ROP Incentive Grant

The proceedings of this meeting are being recorded.

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

II. CONSENT

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

II.A. ADMINISTRATION

II.A.1. Minutes of the Regular Meeting of April 21, 2016

Page 7 Recommend the Board of Education approve the minutes of the regular meeting of April 21, 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. Legal Services

Page 20 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. & Associates; and Parker and Covert LLP.

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

II.C.1. New Courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB

Page 21 Recommend the Board of Education approve new courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB.

II.C.2. Revision of Board Policy 6162.5 Instruction—Student Assessment
Page 49 Recommend the Board of Education approve the revision of Board Policy 6162.5 Instruction—Student Assessment.

II.D. EDUCATIONAL SERVICES

II.D.1. Student Expulsion Cases 15/16-22, 15/16-25, 15/16-33, 15/16-34, 15/16-35, and 15/16-36
Page 53 Recommend the Board of Education approve the student expulsion cases 15/16-22, 15/16-25, 15/16-33, 15/16-34, 15/16-35, and 15/16-36.

II.D.2. Student Admission Case 15/16-03A
Page 54 Recommend the Board of Education approve the student admission case 15/16-03A.

II.D.3. School-Sponsored Trips
Page 55 Recommend the Board of Education approve/ratify the following school-sponsored trips: Rhodes ES; Chino HS; Chino Hills HS, and Don Lugo HS.

II.D.4. Proclamation for National School Nurse Day on May 11, 2016
Page 57 Recommend the Board of Education adopt the proclamation for National School Nurse Day on May 11, 2016.

II.D.5. California Department of Education Child Development Agency Annual Report and Parent Handbook 2016/2017
Page 59 Recommend the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook 2016/2017.

II.D.6. Revised Student Attendance Calendar for Chino Valley Adult School for the 2016/2017 School Year
Page 65 Recommend the Board of Education adopt the revised Student Attendance Calendar for Chino Valley Adult School for the 2016/2017 school year.

II.E. FACILITIES, PLANNING, AND OPERATIONS

II.E.1. Purchase Order Register
Page 67 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

II.E.2. Agreements for Contractor/Consultant Services
Page 68 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

II.E.3. Surplus/Obsolete Property
Page 70 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

II.E.4. Notice of Completion for CUPCCAA Projects

Page 72 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.

II.E.5. Resolutions 2015/2016-60 and 2015/2016-63 for Authorization to Utilize Piggybank Contracts

Page 74 Recommend the Board of Education adopt Resolutions 2015/2016-60 and 2015/2016-63 for authorization to utilize piggybank contracts.

II.F. HUMAN RESOURCES

II.F.1. Certificated/Classified Personnel Items

Page 80 Recommend the Board of Education approve/ratify the certificated/classified personnel items.

II.F.2. Rejection of Claim

Page 84 Recommend the Board of Education reject the claim and refer it to the District's insurance adjuster.

II.F.3. Resolution 2015/2016-61 Day of the Teacher/Día Del Maestro

Page 85 Recommend the Board of Education adopt Resolution 2015/2016-61 Day of the Teacher/Día Del Maestro.

II.F.4. Resolution 2015/2016-62 Classified Employees Week/Semana de Empleados Clasificados

Page 87 Recommend the Board of Education adopt Resolution 2015/2016-62 Classified Employees Week/Semana de Empleados Clasificados.

II.F.5. Student Teaching Agreement with California State University, Dominguez Hills

Page 89 Recommend the Board of Education approve the student teaching agreement with California State University, Dominguez Hills.

III INFORMATION

III.A. ADMINISTRATION

III.A.1. Revision of Board Policy 2140 Administration—Evaluation of the Superintendent

Page 92 Recommend the Board of Education approve the revision of Board Policy 2140 Administration—Evaluation of the Superintendent.

III.B. EDUCATIONAL SERVICES

III.B.1. San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2015/2016

Page 96

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2015/2016.

III.B.2. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January Through March 2016

Page 98

Recommend the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January Through March 2016.

IV. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

V. ADJOURNMENT

Date posted: April 29, 2016

Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
April 21, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:00 P.M.

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, April 21, 2016, at 4:00 p.m. with Blair, Cruz, Na, and Orozco present. Mrs. Feix arrived at 4:08 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. Superintendent, Facilities/Planning/Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Cruz adjourned to closed session at 4:00 p.m. regarding conference with legal counsel anticipated and existing litigation; student discipline matters; conference with legal labor negotiators, A.C.T. and CSEA; and public employee discipline/dismissal/release.

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

1. Report Closed Session Action

President Cruz reconvened the regular meeting of the Board of Education at 7:12 p.m. The Board met in closed session from 4:00 p.m. to 7:00 p.m. regarding conference with legal counsel anticipated and existing litigation; student discipline; conference with legal labor negotiators, A.C.T. and CSEA; and public employee discipline/dismissal/release. The Board took action by a vote of 5-0, with Blair, Feix, Na, Orozco, and Cruz voting yes, to decline the April 3 request to cure and correct the action of March 7, 2016.

Further, the Board adopted resolution 2015/2016-59 to place certificated employee identified by the number 24364 on a compulsory leave of absence pursuant to Education Code Sections 44010, 44940, and 44940.5 effective April 22, 2016, by a vote of 5-0 with Blair, Feix, Na, Orozco, and Cruz voting yes.

2. Pledge of Allegiance

Isabel Brenes, Chino Hills HS Principal, led the Pledge of Allegiance.

I.C. PRESENTATIONS

1. Chino Hills HS Basketball: CIF Boys Basketball Open Division State Champions and National Champions

Correction was made to reflect recognition of being named CIF Boys Basketball Open Division State and National Champions. President Cruz and Vice President Orozco presented a certificate of recognition to the Chino Hills HS Boys Varsity Basketball team. Ray Potlongo, Herff Jones representative, presented a duplicate Naismith Award to Chino Hills HS, which was given to Lonzo Ball for his athleticism.

2. Capturing Kids Hearts, Don Lugo HS

Principal Kim Cabrera, Ed.D., provided an overview of the Capturing Kids Hearts program.

3. Elementary Report Cards

Dan Sosa, Director of Elementary Curriculum, and members of the CVUSD K-6 Report Card Committee, provided a review on the new K-6 Standards-based Report Card.

4. Local Control and Accountability Plan

Dr. Jeanette Chien, Assistant Superintendent of Educational Services, provided the Local Control and Accountability Plan Annual Report.

5. Measure M Final Report

Greg Stachura, Assistant Superintendent, Facilities, Planning, and Operations presented the Measure M final report.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Absent.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Marty Dwyer, A.C.T. representative and teacher at Marshall ES, addressed the Board regarding negotiations and asked that the contract be settled.

Denise Arroyo, CSEA President, invited Maria Hernandez, Chaparral ES bilingual instructional aide, to share her experience at the para-educator conference on April 12-14 in Ontario, and encouraged administrators to also attend a conference; recognized CSEA bus driver Lorraine Munoz, who on February 5 put out an engine fire, and thanked her for her quick and calm response; advocated for help at Cal Aero; and ended by quoting Neil Young's "Keep on Rocking in the Real World."

Rod Federwisch, CHAMP, addressed the Board regarding the ACSA Administrator Awards evening; spoke about Mr. Joseph's HOPE Resource Center being recognized; thanked Norm Enfield for listening to principals; thanked Grace Park for the aspiring administrators program; thanked Sylvia Orozco for giving her time to the Chino Rotary; gave thanks for leadership opportunities; and announced May 19 as the deadline for CHAMP scholarships.

I.F. COMMENTS FROM COMMUNITY LIAISONS

None.

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

None.

I.H. CHANGES AND DELETIONS

The following change was read into the record: Item II.D.1., Student Expulsion case 15/16-27 amended conditions to include drug and alcohol awareness counseling.

<p>II. CONSENT</p>

Irene Hernandez-Blair pulled for separate action Item II.B.4.; Pamela Feix pulled for separate action Item II.E.1 [sic] II.E.2.; and President Cruz pulled for separate action Item II.B.3. Moved (Na) seconded (Blair) carried unanimously (5-0) to approve the remainder of the consent items.

II.A. ADMINISTRATION

II.A.1. Minutes of the Regular Meeting of April 7, 2016

Approved the minutes of the regular meeting of April 7, 2016.

II.B. BUSINESS SERVICES

II.B.1. Warrant Register

Approved/ratified the warrant register.

II.B.2. Fundraising Activities

Approved/ratified the fundraising activities.

II.B.3. Donations

Moved (Blair) seconded (Na) carried unanimously (5-0) to accept the donations.

II.B.4. Resolution 2015/2016-58 Temporary Borrowing Between Funds of the School District

Moved (Na) seconded (Blair) motion carried (4-1, Blair voted no) to 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

Approved 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

Approved the student expulsion cases 15/16-26, 15/16-27 (as amended), 15/16-28, and 15/16-32.

II.D.2. School Probation Officer Program 2016/2017

Approved the School Probation Officer Program 2016/2017.

II.E. FACILITIES, PLANNING, AND OPERATIONS

II.E.1. Purchase Order Register

Approved/ratified the purchase order register.

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

Moved (Na) seconded (Blair) carried unanimously (5-0) to approve/ratify the Agreements for Contractor/Consultant Services.

II.E.3. Surplus/Obsolete Property

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

II.F. HUMAN RESOURCES

II.F.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

II.F.2. Rejection of Claim

Rejected the claim and referred it to the District’s insurance adjuster.

III INFORMATION

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

III.A.1. New Courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB

Received for information new courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB.

III.A.2. Revision of Board Policy and Deletion of Administrative Regulation 6162.5 Instruction—Student Assessment

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

IV. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair recognized students from Ayala HS for receiving second place for their trilingual film “Through Our Eyes” at the Directing Change Student Film Contest; announced that Ayala HS’s Theatre Company will present the “Addams Family Musical Comedy” from April 20 through April 30; attended the ACSA Awards dinner, acknowledged the HOPE Resource Center as an award recipient, advocated for sundry donations, and recognized award recipients; announced that Chino Rotary Club is hosting “Stepping up for Boys” program on April 30; and extended birthday wishes to members of her family.

James Na commended the Capturing Kids Hearts program, and shared stories exemplifying the virtues of kindness among teachers and students and said it is the strength of our District; commended Don Lugo HS Theatre Department’s performance of “You’re a Good Man Charlie Brown”; spoke about team work and positive spirit; attended the We Remember event at Don Lugo HS; spoke about Buena Vista HS Principal Rigo Vasquez; and thanked Don Schenke, District Security, for returning to work at Buena Vista.

Pamela Feix made no comments.

Sylvia Orozco acknowledged retirees on the evenings' agenda, and expressed her hopes that the District will soon be able to put on a retirement recognition; acknowledged the agenda item for the AVID program at the elementary level; spoke about anonymous letters that contain no contact information; participated in the Four Way Test Speech Competition judging for Rotary; attended the ACSA Awards dinner; spoke about the HOPE Resource Center's need for K-6 grade items; spoke about the We Remember program and thanked everyone who contributed to coordinating the event; and said ROP is celebrating Student Success Awards this evening, and highlighted that several of our students were recognized.

Superintendent Joseph said a percussion team from Ayala HS was named the 2016 WGI Percussion Scholastic World Champions on April 16, Chino Hills HS's percussion team took second overall in the same division, and Ayala's Scholastic Concert World team came in first overall in its division at the WGI Championships; said Chino Hills HS senior Naedum DomNwachukwu earned a \$40,000.00 college scholarship from Southern California Edison; congratulated Townsend JHS student Nishtha Mistry, and Liberty ES student Philip Ramsdell for advancing to the California State Science Fair scheduled for May 23 to 24 in Los Angeles; said an Odyssey of the Mind team from Rhodes ES advances to the competition's 2016 World Finals scheduled for May 25 to 28 at Iowa State University; and recognized April 26 as School Bus Drivers Appreciation Day.

President Cruz said he attended Don Lugo HS's 7th Annual We Remember event; acknowledged Chino HS's National Honor Society students; said he attended a showing of Don Lugo HS Theatre Department's "You're a Good Man Charlie Brown" and extended kudos to musical director Amanda Herrera, crew, and cast; attended ACSA Region 12's Administrator of the Year awards and congratulated award recipients Yvette Farley, Rod Federwisch, and Ryan Candelaria; and thanked Superintendent Joseph for giving staff a place [Hope Resource Center] to continue the spirit of service to others.

V. ADJOURNMENT

President Cruz adjourned the regular meeting of the Board of Education at 9:50 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: May 5, 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

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$2,038,257.76 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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

=====

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
May 5, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chaparral ES</u>		
PTO	Corner Bakery Family Nights Out	5/6/16 - 6/30/16
<u>Cortez ES</u>		
PFA	Promotion Balloon Bouquet Sale	5/7/16 - 6/3/16
PFA	6th Grade Dance	5/13/16
<u>Dickey ES</u>		
ASB	T-Shirt Sale	5/6/16 - 5/30/16
<u>Dickson ES</u>		
PTA	Book Fair	5/23/16 - 5/27/16
PTA	Fun Raffle Ticket Sale (Approved by the Department of Justice)	5/23/16 - 5/31/16
PTA	Summer Buddy Pix Sale	6/1/16 - 6/2/16
PTA	Roses for Promotion Sale	6/7/16
<u>Eagle Canyon ES</u>		
PTA	Penny Donation Drive	5/16/16 - 5/22/16
<u>Rhodes ES</u>		
PEP Club	Quakes Family Nights Out	5/6/16 - 6/7/16
PEP Club	Scrip	5/6/16 - 5/31/16
<u>Cal Aero K-8</u>		
Flight Crew	Family Night Movie	5/13/16
<u>Ayala HS</u>		
FBLA	Chipotle Family Night Out	5/18/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 5, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino Hills HS</u>		
Boys Basketball	Boys Basketball Clinics	5/6/16 - 6/4/16
Key Club	Frostbites Spirit Day	5/12/16
Boys Basketball	T-Shirt/Picture Sale	5/15/16 - 5/20/16
Key Club	Pieology Spirit Day	5/19/16
Boys Basketball	Celebrity Basketball Game	5/20/16
Music Boosters	Stuffed Husky Dogs Sale	6/8/16
Wrestling	Wrestling Summer Camp	6/13/16 - 7/28/16
<u>Don Lugo HS</u>		
FFA	Off Campus Cookie Dough Sale	5/6/16 - 5/16/16
Folklorico	Johnny's Hamburger Days	5/7/16 - 5/21/16
Folklorico/Mecha	Carnival	5/14/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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

=====

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
May 5, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Elementary Curriculum & Instruction</u>		
Inland Empire United Way	47 Classroom Supply Packs	\$14,700.00
<u>Office of Communications</u>		
School Portraits by Adams Photography	Cash	\$30,329.29
<u>Superintendent's Office</u>		
Edward Graham	Cash for the HOPE Center	\$250.00
<u>Glenmeade ES</u>		
Barnes & Noble	Cash	\$113.53
<u>Hidden Trails ES</u>		
ASD.com Inc.	Cash	\$182.92
Target	Cash	\$289.06
Hidden Trails PTA	Cash	\$524.72
<u>Oak Ridge ES</u>		
Roscoe's Deli	Lunch for Read-A-Thon Winners	\$300.00
<u>Rhodes ES</u>		
Edison International	Cash	\$2,024.00
<u>Ramona JHS</u>		
Tim White	24 Novels for Library	\$1,169.74
<u>Townsend JHS</u>		
University of Southern California	Cash	\$500.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 5, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Buena Vista HS</u>		
SchoolsFirst Federal Credit Union	Cash	\$600.00
<u>Don Lugo HS</u>		
Northrop Grunman	Computer Desks & Chairs	\$230.00

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

DATE: May 5, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

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

FIRM	MONTH	INVOICE AMOUNTS	2015/2016 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	March 2016	\$ 15,931.08	\$ 124,212.04
Chidester, Margaret A. & Associates	February 2016	\$ 115,748.10	\$ 298,774.82
Parker & Covert LLP	March 2016	\$ 661.50	\$ 1,078.00
	Total	\$ 132,340.68	\$ 424,064.86

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

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Chidester, Margaret A. & Associates; and Parker & Covert LLP.

FISCAL IMPACT

\$132,340.68 to the General Fund.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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**

=====

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 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.

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 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. This item was presented to the Board on April 21, 2016, for information.

These courses were presented to the Curriculum Council and A.C.T. has been consulted.

Approval of these items supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve new courses: AP Computer Science Principles; Innovation to Commercialization: English and Product Development (UCCI); and Calculus AB.

FISCAL IMPACT

None.

WMJ:NE:DJ:ede

Chino Valley Unified School District High School Course Description

CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Website: chino.k12.ca.us
2. Course Contact:	Teacher Contact: 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:	<p>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.</p> <p>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.</p>
15. Prerequisites:	Algebra 1 / Integrated Math 1
16. History of Course Development:	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>See the list: https://advancesinap.collegeboard.org/stem/computer-science-principles/higher-ed-support</p>

Chino Valley Unified School District

High School Course Description

17. Textbooks:	Online and supplemental course materials are used
18. Supplemental Instructional Materials:	<ol style="list-style-type: none"> 1. <i>Blown to Bits: Your Life, Liberty, and Happiness After the Digital Explosion</i> 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

Chino Valley Unified School District

High School Course Description

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?excmid=MTG77-ED-1-apcs>

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: 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:	<p>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.</p>

Chino Valley Unified School District

High School Course Description

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:	<p>Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. Handbook of Technical Writing. Boston, MA: Bedford/St. Martins, 2006. Print.</p> <p>http://www.wipo.int/freepublications/en/youth.html download Your Own World of IP (designed for 12-19 year olds)</p> <p>http://www.uspto.gov/learningandresources/outreachandeducation-information on patents designed for educators</p> <p>https://edpuzzle.com/EdPuzzle</p> <p>http://www.thisamericanlife.org/radioarchives/episode/441/whenpatentsattack WBEZ Radio This American Life “When Patents Attack!” (episode 441, July 22, 2011).</p> <p>http://www.thisamericanlife.org/radioarchives/episode/496/whenpatentsattack Parttwo WBEZ Radio This American Life “When Patents Attack... Part Two!” (Episode 496, May 31, 2013).</p> <p>Lego Documentary “Inside Lego”</p> <p>YouTube: “How to” videos</p> <p>The Jungle, 1984 (5), Frankenstein, Jurassic Park (3), Brave New World (5), Sound of Thunder (3) , Feed (5)</p>

Chino Valley Unified School District

High School Course Description

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

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

- 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;

Chino Valley Unified School District High School Course Description

- 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:	<p>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.</p> <p>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.</p>

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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 , π , 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.

Chino Valley Unified School District

High School Course Description

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.

Chino Valley Unified School District

High School Course Description

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 sides, 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.

Chino Valley Unified School District

High School Course Description

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 $x \rightarrow 0$. 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 $x \rightarrow 0$ and $y = (\sin(ax))/bx$ as $x \rightarrow 0$. 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.

Chino Valley Unified School District

High School Course Description

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 that 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 $y = \sin x + C$, where $C = (-3, -2, -1, 0, 1, 2, 3)$. 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 start 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.

Chino Valley Unified School District

High School Course Description

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: May 5, 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 6162.5 INSTRUCTION – STUDENT ASSESSMENT

=====

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. This agenda item was presented to the Board on April 21, 2016, for information.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 6162.5 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:

Chino Valley Unified School District

Our Motto:

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

DATE: May 5, 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 15/16-22, 15/16-25, 15/16-33,
15/16-34, 15/16-35, AND 15/16-36**

=====

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 15/16-22, 15/16-25, 15/16-33, 15/16-34, 15/16-35, and 15/16-36.

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: May 5, 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 ADMISSION CASE 15/16-03A

=====

BACKGROUND

The Board of Education may admit students expelled from other districts in accordance with law when consistent with the Board’s goal to provide a safe and secure school environment for students and staff.

The District shall not enroll a student expelled by another district for any of the offenses listed in Education Code 48915(a) or (c) (mandatory expulsion offenses) during the term of the student's expulsion, unless the enrollment is at a community day school. A student expelled for an act specified in Education Code 48915(a) or (c) may enroll in the District after the term of his/her expulsion if the Board finds, at a hearing, that the student does not pose a continuing danger to students or staff.

The Board, when making its determination whether to enroll an individual who has been expelled from another school district for any of the acts mentioned above, may consider the following options: deny enrollment, permit enrollment, or permit conditional enrollment in a regular school program or another educational program.

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

RECOMMENDATION

Based upon the evidence presented to the Expulsion Hearing Administrative Panel, it is recommended the request regarding admission to the Chino Valley Unified School District be approved for case 15/16-03A.

FISCAL IMPACT

None.

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Rhodes ES Event: Odyssey of the Mind World Finals 2016 Place: Ames, IA Chaperone Ratio: 7 students/3 chaperones	May 25-28, 2016	Cost: \$816.00 per student Funding Source: Parents
Site: Chino HS Event: Solar Cup 2016 Place: Winchester, CA Chaperone Ratio: 16 students/4 chaperones	May 12-15, 2016	Cost: \$200.00 per student Funding Source: Parents/ Metropolitan Water District

School-Sponsored Trips	Date	Fiscal Impact
Site: Chino Hills HS Event: Solar Cup 2016 Place: Winchester, CA Chaperone Ratio: 18 students/2 chaperones	May 12-15, 2016	Cost: No cost to student Funding Source: Inland Empire Utilities/ Metropolitan Water District
Site: Chino Hills HS Event: CADA Leadership Camp Place: Santa Barbara, CA Chaperone Ratio: 20 students/2 chaperones	July 7-10, 2016	Cost: \$500.00 per student Funding Source: Parents/ ASB
Site: Don Lugo HS Event: State FFA Finals Place: San Luis Obispo, CA Chaperone Ratio: 4 students/1 chaperone	May 6-8, 2016	Cost: \$70.00 per student Funding Source: Parents

FISCAL IMPACT

None.

WMJ:JC:Imc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeannette Chien Ed.D., Asst. Superintendent, Educational Services
Laurel Mullally, Ed.D., Director, Health Services/Child Development
**SUBJECT: PROCLAMATION FOR NATIONAL SCHOOL NURSE DAY ON
MAY 11, 2016**

=====

BACKGROUND

Since 1972, National School Nurse Day has been set aside to recognize school nurses. National School Nurse Day was established to foster a better understanding of the role of nurses in the educational setting. We celebrate on the Wednesday within National Nurse Week, which is May 9 through May 13.

In the United States more than 76,000 school nurses are stepping up to meet the new challenges facing today's students and improving the health and academic success of all students. National School Nurse Day accentuates the school nurse's vital role in promoting wellness to ensure healthy futures. It is absolutely essential that the entire school community work with the school nurse to stay informed on public health issues, the latest research, and policy that affects the health, well-being, and safety of our students.

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

RECOMMENDATION

It is recommended the Board of Education adopt the proclamation for National School Nurse Day on May 11, 2016.

FISCAL IMPACT

None.

WMJ:JC:LM:lmc

**Chino Valley Unified School District
Proclamation
National School Nurse Day
May 11, 2016**

WHEREAS, children are the future and, by investing in them today, we are ensuring our world for tomorrow;

WHEREAS, all students have a right to have their health needs safely met while in the school setting;

WHEREAS, children today face more complex and life-threatening health problems requiring care in school;

WHEREAS, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by providing a critical safety net for our nation's most fragile children;

WHEREAS, school nurses act as a liaison to the school community, parents, and health care providers on behalf of children's health;

WHEREAS, school nurses support the health and educational success of children and youth by developing and providing programs and leadership; and

WHEREAS, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day.

NOW, THEREFORE, BE IT RESOLVED the Board of Education of the Chino Valley Unified School District celebrates and acknowledges the accomplishments of school nurses everywhere and their efforts of meeting the needs of today's student by improving the effective delivery of health care in our schools and shows gratitude for the nation's school nurses, not just on this National School Nurse Day, but at every opportunity throughout the year.

Wayne Joseph, Superintendent
Secretary, Board of Education

Chino Valley Unified School District

Our Motto:

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Assistant Superintendent, Educational Services
Laurel Mullally, Ed.D., Director, Health Services/Child Development
SUBJECT: CALIFORNIA DEPARTMENT OF EDUCATION CHILD DEVELOPMENT AGENCY ANNUAL REPORT AND PARENT HANDBOOK 2016/2017

=====
BACKGROUND

The Chino Valley Unified School District contracts with the California Department of Education to provide general child care to children of low income families in the community. To comply with the funding terms and conditions, an Agency Annual Report has been completed for each contract using the Categorical Program Monitoring/Contract Monitoring Review Summary of Findings, the Environment Rating Scale Summary of Findings, and the Desired Results Program Action Plan. A parent handbook of operational provisions, policies, and procedures is provided under separate cover.

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

RECOMMENDATION

It is recommended the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook 2016/2017.

FISCAL IMPACT

None.

WMJ:JC:LM:imc

California Department of Education
Early Education and Support Division
March 2016

**Instructions For
Program Self-Evaluation Process
Fiscal Year 2015–16**

➤ **Enter the required contractor information at the top of the EESD 4000A:**

- Contractor Legal Name
- Four-Digit Vendor Number
- Contract Type(s)
 - CSPP:** California State Preschool Program
 - CCTR:** California Center-based Child Care
 - CHAN:** California Severely Handicapped
 - CFCC:** California Family Child Care Homes
 - CMIG:** California General Migrant Child Care
 - CMAF:** California Migrant Alternative Payment
 - CRRP:** California Resource and Referral Program
 - CAPP:** California Alternative Payment Program
 - C2AP:** CalWORKs Stage 2
 - C3AP:** CalWORKs Stage 3

➤ **Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.**

The following links are provided as resources to complete the requirements for each component of the Program Self-Evaluation (PSE):

Required Instrument	Available Resources*
Program Review Instrument FY 2015–16 http://www.cde.ca.gov/ta/cr/documents/eesos1516.pdf All Contracts	Form EESD 4001
Desired Results Parent Survey http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.do All Contracts	Form EESD 4003
Age Appropriate Environment Rating Scales http://www.ersi.info/ecers.html Center-based and CFCC Contracts Only	Form EESD 4002
Desired Results Developmental Profile and DRDPtech https://www.desiredresults.us/drdp-forms Center-based and CFCC Contracts Only	Form EESD 3900 Form EESD 4004
* Resource Forms are available on the CDE Program Self-Evaluation Web page at http://staging.cde.ca.gov/sp/cd/ci/pseforms.asp	

- **Summarize the staff and board member participation in the PSE process.**
- **Sign the Statement of Completion certifying that all documents required as a part of the PSE have been completed and are available for review and/or submittal to the California Department of Education (CDE), Early Education and Support Division (EESD) upon request.**
- **Submission Requirements**

All contractors are required to complete and submit **one** (1) EESD 4000A

**Program Self-Evaluation Process
Fiscal Year 2015–16**

Contractor Legal Name Chino Valley Unified School District	Vendor Number 6767
Contract Type(s) CCTR, CSPP	
This form can be expanded and is not limited to a single page.	
<p>Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.</p> <p>X Program Review Instrument FY 2015–16 – All Contract Types http://www.cde.ca.gov/ta/cr/documents/eesos1516.pdf</p> <p>X Desired Results Parent Survey – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.do</p> <p>X Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types http://www.ersi.info/ecers.html</p> <p>X Desired Results Developmental Profile and DRDPtech Reports – Center-based/CFCC Contracts Types https://www.desiredresults.us/drdp-forms</p> <p>Provide a summary of staff and board member participation in the PSE process:</p> <p>ANNUAL PROGRAM SELF-EVALUATION PROCESS: The self-evaluation process for the Chino Valley Unified School District was conducted in several phases. Child Development District and Center staffs collaborated to complete the self-evaluation process over the course of several months. This report is for both CCTR and CSPP contracts.</p> <p>PHASE 1: In July 2015, administrative and center staffs reviewed the 2014-15 Agency Annual Report, ERS Summary of Findings, Desired Results Parent Survey, and Desired Results Program Action Plan. Staffs reviewed the agency Program Goals and Objectives to follow-up on success toward meeting and/or maintaining identified goals. Adjustments were documented and summary of findings were posted as a tool to remind parents and staffs of agency efforts toward continuous program improvement.</p> <p>At enrollment intakes, parent orientation meetings, and PAC meetings, information is provided to parents about the Desired Results for Children and Families system and tools we use to measure program quality.</p>	

PHASE 2: The initial age appropriate Desired Results Developmental Profile was completed within 60 calendar days of the child's first day of enrollment, and every six months after the initial Desired Results Developmental Profile. All center staffs participated by observing and documenting observations of children's learning and development during their routine center activities. The site supervisors collected and analyzed various evidence, including staffs' anecdotal and observation notes, parent information and observations about their child, pictures taken by staff during routine center activities, and child work samples. The collection of evidence was used to complete the age appropriate Desired Results Developmental Profile for each child on DRDPtech. Child's Development reports were printed and parent-teacher conferences were held to share the developmental assessment and to establish learning goals for each child. Throughout the year, a variety DRDPtech reports were produced for both individual children and for group of children. The collective reports were utilized to develop the Desired Results Developmental Profile – Summary of Findings Classroom and Family Home (EESD 3900) for each classroom and to develop and implement curriculum and activities that support the learning and development of each child. Follow-up parent-teacher conferences were held six months after the initial parent-teacher conference to share progress toward educational goals, to engage parents in observing their child's growth and development, and to foster parent involvement in learning activities at home that will enhance the child's growth and development. Agency office and administrative staffs formally reviewed input of DRDP ratings on DRDPtech beginning September 2015, followed by a site visit to review portfolios. Randomized checks are conducted monthly to ensure completion, timeliness, and continuous progress toward achieving educational goals. Site Supervisors received training on Desired Results Developmental Profile and DRDPtech as needed.

In addition to monthly site meetings, center staffs participated in professional development opportunities. Training opportunities offered were CPIN trainings, Child Care Directors' Meetings, San Bernardino County CARES Plus trainings, local CAEYC trainings, PACE Professional Association for Childhood Education, FIRST 5 California, CVUSD Certificated Professional Developments, and Pre-K CLASS. Site supervisor attended countywide director meetings, a time for training and networking with other center directors in the county.

PHASE 3: Age Appropriate Environment Rating Scale was used to assess program quality and capacity for positive developmental outcomes for each enrolled child. We measured health and safety, the quality of children's learning experiences, the quality of interactions with adults and other children, and the quality and variety of materials and learning opportunities available within the environment. We also measured the quality of staff interactions and parent participation. The ERS results were compiled and program staffs developed a plan of correction for all subscales average score below "5". Ongoing monitoring by agency administrators through routine and random site visits, as well as by the site supervisor at staff meetings, provided problem-solving and reflection time. The ERS Action Steps are routinely referred to for follow-up on and reflection of the plan, to identify progress and to inform decision-making for any adjustments, and to document continuous progress on ERS Summary of Findings (EESD 4002). Agency administrators performed random, unannounced visits to substantiate completion of and ongoing implementation of the steps identified in the action plan. The site supervisor shared the ERS results with center staffs and parents. Results were posted for families to review and they were shared at PAC meetings.

PHASE 4: The Desired Results for Children and Families - Parent Survey was administered in October 2015. The Parent Survey results were collectively summarized and all site supervisors received the Desired Results Parent Survey Summary Overview. The first planning meeting to develop the Parent Survey Summary of Findings (EESD 4003) was held November 3, 2015, with monthly, formal and informal, follow-up meetings thereafter. Site supervisors used key findings from the parent survey summary overview to identify trends and target areas for improvement. Site supervisor shared the survey results with center staffs and parents. Results were also posted for families to review and were shared at PAC meetings.

A second Parent Survey was distributed in April 2016, and results were used to compare and reflect on progress towards realizing improvement in the areas identified or address ongoing needs as yet unmet.

Parents are actively encouraged to identify areas for improvement, and to collaborate on effective solutions with center staffs. A variety of parent meetings including PAC meetings or parent involvement activities were offered to provide program information, policy changes, and community resources or events of interest to families.

PHASE 5: Desired Results Developmental Profile- Summary of Findings Program Action Plan Educational Goal (EESD 4004) was produced by using summarized DRDPtech "Group Summary by Percent" data at the program level. Lead planner's, center staffs, office staffs and agency administrators, looked for trends or patterns to identify overall strengths and areas needing improvement at the domain level and an educational program goal for children was defined. Lead Planner's actively collaborated to develop and complete attainable action steps using a variety of strategies to achieve the program education goal. Lead Planner's met monthly to develop and implement the Agency DRDP-Summary of Findings Program Action Plan Educational Goal. Ongoing monitoring of the plan was accomplished through random visits by agency administrators and office staffs, and by site supervisor daily monitoring for action plan implementation. Lead Planner and center staff met monthly to reflect on Action Steps submitted FY 2014-2015 where a narrative summarizing the outcome of each Action Steps were monitored and recorded.

The Desired Results for Children and Families system was supported by parent involvement and active participation in PAC meetings where findings were shared and ideas were exchanged.

The Board of Education will receive the FY 2015-16 Program Self-Evaluation report and Parent Handbook at the May 5, 2016, Board meeting.

Statement of Completion: I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.

Signature of Executive Director	Date May 5, 2016
Name and Title Wayne M. Joseph, Superintendent	Phone Number 909-628-1201
Contact Name if different from above (please print) Laurel Mullally, Ed.D., Director, Health Services/Child Development	Phone Number 909-628-1201 ext 8918

Chino Valley Unified School District

Our Motto:

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: **REVISED STUDENT ATTENDANCE CALENDAR FOR CHINO VALLEY ADULT SCHOOL FOR THE 2016/2017 SCHOOL YEAR**

=====

BACKGROUND

On May 7, 2015, the Board of Education adopted the 2016/2017 student attendance calendar for Chino Valley Adult School a revision to the calendar is being recommended to delete August 22 -26 as a “school closed” week, which will change that week to a regular school week. The Student Attendance Calendar is not intended to constitute the employee work year calendar, which will be negotiated to the extent required by law.

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

RECOMMENDATION

It is recommended the Board of Education adopt the revised Student Attendance Calendar for Chino Valley Adult School for the 2016/2017 school year.

FISCAL IMPACT

None.

WMJ:JC:Imc

Chino Valley Unified School District
2016-2017 STUDENT ATTENDANCE CALENDAR

Chino Valley Adult School

JULY 2016

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						






MAY 2017

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

IMPORTANT DATES

July 4	Independence Day	Jan 16	Martin Luther King Day	 First Day of School  Last Day of School  Legal Holiday  School Closed  Spring Break
July 5	First Day of School	Feb 13	Lincoln's Birthday	
Aug 22-Sept 2	School Closed	Feb 20	Washington's Birthday	
Sept 5	Labor Day	March 27-31	Spring Break	
Nov 11	Veteran's Day	April 14	School Closed	
Nov 21-25	Thanksgiving Holiday	May 29	Memorial Day	
Dec 19-Jan 2	Christmas/Winter Break	June 1	Last Day of School	

Board Approved: May 7, 2015

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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

\$1,442,769.51 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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

EDUCATIONAL SERVICES	FISCAL IMPACT
<p>ES-1516-047 Gale Gorke – Kids Kan, Inc. To provide training for SOAR program staff. Submitted by: Educational Services Duration of Agreement: May 6, 2016 – June 30, 2017</p>	<p>Contract Amount: \$1,200.00 Funding Source: Health Services</p>

MASTER CONTRACTS	FISCAL IMPACT
<p>MC-1516-123 Mariscos Las Brisas. To provide catering at school events. Submitted by: Chino HS/Purchasing Department Duration of Agreement: May 6, 2016 – June 30, 2019</p>	<p>Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters</p>
<p>MC-1516-124 City of Chino Hills. To provide banquet facilities. Submitted by: Chino Hills HS/Purchasing Department Duration of Agreement: May 6, 2016 – June 30, 2019</p>	<p>Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters</p>
<p>MC-1516-125 Got Taco Party? To provide catering at school events. Submitted by: Cortez ES/Purchasing Department Duration of Agreement: May 6, 2016 – June 30, 2019</p>	<p>Contract Amount: Per rate sheet Funding Source: ASB/PFA/PTA, Boosters</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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**

May 5, 2016

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Medical Chair	Mayfield	45996	Special Education
Switch	3COM	25314	Technology
Switch	3COM	31000	Technology
Switch	3COM	25312	Technology
Switch	3COM	25309	Technology
Switch	3COM	25311	Technology
Switch	3COM	31690	Technology
Switch	3COM	17927	Technology
Switch	3COM	21619	Technology
Switch	3COM	21661	Technology
Switch	3COM	20148	Technology
Switch	3COM	20156	Technology
Switch	3COM	18625	Technology
Switch	3COM	22385	Technology
Switch	3COM	21624	Technology
Switch	3COM	31671	Technology
Switch	3COM	21622	Technology
Switch	3COM	21620	Technology
Switch	3COM	18624	Technology
Switch	3COM	25313	Technology
Switch	3COM	22389	Technology
Switch	3COM	22388	Technology
Switch	3COM	22353	Technology
Switch	3COM	22387	Technology
Clocks	Variety		Technology
Monitors	Dell		Technology
Student Desks (50)			Glenmeade ES
Student Chairs (30)			Glenmeade ES
Student Pocket Desks (4)			Glenmeade ES
Rolling Carts (2)			Glenmeade ES
Filing Cabinets (3)			Glenmeade ES
6 ft. Tables (13)			Canyon Hills JHS
Typewriter	Canon AP330	A24532	Canyon Hills JHS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECTS

=====

BACKGROUND

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

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2016-11	Installation of New Bogen Quantum IP Intercom System at Hidden Trails ES	Time & Alarm Systems	\$26,896.30	\$1491.00	\$28,387.30	25
CC2016-13	Replacement of Pool Deck at Chino HS	Nadar Inc.	\$101,500.00	N/A	\$101,500.00	14
CC2016-17	New Dimming System for MPR at Ramona JHS	RDM Electric	\$21,316.00	N/A	\$21,316.00	01
CC2016-19	Restroom Addition at Anna Borba ES	WCCR Construction	\$28,740.00	N/A	\$28,740.00	25
CC2016-29	Transformer Replacement in Boys Locker Room at Chino HS	RDM Electric	\$17,880.00	N/A	\$17,880.00	25

Documentation indicating satisfactory completion and compliance with specifications has been obtained from school site administrators; Bill Childress, Maintenance and Operations Supervisor; and Martin Silveira, Director, Maintenance, Operations, and Construction. Staff recommends approval of the Notice of Completion for these projects.

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

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for the CUPCCAA Projects.

FISCAL IMPACT

\$101,500.00 to Deferred Maintenance Fund 14.

\$21,316.00 to General Fund 01.

\$75,007.30 to Capital Facilities Fund 25.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

**SUBJECT: RESOLUTIONS 2015/2016-60 AND 2015/2016-63 FOR
AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS**

=====

BACKGROUND

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

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

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

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

Resolution	Contract	Contractor	Description	Term
2015/2016-60	California Participating Addendum No. 7-10-70-16, Under the NASPO Value Point ("NVLPT") Multi-State Contract No. 1907	Verizon Wireless	Telecommunications Equipment and Services	9/30/2010-6/30/2019

Resolution	Contract	Contractor	Description	Term
2015/2016-63	Savanna School District SSPB #40-06/2015-16	Class Leasing, LLC	Purchase, Lease, Relocation, Dismantling and Removal of DSA Approved Portable Buildings	3/9/2016-3/9/2021

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolutions 2015/2016-60 and 2015/2016-63 for authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

WMJ:GJS:pw

**Chino Valley Unified School District
Resolution 2015/2016- 60
Authorization to Utilize the California Participating Addendum No. 7-10-70-16,
Under the NASPO Value Point (“NVLPT”) Multi-State Contract No. 1907
With Verizon Wireless
to Purchase Wireless Telecommunications Equipment and Services
Through the Piggyback Contract**

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

WHEREAS, California Participating Addendum No. 7-10-70-16, under the “NVLPT” multi-state currently has a piggyback contract, No. 1907, in accordance with Public Contract Code 20118 with Verizon Wireless that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of wireless telecommunications equipment and services through the piggyback contract procured by the California Participating Addendum No. 7-10-70-16, under the “NVLPT” multi-state contract No. 1907.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of wireless telecommunications equipment and services through the piggyback contract originally procured by the California Participating Addendum No. 7-10-70-16, under the “NVLPT” multi-state contract No. 1907 is in the best interests of the District because there is volume pricing that can be used to reduce the District’s overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of wireless telecommunications equipment and services in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the California Participating Addendum No. 7-10-70-16, under the "NVLPT" multi-state contract No. 1907.

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

Section 5. Effective Date. This resolution shall be effective as of September 30, 2010, for the term ending June 30, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 5th day of May 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

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

Wayne M. Joseph, Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2015/2016-63
Authorization to Utilize the Savanna School District SSPB #40-06/2015-16
With Class Leasing, LLC
to Purchase, Lease, Relocation, Dismantling and Removal of DSA Approved
Portable Buildings
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure purchase, lease, relocation, dismantling and removal of DSA approved portable buildings for the District;

WHEREAS, Savanna School District currently has a piggyback contract, SSPB #40-06/2015-16, in accordance with Public Contract Code 20118 with Class Leasing, LLC that contains the materials, supplies, equipment and/or other personal property the District currently requires;

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

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

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase, lease, relocation, dismantling and removal of DSA approved portable buildings through the piggyback contract procured by the Savanna School District SSPB #40-06/2015-16.

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

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

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase, lease, relocation, dismantling and removal of DSA approved portable buildings through the piggyback contract originally procured by the Savanna School District SSPB #40-06/2015-16 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of purchase, lease, relocation, dismantling and removal of DSA approved portable buildings in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Savanna School District SSPB #40-06/2015-16.

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

Section 5. Effective Date. This resolution shall be effective as of March 9, 2016, for the term ending March 9, 2021.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 5th day of May 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:

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

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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

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

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

RETIREMENT

KOPECKY, Cheryl (20 years of service)	Elementary Teacher	Butterfield Ranch ES	07/01/2016
SENS, Gwynn (16 years of service)	Elementary Teacher	Eagle Canyon ES	06/09/2016
STANGER, Victoria (12 years of service)	Special Ed. Teacher	Glenmeade ES/ Butterfield Ranch ES	07/02/2016
ROGERS, Virginia (26 years of service)	Elementary Teacher	Liberty ES	06/10/2016
KIRBY, Pamela (27 years of service)	Special Ed. Teacher	Marshall ES	06/09/2016
MINHAS, Rashdah (15 years of service)	Child Center Teacher	Oak Ridge ES	06/09/2016
SMITH, Nancy (29 years of service)	Elementary Teacher	Oak Ridge ES	06/09/2016
CALDER, Barbara (21 years of service)	Elementary Teacher	Wickman ES	06/09/2016
ALDWORTH, Blair (38 years of service)	Special Ed. Teacher	Ayala HS	06/10/2016

APPOINTMENT – EXTRA DUTY

GONZALEZ, Elizabeth (NBM)	Music (B)	Chino Hills HS	05/06/2016
MOORE, Larry	Baseball (B)	Chino Hills HS	05/06/2016

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

ANTOCICCO, Laurie	CLARK, Taylor	KINNICK, Joshua
WEST, Gary		

CLASSIFIED PERSONNEL

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

CLASSIFIED CONFIDENTIAL/MANAGEMENT SALARY SCHEDULE

LEAVE OF ABSENCE – 2016/2017

CHEN, Lina	Occupational Therapist–60%	Special Ed.	2016/2017
------------	----------------------------	-------------	-----------

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

PALKO, Julie	Health Technician (GF)	Chaparral ES	05/06/2016
MORITZ, Stephen	Custodian I (GF)	Walnut ES	05/06/2016

PROMOTION

GRAY, Gary	FROM: Grounds Worker II (GF) 8 hrs./261 contract days	Maintenance	05/06/2016
	TO: Grounds Worker III (GF) 8 hrs./261 contract days	Maintenance	

CHANGE IN ASSIGNMENT

BENEMIE, Patrice	FROM: Bus Driver (GF) 6 hrs./208 work days	Transportation	05/06/2016
	TO: Bus Driver (GF) 6.5 hrs./208 work days	Transportation	
MARRERO, Tomas	FROM: Bus Driver (GF) 6 hrs./183 work days	Transportation	05/06/2016
	TO: Bus Driver (GF) 6 hrs./208 work days	Transportation	
MORENO, Julie	FROM: Bus Driver (GF) 5.5 hrs./183 work days	Transportation	05/06/2016
	TO: Bus Driver (GF) 6 hrs./183 work days	Transportation	

CLASSIFIED PERSONNEL (cont.)

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

RETIREMENT

FERREIRA, Christina (36 years of service)	School Secretary I (GF)	Woodcrest JHS	07/01/2016
--	-------------------------	---------------	------------

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

CONTRERAS, Esmeralda	Bilingual Typist Clerk I	Transportation
SANCHEZ, Belen	Bilingual Typist Clerk I	Transportation

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2016, THROUGH DECEMBER 31, 2016

CONTRERAS, Esmeralda	Bilingual Typist Clerk I	Transportation
SANCHEZ, Belen	Bilingual Typist Clerk I	Transportation

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

DUBOISE, Jessica	LINN, Raul	MORENO, Rosalie
------------------	------------	-----------------

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: REJECTION OF CLAIM

=====

BACKGROUND

Claim 16-04-04 was submitted on April 18, 2016, by Paula Leroy, an individual, and Christopher Leroy, an individual and a successor-in-interest of a former Ayala HS student. Claimants allege that the school failed to take measures to prevent bullying of their son who is now deceased. Claimants seek unspecified damages and a settlement demand that lies within the jurisdiction of the Superior Court.

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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: RESOLUTION 2015/2016-61 DAY OF THE TEACHER/DÍA DEL MAESTRO

=====

BACKGROUND

The Legislature of the State of California has declared Wednesday, May 11, 2016, as Day of the Teacher/Día del Maestro. Resolution 2015/2016-61 supports this statewide effort to recognize the significant contributions of teachers to our society.

The Day of the Teacher/Día del Maestro is also sponsored by the Association of Mexican-American Educators (AMAE). During the early 1970s, AMAE adopted the Mexican tradition of annually recognizing members of the teaching profession and began organizing appropriate events throughout the state. In 1982, a bill sponsored by AMAE became California law; it called for a Day of the Teacher/Día del Maestro to be observed.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2015/2016-61 Day of the Teacher/Día del Maestro.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf

**Chino Valley Unified School District
Resolution 2015/2016-61
Day of the Teacher/Día del Maestro**

WHEREAS, the instructional philosophy of the Chino Valley Unified School District holds that education is an essential factor in the achievement of a happy, purposeful, and healthy life;

WHEREAS, the teacher provides the student with knowledge and learning skills essential for one to achieve his or her human potential as a member of society;

WHEREAS, the teacher’s caring, positive and supportive relationship with the student is essential to the learning and growing process;

WHEREAS, the teaching profession is the noblest of human endeavors deserving of deep respect and appreciation; and

WHEREAS, May 11, 2016, has been designated by the State Legislature as the “Day of the Teacher/Día del Maestro” in California.

NOW THEREFORE, BE IT RESOLVED, the Chino Valley Unified School District hereby recognizes May 11, 2016, as the “Day of the Teacher/Día del Maestro”.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 5th day of May 2016.

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

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

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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: RESOLUTION 2015/2016-62 CLASSIFIED EMPLOYEES
WEEK/SEMANA DE EMPLEADOS CLASIFICADOS**

=====

BACKGROUND

Classified School Employee Week began as a resolution at the California Schools Employees Association's Annual Conference in 1984. Two years later, it was adopted as California Senate Bill 1552 and decreed to be an official recognition of classified school employees.

When the legislature passed the law, making the third full week of every May Classified School Employees Week/Semana de Empleados Clasificados, it brought to light classified workers' many contributions to education in California. The signing of the law was also a testament to the importance of the work being performed by classified employees who help to shape the future for California's children.

The week of May 16-20, 2016, is recognized throughout the State as Classified Employees Week/Semana de Empleados Clasificados. Resolution 2015/2016-62 supports this statewide effort to recognize the contributions of more than 1,000 classified employees in the Chino Valley Unified School District.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2015/2016-62 Classified Employees Week/Semana de Empleados Clasificados.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf

**Chino Valley Unified School District
Resolution 2015/2016-62
Classified Employees Week/Semana de Empleados Clasificados**

WHEREAS, the services provided by classified school employees are an essential and integral part of an effective and efficient public school system;

WHEREAS, the services provided by classified school employees meet the needs of children and teachers by maintaining a safe, clean, healthy, and positive environment for all students and employees;

WHEREAS, the services provided by classified school employees strive to fulfill the District's motto of "Student Achievement, Safe Schools, and Positive School Climate, Humility, Civility, and Service;"

WHEREAS, all classified employees regardless of their specific duties and responsibilities are partners in providing the community with educational opportunities for all students.

NOW THEREFORE, BE IT RESOLVED, the Chino Valley Unified School District hereby acknowledges and honors the contributions of all classified employees regarding their contributions toward achieving excellence in education in California and in the District, and designates the week of May 16-20, 2016, as Classified School Employees Week/Semana de Empleados Clasificados in the Chino Valley Unified School District".

BE IT FURTHER RESOLVED the Board of Education calls on the community to join with it in expressing sincere appreciation to our classified employees for a job well done.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 5th day of May 2016.

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

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

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 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: STUDENT TEACHING AGREEMENT WITH CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

=====

BACKGROUND

Internships provide a high quality of learning, support and practical classroom experience for professionals in training. The Chino Valley Unified School District has an opportunity to establish a student teaching agreement with the California State University, Dominguez Hills for their Nurse Practitioner Programs.

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

RECOMMENDATION

It is recommended the Board of Education approve the student teaching agreement with California State University, Dominguez Hills.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:jaf



California State University
DOMINGUEZ HILLS

Procurement, Contracts, Logistical and Support Services
1000 E. Victoria Street, WH B-485, Carson, CA 90747 PHONE: (310) 243-3799 FAX: (310) 516-3305

CLINICAL AFFILIATION AGREEMENT - NURSING

Contract # _____

THIS AGREEMENT, is made and entered into on _____, pursuant to Education Code 89036, by and between
CHINO VALLEY UNIFIED SCHOOL DISTRICT

hereinafter referred to as the "FACILITY" and the Trustees of the California State University, an agency of the State of California, on behalf of the School of Nursing, CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS, hereinafter referred to as "UNIVERSITY".

WITNESSETH:

WHEREAS, the UNIVERSITY'S BSN, MSN, and Nurse Practitioner Programs in nursing requires its students to have clinical experience and the use of clinical facilities; and

WHEREAS, the FACILITY is willing to permit the use of its clinical facilities and services for the education of said students, under the circumstances herein defined; and

WHEREAS, It is to the mutual benefit of the parties hereto that students of the University's Nursing Program use the clinical facilities of the Facility for their clinical nursing experience,

NOW, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived there from, the parties hereto agree as follows:

I. FACILITY SHALL:

A. Provide clinical facilities for learning experiences for nursing students designated by the UNIVERSITY. The clinical experience for each student shall cover such period of time as will be specified by the UNIVERSITY.

B. Maintain clinical facilities in conformance with standards of the State Board of Nurse Examiners and permit inspection of its clinical facilities upon request by the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and by authorized representatives of the UNIVERSITY.

C. Permit designated students and staff of UNIVERSITY to use all services of the FACILITY herein contracted for. The level of services and the number of students involved shall be determined by mutual agreement between the parties.

D. Nominate staff members to serve as clinical preceptors. The final selection of the preceptors shall be made by mutual consent between the FACILITY and the Faculty Coordinator.

The preceptors shall serve on a volunteer basis in accordance with the Preceptor Policy Handbook found in the following links:

- <http://www4.csudh.edu/Assets/CSUDH-Sites/SON/docs/forms/m-bsn/RN-BSN-clinical-handbook-2015.pdf>
- <http://www4.csudh.edu/Assets/CSUDH-Sites/SON/docs/forms/msn/msn-clinical-handbook.pdf>
- <http://www4.csudh.edu/Assets/CSUDH-Sites/SON/docs/forms/msn/fnp-handbook.pdf>

E. Permit members of the medical and nursing staffs of the FACILITY to participate as their time may permit in the clinical learning experience of the students.

F. Upon request, provide insurance for general liability insurance coverage.

II. TRUSTEES, THROUGH THE UNIVERSITY, SHALL:

A. Designate the students who are enrolled in the Nursing Program of the University to be assigned for clinical nursing experience at the Facility.

B. Be responsible for all instruction and evaluation of student performance required to meet the course

objectives given at the FACILITY to the students so designated.

C. Be responsible for keeping all attendance and academic records of the students.

D. Provide guidance to students in their clinical activities, through an individualized Learning Contract which specifies learning activities to take place within the patient care framework of the FACILITY.

E. Agree that the students and instructors shall be subject to the requirements and restrictions specified jointly by representatives of the UNIVERSITY and the FACILITY, and subject to the FACILITY's rules and regulations governing conduct.

F. Upon request, provide insurance for general liability insurance coverage.

III. General Conditions

A. THIS AGREEMENT shall become effective upon execution, and shall continue until the expiration date noted below or until cancelled by either party with sixty (60) days advance written notice.

B. UNIVERSITY shall defend, indemnify and hold FACILITY, its officers, employees and agents harmless from and against any and all liability, loss expense (including reasonable attorneys fees and court costs), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent acts or omissions of UNIVERSITY, its officers, agents, or employees.

FACILITY shall defend, indemnify and hold UNIVERSITY, its officers, employees and agents harmless from and against any and all liability, loss expense (including reasonable attorneys fees and court costs), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent acts or omissions of FACILITY, its officers, agents, or employees.

C. While in the performance of this agreement, students serve as volunteers at the Facility without compensation and are not to be considered officers, agents or employees of the University for Worker's Compensation purposes.

D. Students shall provide and maintain in force a One Million Dollar (\$1,000,000) policy of professional liability insurance during the course of their activities under this agreement.

E. UNIVERSITY and FACILITY, at its sole cost and expense, shall insure its activities in connection with this agreement, shall obtain, keep in force, and maintain insurance as follows:

Comprehensive or General Liability Insurance with a limit of One Million Dollars (\$1,000,000), and Three Million Dollars (\$3,000,000) in aggregate, per occurrence.

F. This AGREEMENT may at any time be altered, changed or amended by mutual agreement of the parties in writing.

G. Upon full execution of the agreement, any written notice given under this agreement shall be sent by registered mail to the following: CSUDH, 1000 E. Victoria Street, WH B-485, Carson, CA 90747, Procurement & Contracts Department, Attn: Francisco Quinonez, Director of Procurement & Contracts.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be effective: _____ to _____
By executing the Agreement, the parties hereto accept and agree to all of the stipulations set forth herein and agree that he/she is authorized to sign this Agreement on behalf of the parties.

**CALIFORNIA STATE UNIVERSITY,
DOMINGUEZ HILLS**

Adelbert Baylis, Manager Date
(or designee)
Procurement, Contracts, Logistical & Support Services
1000 E. Victoria Street
Carson, CA 90747
310-243-3799

SI: 2

FACILITY CHINO VALLEY UNIFIED SCHOOL DISTRICT

NAME: _____
Signature: _____
Print Name: _____
Title: _____
Address: 5130 RIVERSIDE DRIVE
CHINO, CA 91710
Date: _____
Phone: (909) 721-8968
Email: _____

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
**SUBJECT: REVISION OF BOARD POLICY 2140 ADMINISTRATION—
EVALUATION OF THE SUPERINTENDENT**

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 2140 Administration—Evaluation of the Superintendent is being revised to update the process.

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 2140 Administration—Evaluation of the Superintendent.

FISCAL IMPACT

None.

WMJ:pk

EVALUATION OF THE SUPERINTENDENT

The Board of Education shall annually conduct a formal evaluation of the Superintendent's performance in order to assess his/her effectiveness in leading the District toward established goals. ~~The Board and Superintendent shall establish an appropriate schedule for the annual evaluation process.~~

Evaluation criteria shall be based on PROFESSIONAL STANDARDS AND PROGRESS MADE ON district goals ~~and success indicators~~ AS agreed upon by the Board and Superintendent prior to the evaluation. The evaluation shall provide commendations in areas of strength, provide recommendations for improving effectiveness, and serve as a basis for making decisions about salary increases and/or contract extension.

The Board and Superintendent shall annually consider what evaluation method(s) will best serve the District and agree on the specific written instrument to be used AND ESTABLISH AN APPROPRIATE SCHEDULE FOR THE ANNUAL EVALUATION PROCESS.

Prior to the evaluation, the Superintendent shall be responsible for preparing and distributing to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a review of action taken to address any Board recommendations from the previous evaluation.

The Board shall also review the Superintendent's current contract and any relevant board policies.

Performance Objectives

~~The~~ IN ADDITION TO THE PROFESSIONAL STANDARDS, THE Board and Superintendent ~~shall~~ MAY annually agree upon a limited number of objectives RELATED TO THE DISTRICT GOALS, which shall be used to evaluate the Superintendent's performance.

These objectives shall ~~reflect~~ ADDRESS THE established DISTRICT goals and needs of the District ~~with regard to~~ IN AREAS SUCH AS the educational program, personnel, operations, management, community relations, board/superintendent relations, and professional leadership. ~~For each objective, the Board and Superintendent shall identify in writing the activities to be performed, expected results and timelines, and resources or constraints which may affect achievement.~~

EVALUATION OF THE SUPERINTENDENT (cont.)

Evaluation Process

OPTION 1: CONSENSUS PROCESS

Each Board member shall independently rate the Superintendent's performance ~~in~~ FOR each ~~performance~~ PROFESSIONAL STANDARD, PROGRESS ON GOALS AND, IF AGREED UPON, FOR EACH objective.

The Board shall ~~examine~~ MEET AND DISCUSS all Board members' ratings and reach a consensus upon the evaluation of each PROFESSIONAL STANDARD AND EACH performance objective. IF A CONSENSUS CANNOT BE REACHED, ALL RATINGS WILL BE INCLUDED IN THE WRITTEN EVALUATION. The Board President or designee shall then develop a single evaluation representing the Board's collective judgment and provide a copy to the Superintendent for his/her response. THE EVALUATION SHALL INCLUDE THE RATINGS, AS WELL AS THE COMMENTS PROVIDED BY BOARD MEMBERS.

The Board shall meet in closed session with the Superintendent to discuss the evaluation AND JOINTLY IDENTIFY PERFORMANCE OBJECTIVES FOR THE NEXT YEAR. (Government Code 54957)

The Superintendent shall have an opportunity to ask questions, respond verbally, and/or in writing, to the evaluation, and present additional evidence of his/her performance or district progress. THE BOARD MAY CONSIDER MODIFICATIONS TO THE EVALUATION BASED ON THE SUPERINTENDENT'S RESPONSE.

The Board President and Superintendent shall sign the evaluation as evidence that the evaluation has been discussed. The Superintendent shall place the evaluation in his/her personnel file.

OPTION 2: REPORTING INDIVIDUAL BOARD MEMBER RATINGS AND COMMENTS

EACH BOARD MEMBER SHALL INDEPENDENTLY RATE THE SUPERINTENDENT'S PERFORMANCE FOR ~~After each evaluation has been completed, the Board may meet in open session to~~ PROFESSIONAL STANDARD, PROGRESS ON GOALS AND, IF AGREED UPON, FOR EACH OBJECTIVE.

THE BOARD SHALL MEET AND DISCUSS ALL BOARD MEMBERS' RATINGS. AFTER DISCUSSION, EACH BOARD MEMBER WILL give the Board PRESIDENT HIS OR HER FINAL RATINGS.

EVALUATION OF THE SUPERINTENDENT (cont.)

THE BOARD PRESIDENT OR DESIGNEE SHALL THEN DEVELOP A SINGLE EVALUATION. THE EVALUATION SHALL INCLUDE THE RATINGS, AS WELL AS THE COMMENTS PROVIDED BY INDIVIDUAL BOARD MEMBERS.

THE BOARD SHALL MEET IN CLOSED SESSION WITH THE ~~and~~ Superintendent ~~an~~ opportunity to DISCUSS THE EVALUATION AND jointly identify performance ~~goals~~ OBJECTIVES for the next year. (GOVERNMENT CODE 54957)

THE SUPERINTENDENT SHALL HAVE AN OPPORTUNITY TO ASK QUESTIONS, RESPOND VERBALLY, AND/OR IN WRITING, TO THE EVALUATION, AND PRESENT ADDITIONAL EVIDENCE OF HIS/HER PERFORMANCE OR DISTRICT PROGRESS. THE BOARD MAY CONSIDER MODIFICATIONS TO THE EVALUTION BASED ON THE SUPERINTENDENT'S RESPONSE.

THE BOARD PRESIDENT AND SUPERINTENDENT SHALL SIGN THE EVALUATION AS EVIDENCE THAT THE EVALUATION HAS BEEN DISCUSSED. THE SUPERINTENDENT SHALL PLACE THE EVALUATION IN HIS/HER PERSONNEL FILE.

(cf. 0000 - Vision)
(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 2111 - Superintendent Governance Standards)
(cf. 2121 - Superintendent's Contract)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9400 - Board Self-Evaluation)

Legal Reference:

EDUCATION CODE

44660-44663 Evaluation and Assessment of Performance

GOVERNMENT CODE

54957 Closed Session, Personnel Matters

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2004

WEBSITES

Association of California School Administrators: www.acsa.org

CSBA, Single District Governance Services: www.csba.org

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Policy Adopted: August 21, 2008

REVISED:

Chino Valley Unified School District

Our Motto:

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: **SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
WILLIAMS FINDINGS DECILE 1-3 SCHOOLS THIRD QUARTERLY
REPORT 2015/2016**

=====

BACKGROUND

California Education Code 1240 requires that the San Bernardino County Superintendent of Schools visit all decile 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index and all Quality Education Investment Act schools) identified in the county and report the results of findings on a quarterly basis to ensure compliance with the Williams Legislation. The San Bernardino County Superintendent of Schools office is required to file quarterly reports on schools progress in rectifying any findings.

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 San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2015/2016.

FISCAL IMPACT

None.

WMJ:JC:lmc



April 15, 2016

Mr. Wayne M. Joseph, Superintendent
Chino Valley Unified School District
5130 Riverside Drive
Chino, CA 91710

Dear Mr. Joseph,

California Education Code section 1240 requires that I visit all deciles 1-3 schools (*Williams* monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. The instructional materials sufficiency reviews, facilities inspections and School Accountability Report Card (SARC) reviews were conducted during the first quarter of the 2015/16 fiscal year and the findings were reported in October 2015. The annual teacher assignment monitor and review process began November 6, 2015 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2016. The final teacher assignment information will be provided in the fourth quarterly report.

In summary, there are no findings to report in the following areas:

1. **Instructional Materials**
2. **School Facilities**
3. **SARC**
4. **Teacher Assignments**

This report serves as your district's *third quarterly report* for the 2015/16 fiscal year. Please agendaize this report for your next regularly scheduled Board meeting.

It is a pleasure to work in partnership with you and the staff of the Chino Valley Unified School District.

Sincerely,

Ted Alejandre
County Superintendent

cc: Mr. Andrew Cruz, Board President
Mrs. Jeanette Chien, *Williams* Liaison
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer

Office of the Superintendent

601 North E Street • San Bernardino, CA 92415-0020 • P: 909.386.2406 • F: 909.888.5480 • www.sbcss.k12.ca.us

Chino Valley Unified School District

Our Motto:

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

DATE: May 5, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: **WILLIAMS SETTLEMENT LEGISLATION QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY FOR JANUARY THROUGH MARCH 2016**

=====

BACKGROUND

In accordance with the Williams settlement legislation, Education Code 35186 states that the Superintendent or designee shall report summarized data on the nature and resolution of all Williams related complaints to the Board of Education and the San Bernardino County Superintendent of Schools on a quarterly basis. Williams related complaints are complaints specific to 1) insufficiency of instructional materials, 2) unsafe facilities, or 3) teacher vacancy or misassignment. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting.

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 Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January through March 2016.

FISCAL IMPACT

None.

WMJ:JC:Imc

Williams Settlement Legislation
Quarterly Uniform Complaint Report Summary
For submission to school district governing board and county office of education.

District Name: Chino Valley Unified School District

Quarter covered by this report: January 2016 – March 2016

Please fill in the following table. Enter 0 in any cell that does not apply.

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy or Misassignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
Totals	0	0	0

UCP Contact: Jeanette Chien, Ed.D.
 Title: Assistant Superintendent, Educational Services

Board Submission: May 5, 2016